# Course Change Proposal

**Form A**

**Academic Group (College):** Arts and Letters  
**Academic Organization (Department):** English  
**Date:** 27 October 2009

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
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<tbody>
<tr>
<td>New <em>X</em> Change <em>X</em> Deletion <em>X</em></td>
<td>Sheree Meyer</td>
<td>Fiona Glade</td>
</tr>
</tbody>
</table>

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<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>Yes <em>X</em> No <em>X</em></th>
<th>For Catalog Copy: Yes <em>X</em> No <em>X</em></th>
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<tr>
<td>CCE (Extension):</td>
<td>Yes <em>X</em> No <em>X</em></td>
<td>Semester Effective: Fall <em>X</em> 2010 <em>X</em>.</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):__

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

| Change from: | | |
|--------------|-----------------|
| Subject Area (prefix) & Catalog Nbr (course no.): | Title: | Units: |

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<tr>
<th>Change to:</th>
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<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.): ENGL 220W</td>
<td>Title:</td>
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**JUSTIFICATION:**

In accordance with the Sacramento State Faculty Senate vote on the changes to the Graduate GWAR (Graduation Writing Assessment Requirement), a graduate student may be exempted from the GWAR by meeting an equivalency standard, or may meet the GWAR by taking a writing course in her/his program, or by taking the Writing Placement for Graduate Students (WPG) essay test to receive a placement into graduate-level writing coursework. Students who elect to take the WPG and whose work demonstrates that they need additional help with writing in order to succeed in graduate coursework will be required to take English 220W. This course will be offered through CCE.

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

**English 220W:** Writing in Your Discipline. Course Description: Writing workshop course designed to immerse graduate students in the discourse of their disciplines; required for graduate students who have received a 3-unit placement on the Writing Placement for Graduate students (WPG). Focuses on the writing process, text-based academic writing in various academic genres, revising, and editing. Students will produce 5000 words. Includes assessment via Course Portfolio.
Note:

Prerequisite:
Enforced at Registration: Yes  No

Corequisite:
Enforced at Registration: Yes  No

Graded: Letter ___X___ Credit/No Credit  Instructor Approval Required? Yes  No ___X___

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

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? ___1___

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

By the end of the semester, each student will demonstrate in a Course Portfolio that she or he has:

1. An understanding of the major research and/or professional conventions, practices, and methods of inquiry of his or her own academic discourse communities;
2. An understanding of the major formats, genres, and styles of writing used in her or his own academic discourse communities;
3. Practiced reading and writing specific examples of scholarly disciplinary texts;
4. Practiced reading and writing as learning processes that involve feedback from peer and instructors, revision, critical self-reflection, and self-editing.

**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:

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Presentation (group)</td>
<td>100</td>
</tr>
<tr>
<td>Genre Analyses—3 @ 50 points each</td>
<td>150</td>
</tr>
<tr>
<td>Research Project</td>
<td>200</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td></td>
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<tr>
<td>Presentation Report</td>
<td></td>
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<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Course Portfolio</td>
<td>500</td>
</tr>
<tr>
<td>Cover Letter</td>
<td></td>
</tr>
<tr>
<td>Genre analysis Report</td>
<td></td>
</tr>
<tr>
<td>Research Project Report</td>
<td></td>
</tr>
<tr>
<td>Selected informal writings</td>
<td></td>
</tr>
<tr>
<td>total possible points</td>
<td>1000</td>
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</table>
For whom is this course being developed?
Majors in the Dept __ X__ Majors of other Depts __ X__ Minors in the Dept __ X__

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes __ X__ No __ X__
If yes, identify program(s): Every graduate student will be required to meet the GWAR via one of three instruments; the WPG (Writing Placement for Graduate Students) timed writing placement test, a writing course in their own graduate program, or this course.

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.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>11/26/10</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>2-4-10</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY):</td>
<td></td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs:</td>
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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.

9/10/2008
Proposal: English 220W—Writing in Your Discipline

Course Description: Writing workshop course designed to immerse graduate students in the discourse of their disciplines; required for graduate students who have received a 3-unit placement on the Writing Placement for Graduate students (WPG). Focuses on the writing process, text-based academic writing in various academic genres, revising, and editing. Students will produce 5000 words. Includes assessment via Course Portfolio.

