# Course Change Proposal

## Form A

<table>
<thead>
<tr>
<th>Academic Group (College): Arts and Letters</th>
<th>Academic Organization (Department): English</th>
<th>Date: February 12, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Dr. Sheree Meyer</td>
<td>Submitted by: Dr. Amy Heckathorn</td>
</tr>
<tr>
<td>New <em>X</em> Change ____ Deletion ____</td>
<td>For Catalog Copy: Yes <em>X</em> No ____</td>
<td>Semester Effective:</td>
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<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ____ No <em>X</em></td>
<td>CCE (Extension): Yes ____ No <em>X</em></td>
<td>Fall <em>X</em> Spring __, 2010</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

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<tr>
<th>Change from:</th>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
<td>Title:</td>
</tr>
<tr>
<td>ENGL 10</td>
<td>Academic Literacies I</td>
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<th>Change to:</th>
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<td>ENGL 10</td>
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## JUSTIFICATION:
The English Department is reorganizing the first-year writing requirement (GE Area A2) so that students have two options—a year-long stretch course (ENGL 10 and ENGL 11) or a one-semester accelerated course (to be proposed to take the place of ENGL 1A). This reorganization would allow all students to take baccalaureate-level courses to fulfill GE Area A2 in first-year writing instead of remedial, prebaccalaureate-level courses. While placing all students in GE-level courses, it allows for students to choose how much instruction is preferable in meeting this learning goal—either one semester or one year.

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

Year-long course (combined with ENGL 11) to help students use reading, writing, discussion, and research for discovery, intellectual curiosity, and personal academic growth—students will work in collaborative groups to share, critique, and revise their reading and writing. Students will engage in reading and writing as communal and diverse processes; read and write effectively in and beyond the university; develop a metacognitive understanding of their reading, writing, and thinking processes; and understand that everyone develops and uses multiple discourses.

Note: Writing requirement: a minimum of 5,000 words to be completed in ENGL 10 and ENGL 11.

Prerequisite:
Enforced at Registration: Yes ____ No ____

Corequisite:
Enforced at Registration: Yes ____ No ____

**CAN (California Articulation Number):**

Graded: Letter _X_ Credit/No Credit _X_

This course should have both options (allowable in CMS)

Instructor Approval Required? Yes ____ No _X_

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

Title for CMS (not more than 30 characters)
Academic Literacies I

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

Students will:
1. understand the ways that readers read and writers write in and beyond the university
2. understand and use processes of reading, writing, and research
3. develop a metacognitive understanding of processes of reading, writing and thinking
4. understand and use appropriate textual conventions
5. understand and engage in reading and writing as communal processes
6. think critically about academic discourse communities as contact zones where different cultures both connect and come into conflict

**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:

Assessment strategies will include:
1) informal writing
2) formal papers
3) portfolio of polished papers and other course materials demonstrating learning outcomes

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:**

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date</th>
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<tr>
<td></td>
<td>3/29/2010</td>
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<table>
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<tr>
<th>College Dean or Associate Dean:</th>
<th>Date</th>
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<td>4/16/10</td>
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CPSP (for school personnel courses ONLY)

<table>
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<tr>
<th>Associate Vice President and Dean for Academic Programs</th>
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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.

8/27/07
English 10 and 11—Academic Literacies I and II
Critical Thinking, Reading and Writing

Course Description:
Because reading, writing and speaking are all part of the language network, they are best developed when integrated and explored together. Therefore, students will use reading, writing, discussion, and research for discovery, intellectual curiosity, and personal academic growth. Moreover, students will work in collaborative groups to share, critique, and revise/rethink their reading and writing with one another. This year-long course fulfills the GE Area A2 requirement.

Academic Literacies is an intensive one-year, eight-unit course designed to help students:
- Engage in reading and writing as communal and diverse processes
- Read and write clearly and effectively in and beyond the university
- Develop a metacognitive understanding of the reading, writing, and thinking processes—understand that they develop over time by diligently generating and questioning one’s own ideas; reading, questioning and integrating the ideas of others; and revising ideas to more clearly and meaningfully convey meaning to an intended audience
- Understand that everyone develops and uses multiple discourses and explore how they can connect or conflict with one another based on different settings, expectations, audiences, etc.

