



SACRAMENTO
STATE

Course Change Proposal
Form A



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| Academic Group (<i>College</i>): Arts and Letters | Academic Organization (<i>Department</i>): English | Date: 11 September 2007 |
| Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/> | Department Chair: Sheree Meyer | Submitted by: Fiona Glade GWAR Coordinator |
| Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE (<i>Extension</i>): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 2008 <input type="checkbox"/> |

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| This course replaces experimental course Subject Area (<i>prefix</i>) and Catalog Nbr (<i>course number</i>): | |
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Change from:

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| Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>): | Title: | Units: |
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Change to:

| | | |
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| Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>): English 109X | Title: Writing-Intensive Workshop | Units: 1 |
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JUSTIFICATION:

In accordance with the CSU, Sacramento Faculty Senate directive for changes to the undergraduate writing curriculum (signed by President Gonzales in December 2006) the Graduation Writing Assessment Requirement will consist of a junior-level placement—via the English 109 portfolio or via a timed essay examination (the Writing Placement for Juniors [WPJ])—into their upper-division GE Writing Intensive coursework. In accordance with that directive, students will be placed according to their needs into 3 units, 4 units, or 6 units of upper-division writing intensive coursework; specifically, those students who receive the 4-unit placement will be required to take English 109X concurrently with their upper-division GE Writing Intensive course. The English department is prepared to offer a small group of students—based on their WPE score—the opportunity to volunteer to participate in an English 109X pilot in Fall 2008 and Spring 2009; the outcomes of this pilot study will inform full implementation of English 109X beginning in Fall 2009. Designed to support the writing that students do in upper-division Writing-Intensive courses, English 109X is a single-credit, pass/fail tutorial course that will serve students who demonstrate the need for some additional help with their writing but who have demonstrated that they do not need a full course. Throughout English 109X, students will work with a tutor on drafting, responding to, revising, and editing writings for their upper-division Writing-Intensive courses.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

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| English 109X is a required one-unit adjunct course for students who receive a 4-unit placement on the Writing Placement for Juniors (WPJ). The course is a student-centered group tutorial which will offer supplemental instruction in elements of academic writing taught in writing-intensive upper-division courses; it will provide support to students concurrently enrolled in writing-intensive upper-division courses throughout the writing process, including drafting, revising, and editing, for a variety of papers. |
| Note: |
| Prerequisite: Writing Placement for Juniors: student who receive a 4-unit placement on the WPJ Enforced at Registration: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| Corequisite: Writing-Intensive upper-division course Enforced at Registration: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| CAN (California Articulation Number): |
| Graded: Letter <input type="checkbox"/> Credit/No Credit <input checked="" type="checkbox"/> Instructor Approval Required? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

Course Classification (e.g., lecture, lab, seminar, discussion): 04

Title for CMS (not more than 30 characters) Writing-Intensive Workshop

Cross Listed?
Yes ___ No X

If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 2

Can the course be taken for Credit more than once during the same term? Yes ___ No X

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Learning outcomes are the same as for English 109: By the end of the semester, students will

- be more aware of their own writing processes, including prewriting, drafting, revising, and editing;
- develop an increased understanding of the importance of giving and receiving feedback throughout the writing process;
- develop an increased understanding of the discourse conventions of academic discourse communities;
- develop critical self-reflection, self-editing, and self-assessment skills through writing.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

In-class writing
Two short essays
(see attached syllabus and weekly calendar)

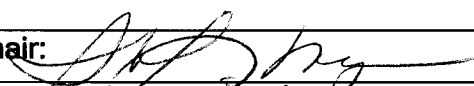
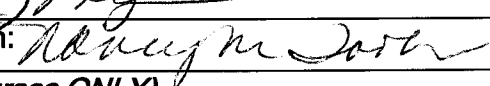
For whom is this course being developed?
 Majors in the Dept ____ Majors of other Depts ____ Minors in the Dept ____
 General Education Other ____

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No ___
 If yes, identify program(s): _____

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No
 If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____
The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

| Signatures: | Date |
|---|----------|
| Department Chair:  | 11/30/07 |
| College Dean or Associate Dean:  | 1/25/08 |
| CPSP (for school personnel courses ONLY) | |
| Associate Vice President and Dean for Academic Programs | |

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

English 109X Syllabus

Tutor: _____

English 109X Coordinator

Professor Fiona Glade

CLV 101

278 6870

fiona.glade@csus.edu

Meeting Time: _____

Meeting Place: _____

Tutor Contact Info: _____

Course Overview:

English 109X is a pass/fail, one-credit, small group tutorial designed to provide students taking upper-division writing-intensive courses with a space to give and receive feedback to improve their writing. The 109X groups meet once a week with a tutor. In each session, students discuss projects they are working on and receive feedback they can use to further develop their drafts. Primary emphasis is placed on developing discipline-specific rhetorical skills; students are also offered support in learning appropriate documentation and self-editing skills. This course is designed to allow students to be a part of an engaging, small-group learning experience.

Stay motivated! The motivation for learning in this setting comes from you: the students. The tutor is not a teacher; the tutor guides and facilitates rather than creating lesson plans. The more you participate in and are motivated for the tutorial, the more you will learn.

Learning Outcomes:

By the end of the semester, students will

- be more aware of their own writing processes, including prewriting, drafting, revising, and editing;
- develop an increased understanding of the importance of giving and receiving feedback throughout the writing process;
- develop an increased understanding of the discourse conventions of academic discourse communities;
- develop critical self-reflection, self-editing, and self-assessment skills through writing.

Assessment:

In this pass/fail tutorial, you may earn a passing grade by meeting the expectations outlined below.

Course Expectations:

English 109X is a one-credit, pass or fail course. If you attend regularly, bring writing with you to share every time, and provide discussion and feedback for your peers, not only will you pass the course, but you will also be a more aware and effective academic writer. In order to earn a passing grade, each student will be required to accomplish the following:

--Attend the tutorial a minimum of 12 times. If you show up more than five minutes late, you will earn an absence for that day.

--Bring a piece of your own writing to share with the group at every tutorial. This piece of writing may be a rough draft of an essay or other formal writing assignment, an online discussion entry, a draft that has been returned to you with comments by the teacher, a reading journal entry, prewriting notes for a paper, or even an assignment sheet. If you aren't sure if something will qualify for this requirement, email the tutor the day before class to ask. If you show up without a piece of writing-in-progress, you will earn an absence for that day. *The ONLY exception to this is if, during the previous tutorial, the entire group has agreed on and planned a different activity.*

--Write and submit two 2-page papers (assigned by the tutor). The first paper (Writing Processes Essay #1) will be due at mid-semester. The second paper (Writing Processes Essay #2) will be due at the end of the semester.

English 109X Weekly Calendar

Week 1

Introductions

Overview of a studio-style Workshop class

Writing in the Disciplines

Week 2

Reading and Writing Processes and Revision

Week 3

Understanding writing assignments in the disciplines

Week 4

HOCs and LOCs

Week 5

Research Strategies

Week 6

Revision Strategies

Week 7

Giving and Getting Effective Feedback

Week 8

Due: Writing Processes Essay #1—first draft

Week 9

Due: Writing Processes Essay #1—revised draft

Week 10

Focusing on your own writing and research processes

Week 11

Writing and citing: Conventions in your discipline

Week 12

Learning to edit your own work

Week 13

Due: Writing Processes Essay #2—first draft

Week 14

Conclusions

Week 15

Due: Writing Processes Essay #2—revised draft