Course Syllabus

Fiona Glade
CLV 101; 278-6870; fionaglade@gmail.com
Office hours: T 2:00 to 5:00 and by appointment

Course description—Welcome to English 220W, a writing course that is designed to help you practice prewriting, drafting, and revising the kinds of writing that you'll be required to accomplish throughout your graduate. The purpose of this course is (a) to immerse graduate students in the discourse of their academic or professional discipline and (b) to prepare graduate students to participate effectively in that discourse. As such, this course has two primary goals: first, to help you become more aware of your own writing processes in academic contexts, and second, to prepare you to write well in graduate courses in your particular discipline so that you may participate in the scholarly and professional discourses of your field. This course is also designed to satisfy the 3-unit placement as part of the Graduation Writing Assessment Requirement (GWAR) for graduate students.

My basic assumption is that at this stage of your college career you already have considerable writing skills and now need further exposure to effective writing and self-evaluation strategies and practice in writing the specific genres of your discipline; thus, you'll write and revise a variety of documents—both formal and informal—designed to enhance your practical and theoretical understanding of graduate writing tasks, including a range of the types of genres typical in your own discipline: for example, a research paper, proposal, critical response, annotated bibliography, abstract, case study, or a laboratory report. We'll research and examine the discourse conventions required in various texts within your own disciplines, and we will become immersed in disciplinary discourses by writing about those texts, focusing on getting feedback on drafts and on revising each piece of work to the point where it meets the needs of its specific exigency, and paying particular attention to considerations of audience, context, format, ethics, and style. You will be asked to complete a number of readings throughout the semester, and to produce a considerable amount of writing—5,000 words—in a variety of genres throughout the semester. Your very best work will be revised and revised again through multiple drafts, based on feedback from peers and the instructor, for inclusion in your Course Portfolio at the end of the semester.

Course Goals—The primary goal of this course is for all participants to develop as critical self-reflective scholars through reading, research, writing, and discussion. By the end of the semester, each student will demonstrate in a Course Portfolio that she or he has:

1. An understanding of the major research and/or professional conventions, practices, and methods of inquiry of his or her own academic discourse communities;
2. An understanding of the major formats, genres, and styles of writing used in her or his own academic discourse communities;
3. Practiced reading and writing specific examples of scholarly disciplinary texts;
4. Practiced reading and writing as learning processes that involve feedback from peer and instructors, revision, critical self-reflection, and self-editing.
Reading Assignments—This course requires the quality of your intellectual engagement with the readings and with your colleagues’ ideas consistently to be rigorous! Before scholars may participate in the conversations of their fields, they need to have a good idea of what folks in the field are already discussing; furthermore, newcomers need to learn not only what to discuss in that conversation, but also how to discuss it. Therefore, it's imperative that you come prepared to discuss all the day’s required readings and to write about them in class, especially in terms of making connections with earlier readings as we build upon our knowledge about disciplinary discourses. Please bring all assigned reading materials to class on the day they’re due. Many responses to and applications for the readings will be presented by colleagues; however, I do expect all class members to complete all of the assigned readings with careful attention to reading critically. Do not merely skim: read with a dictionary by your side, annotating the text, engaging the ideas actively, incorporating the theories and practices you read about into your own writing processes. Reading dates are assigned on the calendar below like this <GC> (for the Craswell book) or <Author Name> for a pdf article that I will email to you.

Required Texts—In addition to the assigned chapters from <Craswell>, you will be required to research and to print other sources as assigned on the Course Calendar.

- Sacramento State Writing Guide
- ____ (you fill in the blank) style handbook as dictated by your discipline.

Writing Assignments—220W will assess your ability to read, write, and think about the major research and/or professional conventions, practices, and methods of inquiry in your own discipline; your understanding of how to use the major formats, genres, and styles of writing used in that discipline; and your engagement in critical self-reflection about how to use reading and writing processes in order to participate in the discourse of that discipline. Effective writing is most often the product of extended drafting and revising. And so we will write constantly this semester, in class and out of class.

Often, informal writing assignments will be counted as part of your participation grade. You'll compose—and often revise—a wide variety of documents, including responses to readings, responses to colleagues’ writings, freewrites, and formal annotations of articles from journals in your field. In addition, after some guided research into the discourses used by your field, you will write and revise some documents in the genres used by scholars and professionals in your discipline, possibly including research papers, proposals, critical responses, annotated bibliographies, abstracts, case studies, or laboratory reports.

I will evaluate your work this semester using a Portfolio system: the attached handout provides more information about the Portfolio requirements. Throughout the semester, you’ll be drafting and getting feedback on all of the required Portfolio documents. You will then have the opportunity to improve your drafts with revision before the Portfolio is due at semester’s end. This process not only allows for the processes of writing, thinking, and learning to happen recursively, but also provides you the opportunity to earn the majority of your course grade based only on your very best work.