Required Texts and Materials:
Handouts/reading located on our SacCT website or emailed to you
Notebook to be used for your learning goals journal
Binder to collect class materials

Assignments:
Learning Goals Journal: You will keep a journal—a minimum of three entries per week—where you make connections between the work we are doing in class and the course learning goals. Each entry should be a minimum of 250 words and should be a place for you to explore how our activities and your progress relate to the stated goals of the class. This will be an excellent place to think about your progress, track your growth, set goals for future work, and reflect on your learning experiences. I will collect and review these periodically to make sure you are keeping up with the requirement. They will be graded periodically based on their completion—I will not collect, comment on, and score individual entries.

Collaboration: Several of the course learning goals touch on the notion that thinking, reading, and writing do not happen in a vacuum—they are all processes which connect us with others. Toward that end, this class is designed to tap into the important power of collaboration. Almost every task that we undertake will involve some communal interaction (discussions, brainstorming, peer review, etc.). Expect to work with your peers—giving and receiving engaged input—constantly. We will discuss and set class expectations for this work—guidelines to assure your active and purposeful participation.

Work-in-Progress: While the majority of the class grade will be derived from your final portfolio, this is only a sampling of the work we will do in class. The majority of our time together will focus on the many smaller components that go into the creation of more polished final essays. Everything that we do in class will count toward your work-in-progress grade. Some of the coursework that makes up this portion of your grade will
include: reading activities, discussion quickwrites, process drafts, response papers, in class exercises, etc. You will collect and save this work in your binder so that you can see all of the various steps that go into a successful academic portfolio. It is important that you maintain this working binder so that you will have materials to choose from as you draft your progress essays and assemble your final portfolio.

**Paper Drafts:** While I will not score individual essay drafts, clearly the completion of these working documents is critical to your success in a process-based course. Thus, drafts of major papers must be turned in on the dates noted in the syllabus. Incomplete or late drafts will result in a one-third letter grade deduction in your final portfolio. For example, if your final portfolio receives a B grade but you turned in two paper drafts late, you would receive a 2/3 grade deduction, resulting in a portfolio grade of C+. Ideally these draft dates are designed to help us work through the drafting, feedback and revising process, so it is critical that we meet these deadlines regularly.

**Week 10 Progress Essay:** You will write a 3-4 page essay in the tenth week of class (one-third into the year-long course) that considers your progress in terms of the course goals. This essay should both review where you have come from, as evidenced by your myriad course activities/materials, and set some goals for you to focus on in the second third of the course.

**Week 20 Trial Portfolio and Progress Essay:** Two-thirds into the course, you will assemble a Trial Portfolio which consists of a minimum of one formal essay and some supplemental materials. This will allow you the opportunity to review and select course materials which begin to illustrate your meeting of the course goals. You will also write a 3-4 page Progress Essay which considers your progress in terms of the course goals. This essay should both review where you have come from as evidenced by the materials you have selected to include in your Trial Portfolio and set some goals for you to focus on in the final third of the course.

**Final Portfolio:** You will create a final portfolio which will comprise the majority of your grade for the class. We will discuss this in great detail throughout the year, but the contents are as follows:

- **Evaluative essay**—you will compose a 4-5 page formal essay which discusses your work and progress in terms of the course goals.
- **Two formal essays**—you will select a minimum of two formal essays to include within the portfolio which illustrate your strongest, polished writing.
- **Additional course work**—you will select any additional class materials that illustrate your meeting of the course goals.

**Grading:**
While this is a year-long course, you will receive course grades at the end of each semester. The first semester will be graded CR/NC. To receive a grade of credit at the end of the first semester, you must be in “good standing.” The following are the criteria for determining good standing:

- Regular attendance
- Completion of class work in a timely manner
- Active participation
- Completion of the Week 10 Progress Essay

Completion of the second semester of the course will result in a letter grade. The following is the grading breakdown which will determine your final course grade:

- Learning goals journal 5%
- Collaboration 10%
- Work-in-progress 25%
- Final Portfolio 60%
Attendance:
Remember, this is a skills course, not a “lecture” course. Your active participation as both critical reader and developing writer is the key to the success of a group situation. Therefore, attendance is a strict requirement for passing this course. You will be allowed four class period absences (excused or unexcused) during each semester. In addition, three tardies will be counted as an absence, and tardies in excess of 15 minutes will be counted as an absence. Any additional absences will remove you from “good standing” and you will not be allowed to complete the pilot course. You will be responsible for making up any work missed during an absence.

