



SACRAMENTO  
STATE

Course Change Proposal

Form A



Academic Group ( <i>College</i> ): Arts and Letters	Academic Organization ( <i>Department</i> ): English	Date: 16 March 2009
Type of Course Proposal:  New ___ Change <u>X</u> Deletion ___	Department Chair: Sheree Meyer	Submitted by: Amy Heckathorn, Fiona Glade
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u>	For Catalog Copy: Yes ___ No <u>X</u>  CCE ( <i>Extension</i> ): Yes ___ No <u>X</u>	Semester Effective:  Fall <u>X</u> 20 <u>09</u>

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

Subject Area ( <i>prefix</i> ) & Catalog Nbr ( <i>course no.</i> ): English 109M	Title: Writing for Proficiency for Multilingual Students	Units: 3

Change to:

Subject Area ( <i>prefix</i> ) & Catalog Nbr ( <i>course no.</i> ): English 109M	Title: Writing for GWAR Placement--Multilingual	Units: 3
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JUSTIFICATION:

The CSU, Sacramento Faculty Senate directive for changes to the undergraduate writing curriculum (signed by President Gonzales in December 2006) incorporates specific changes to the Graduation Writing Assessment Requirement process. Students may now opt to take English 109M if they are multilingual, or if they have an EDT score, without having first failed the WPE. The new English 109M will
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require each student to compose a GVAR Portfolio; each student will receive a placement into upper-division General Education coursework based on 109 faculty evaluation of that Portfolio.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/umannual/AcadAff/FSC00060.htm> - Guidelines for Catalog Course Description

English 109M provides intensive practice in prewriting, drafting, revising, and editing academic writing for multilingual writers. Students research, analyse, reflect on, and write about the kinds of writing produced in academic disciplines. Students produce a considerable amount of writing such as informal reading responses, rhetorical analyses, and an extended academic research project: students will submit their writing late in the semester in a GVAR Portfolio, from which they will receive a GVAR Placement.

**Prerequisite:** Must have passed English 20 (or a comparable course) with a C- or higher, have completed at least 60 semester units, and have English Diagnostic Test score of 4 or 5 or credit in LS86 or WPJ placement number of 71.

**Note:**

**Prerequisite:**

Enforced at Registration: Yes \_\_\_ No  \_\_\_

**Corequisite:**

Enforced at Registration: Yes \_\_\_ No  \_\_\_

**CAN (California Articulation Number):**

Graded: Letter  \_\_\_ Credit/No Credit \_\_\_

Instructor Approval Required? Yes \_\_\_ No  \_\_\_

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

**Title for CMS** (not more than 30 characters)  
Upper-Division Writing

Cross Listed?

Yes \_\_\_ No

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? \_\_\_|\_\_\_

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

**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>

Students will develop increased awareness as academic writers through preparation of a Course Portfolio which will demonstrate the writer's ability to succeed in her or his upper-division Writing Intensive General Education coursework. By the end of the semester, students will be able to:

--Critically read and interpret texts from a variety of academic genres, media, and contexts with attention to the ways in which genre influences purpose, format, evidence, tone, conventions, and organization

--Understand specific ways in which writers in various academic discourse communities purposefully contextualize their writing within the disciplinary conversations in order to participate in the production of knowledge in that discipline

--Engage in critical reading, researching, writing, and thinking processes to compose both formal and informal texts that respond critically to disciplinary knowledge-making contexts and that signal the writer's credible participation in disciplinary conversations

--Compose not only texts in which they demonstrate context-appropriate rhetorical choices, but also texts in which they explain, justify, and critically self-reflect about making context-appropriate rhetorical choices.

\*\*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:

**Students will submit a GWAR Portfolio in Week 12, which will be evaluated and placed as follows:**

**3 Units--Ready to begin Writing Intensive coursework. In this Portfolio, the writer:**

- Produces a cover letter and other texts in which the writer:

--Explains how she or he has engaged in writing as a process that includes invention, revision, and editing based on feedback from peers and instructors

-- Reflects critically on how his or her thinking, reading, and writing processes are shaped by rhetorical contexts which will include his or her literacy history, the genre, the audience, the purpose, and other concerns

-- Identifies, analyzes, and justifies his or her own rhetorical choices.

- Identifies and analyzes rhetorical conventions of academic discourse communities and their texts
- Meets the expectations of academic audience(s) with regard to rhetorical choices such as genre, purpose, format, evidence, tone, conventions, and organization
- Produces developed and cohesive academic compositions that illustrate rhetorical choices that are appropriate for the genres selected.

**4 Units--Ready to begin Writing Intensive coursework with additional support (109X). In this Portfolio, the writer:**

- Produces a cover letter and other texts in which the writer:

--Provides limited explanation of how she or he has engaged in writing as a process that includes invention, revision, and editing based on feedback from peers and instructors

-- Reflects in limited ways on how his or her thinking, reading, and writing processes are shaped by rhetorical contexts which will include his or her literacy history, the genre, the audience, the purpose, and other concerns.

-- Identifies some of his or her own rhetorical choices and offers limited analysis or justification thereof.

- Identifies some rhetorical conventions of various academic discourse communities and their texts, and provides some analysis of the texts in those communities
- Meets some of the expectations of academic audience(s) with regard to rhetorical choices such as genre, purpose, format, evidence, tone, conventions, and organization
- Produces academic compositions with minimal development and cohesion or with some inappropriate rhetorical choices.

6 Units--Ready to begin Writing Intensive coursework after another semester of 109W. In this Portfolio, the writer:

- Produces a cover letter and other texts in which the writer:

--Provides incomplete explanation of how she or he has engaged in writing as a process that includes invention, revision, and editing based on feedback from peers and instructors

-- Does not document self-reflection on how his or her thinking, reading, and writing processes are shaped by rhetorical contexts which will include his or her literacy history, the genre, the audience, the purpose, and other concerns.

-- Identifies few, if any, of her or his own rhetorical choices and offers limited if any, analysis or justification thereof.

- Identifies some rhetorical conventions of various academic discourse communities but offers negligible analysis of their texts
- Does not meet the expectations of academic audience(s) with regard to rhetorical choices such as genre, purpose, format, evidence, tone, conventions, and organization
- Produces academic compositions that demonstrate negligible development and cohesion or demonstrate meaningful or appropriate rhetorical choices Produces academic compositions with minimal development and cohesion and/or with inappropriate rhetorical choices.

**Portfolio Placements will convert to course grades as follows:**

ENGL109M grade of A through C; take WI

ENGL109M grade of C-; take WI and ENGL109X

ENGL109M grade of D+ or lower; repeat ENGL109M, then WI

ENGL109M grade of D+ or lower; take ENGL109W, then WI

For whom is this course being developed?

Majors in the Dept \_\_\_ Majors of other Depts \_\_\_ Minors in the Dept \_\_\_ General Education  
\_X\_ Other \_\_\_

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes \_\_\_ No  
\_X\_

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 \_X\_

If yes, attach a description of resources needed and verify that resources are available.


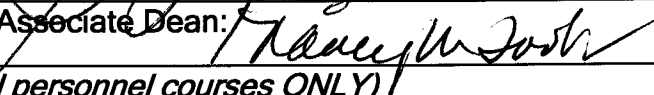
Indicate which department or programs will be affected by the proposed course (if any). \_\_\_\_\_

*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: 	4/6/09
College Dean or Associate Dean: 	4/15/09
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.

8/27/07