Submission drafts—Each time you submit a draft of a formal assignment for my responses, you should put it in a manila folder and include with it your earlier marked drafts, workshop responses from colleagues, and other process details: these documents will trace your revision work. In addition, I require that you include in the folder a single-space 1 page typed semi-formal self-reflective cover letter in which you give details of your writing process for that draft, including your detailed explanation of how you’ve used any feedback and how completing the draft has helped you to meet course goals.

In order to earn at least a passing grade in the course, you must submit all assignments; furthermore, I don’t accept late submissions nor submissions via email.
Your first writing assignment of the semester—other than what we do in class on our first evening—is to send me an email by noon on Thursday of Week 1. Please use English 220W as the subject. In the body of the email, please include three things: first, let me know that you’ve read the entire Syllabus; second, tell me if you have any questions; and third, tell me your name.

Assessment—In order to assess the learning outcomes of the course, I’ll use a variety of assignments, culminating in the Course Portfolio, that will require you to engage in the complex processes of reading, thinking, and writing. Although what I am really interested in is your development as a critical reader, thinker, and writer, grades are an academic requirement that none of us can escape. Your final grade for this course will be determined based on the following points:

- Reading Presentation (group) 100
- Genre Analyses—3 @ 50 points each 150
- Research Project 200
  - Annotated Bibliography
  - Presentation
  - Report
- Participation 50
- Course Portfolio 500
  - Cover Letter
  - Genre analysis Report
  - Research Project Report
  - Selected informal writings

Total possible points 1000

Expectations: We will spend a great deal of time this semester on workshops and other collaborative in-class activities:

Workshops—Several class meetings will be spent on writers’ workshops: not only will this provide you multiple opportunities for feedback on your own work, but it will also give us all a chance to discuss the various ways in which effective workshopping is a vital component of writing. In order to earn credit for a workshop, your draft must meet all the criteria of the assignment, including length and format. For each workshop, I will advise you how many copies of your draft to bring. Note: each time your workshop draft doesn’t meet the criteria and each time you miss a workshop that’s on the syllabus—including during the last two weeks of the semester—your final course grade will earn a 100 point deduction.

Discussions—Again, I emphasize my expectation that you will come to class prepared to engage in rigorous discussion about the issues we’ll encounter. I hope that we will create here together a very lively dialectic in which respect for diverse opinions within our learning community is fostered. In no case will discriminatory language be tolerated; those using sexist, racist, homophobic, or other disrespectful or derogatory remarks will be dismissed from class for that day and will earn an absence.

Attendance—Regular attendance in class is crucial to your academic success. If your absence is unavoidable, be sure to hand in any work due before that class day, and to find out from a course colleague—before the next class meeting—about what you missed. After your third absence, each day you miss will earn you a third of a grade point reduction from your course grade (for example, a fourth absence would mean a course grade of A- would be reduced to a course grade of B+). If you are more than ten minutes late, you will be counted absent for that day. In addition, late arrival or early departure from class will earn you a tardy: two tardies count as one absence and carry the same consequences. If you earn six absences or more, you will earn an F in the course.
Academic Honesty—Do your own work. Scholarly research tends to reward those who demonstrate a savvy ethos by researching and citing with due attention. I will not reward academic dishonesty by honoring it with a passing grade. The University Policy Manual states that “Plagiarism is the use of distinctive ideas or work belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporating another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge.” If you have questions, ask before you act.

Extra Help—Please consider me as a resource: that’s what I’m here for, right? Also, reasonable accommodations are available for students who have a documented disability. Please notify me during the first week of class if you have specific needs. I also encourage you to visit the Campus Writing Center to chat with a trained tutor about your writing at any stage.

And finally, this syllabus is a piece of writing; as such, it’s constantly subject to revision. I’ll announce any changes in class and via the class email list.

Notes
Course Portfolio

A considerable segment of your semester grade—50%—comes from my evaluation of your Course Portfolio. I use portfolio assessment for a variety of reasons. First, it allows most honestly for process and progress in writing, offering semester-long opportunities for feedback from multiple sources. Second, the portfolio process encourages authentic revision, work wherein the writer really does re-vise, or look again, at the writing, from the inside out. Third, it allows the writer to select the way to present the work. Moreover, portfolio assessment is considered best practice by many leading researchers in the field (see White, Condon, and Hamp-Lyons).

For almost every piece of formal writing assigned in this course, we will hold a Writer's Workshop, which will provide the opportunity to get feedback on your draft-in-process and to respond to colleagues' drafts. When you turn in a submission draft I will make suggestions for revisions, pose questions, and discuss grammar and mechanical concerns as necessary. Each time you submit a piece of formal writing, you should attach to it your earlier marked drafts, workshop responses from colleagues, and other process details. Our last two weeks of seminar will be devoted to writers' workshops in which you will work on collecting, selecting, and reflecting on your portfolio contents.

When you submit your course Portfolio, I will be looking carefully for authentic revision. In other words, I suggest you begin working on revising each piece as soon as you have received feedback on it, allowing for multiple drafts, and seeking feedback from course colleagues, writing tutors, and others. The grade your Portfolio earns will be based on how well you document and reflect upon your process of learning to participate in the discourse of your discipline, as well as on the quality of your final product. I encourage you to visit me during office hours to discuss your Portfolio choices. Your Portfolio will consist of the following documents:

Self-Reflective Cover Letter (200 points)—This semi-formal letter is the glue that holds together your Portfolio as a single text and your guide for me as I evaluate that text: as such, the cover letter makes your Portfolio into a self-contained, self-referential text that explicitly presents your process and your progress to your reader. In this letter, you'll not only tell me—explicitly—what documents I'm about to see, but you'll also explain—explicitly—exactly why I will see them; in other words, your Cover Letter will take me along on your critically self-reflective journey through the contents of your Portfolio, showing me your work and telling me how it illustrates your process and progress in moving towards the course goals via your reading, thinking, and writing throughout the semester. Again, your Cover Letter must explain how every document you've included in your Portfolio is significant to your experience in learning about the relationship between critical pedagogy and composition.

Genre analysis Report—Revise the most useful ideas from your three Genre Analyses into a formal report in which you inform an outsider audience about the discourse conventions of your field. Be sure to make savvy rhetorical choices for this document, including selecting an appropriate genre from your field by which to convey the information clearly. Too, provide detailed explanation not only of what the conventions and expectations are, but also of the purpose behind those rules—give your audience some insights into why people in your discipline do things in certain ways.

Research Project Report—Revise your Research Project Presentation, and the knowledge you've gained from the Genre Analyses and the research for the Annotated Bibliography—into a discipline-appropriate Research Proposal.

Other informal documents—You may if you wish include some other documents in your Portfolio if you feel sure that they will assist me in evaluating your process and progress this semester. Of course, if you do include any extra documents, you will tell me in your Cover Letter exactly why they're there.

As always, I encourage you to visit me during office hours to discuss your Portfolio choices; it's my goal to support you throughout your entire process of reading, thinking, and writing. I truly look forward to reading your completed work: each semester, I anticipate with great delight the moment when I'll open your Portfolios and begin learning about what and how you've learned.
Course Calendar

Week 1  Introductions: to writing processes, to composition, to groupwork, and to each other. Sign up for presentation dates, groups. Due by noon on ___: email to Fiona re: 220W Syllabus

Week 2  Defining discourse; defining genre. <Roskelly from pdf; GC chap. 1, 2, 3>

Week 3  Research Practices: Analyzing genre, defining expectations Group presentation on readings <GC chap. 4, 5; browse your Conventions Handbook>

Week 4  Linking purpose and content to format: epistemologies Responding to the work of others: the peer review process Group presentation on readings <GC chap. 6, 7, 8> Due for Writers’ Workshop: Genre Analysis #1

Week 5  More on writing processes: what does it mean to be an author? Due: Submission Draft of Genre Analysis #1

Week 6  Defining Research (and for whom) <Swales pdf; GC chap. 9> Group presentation on readings Due: Submission Draft of Annotated Bibliography Part I

Week 7  Writing to Persuade: Rhetorical Analysis as a writing tool <Bazerman> Group presentation on readings Due: Submission Draft of Genre Analysis #2

Week 8  Joining the conversation: “it’s not what you’re saying . . .” Feedback and revision as author-ity Sharing sources

Week 9  Considerations of ethos: the 4-sided Rhetorical Triangle Due: Submission Draft of Genre Analysis #3

Week 10  Critical self-reflection: where does my voice fit? Editing strategies Due: Submission Draft of complete Annotated Bibliography

Week 11  Research Project Presentations

Week 12  Research Project Presentations More revision strategies Due for Writers’ Workshop: draft of Genre Analysis Report

Week 13  Portfolio Pre-Vision Due: your peer review of colleague’s Genre Analysis Report Due for Writers’ Workshop: draft of Research Project Report

Week 14  More editing strategies Due for Writers’ Workshop: draft of Portfolio Cover Letter

Week 15  Due: Course Portfolio submission draft