Plagiarism:
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.”

The work that you submit must be your own, with outside sources properly acknowledged. Academic dishonesty includes neglecting to cite and properly identify source material, copying another’s work, turning in someone else’s work as your own, allowing a tutor or friend to write part or all of your paper, or allowing someone else to use your work in the same manner. If you are unsure about the need to document, see me before you submit your paper. If you are caught practicing one or more of these forms of academic dishonesty, you will receive a failing grade in the course. Most plagiarism occurs when students simply fail to fully document their sources. Just remember that I am more interested in what you have to say than in what anybody else has to say. If you ever get to the point that you feel you have to borrow someone else’s ideas or papers, please talk to me first and we’ll work something out.

Writing Center:
The CSUS English Department has a Writing Center available for your assistance. Located in CLV 128, the Writing Center has tutors who will help with all stages of the writing process, from initial ideas to final manuscripts, and the service is free of charge. Be aware that Writing Center tutors will not “edit” or “proof” your manuscripts to weed out all errors—they will deal primarily with development, organization, and logic. Their primary purpose is to respond to your essay, to tell you what they think of it, and to make suggestions for improvements. Any advice you receive there and incorporate into your papers becomes your responsibility, not that of the tutor with whom you worked.
Academic Literacies Learning Goals

Goal #1: To help students understand the ways that readers read and writers write in and beyond the university
- Students will read and write a variety of texts for multiple purposes, audiences and genres.
- Students will demonstrate intellectual curiosity and risk-taking.
- Students will use reading and writing for discovery, to make sense of themselves and the world around them.
- Students will understand extra-textual contexts that shape reading and writing.
- Students will value academic integrity and take responsibility as an engaged person in their roles as student, learner, and global citizen.

Goal #2: To help students understand processes of reading, writing, and research
- Students will develop various and flexible strategies for generating, revising, editing and proofreading.
- Students will set purposes and goals for reading, writing, and research.
- Students will give and receive constructive criticism.
- Students will organize their essays to support their points of view in ways that are appropriate to their topic, audience, and purpose.

Goal #3: To help students develop a metacognitive understanding of processes of reading, writing and thinking
- Students will monitor and adjust their processes of reading and writing.
- Students will generate their own questions about texts.
- Students will engage in self-reflective activities assessing their reading and writing in relation to their learning goals and values.
- Students will internalize and apply a variety of effective reading, writing and study strategies.

Goal #4: To help students understand textual conventions
- Students will develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.
- Students will evaluate and cite sources appropriately.
- Students will develop syntactic maturity and sentence clarity.
- Students will edit their work for appropriate grammar and mechanics.

Goal #5: To help students understand and engage in reading and writing as communal processes
- Students will share their reading and writing with one another.
- Students will integrate their own ideas with those of others.
- Students will work in collaborative groups to generate, critique, and revise their ideas in reading and writing.
- Students will use their reading and writing to engage discourse communities within and beyond the university.

Goal #6: To help students think critically about academic discourse communities as contact zones where different cultures both connect and come into conflict
- Students will reflect on the ways that academic cultures and academic discourses connect and conflict with their home cultures and personal discourses.
- Students will explore the relationship between language and identity.
- Students will consider the politics of language use and standardization.
- Students will practice linguistic and cultural pluralism.
- Students will critically reflect on their literacy histories.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Activity</th>
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<tr>
<td>9/1</td>
<td>Introduction to Course and Literacies</td>
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<td>9/3</td>
<td>Introduction to Course and Literacies</td>
<td><em>Due: Literacy log and reflection</em></td>
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<td>9/8</td>
<td>Reading Processes</td>
<td>&quot;Unteaching the Five Paragraph Essay&quot; Foley</td>
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<td><em>Due: Annotated reading and summary/response paragraphs</em></td>
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<td>9/10</td>
<td>Reading Processes</td>
<td>&quot;Writing as a Mode of Learning&quot; Emig</td>
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<td><em>Due: Response paper on reading process/strategies</em></td>
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<td>9/15</td>
<td>Writing Processes</td>
<td>&quot;Write Before Writing&quot; Murray</td>
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<td>&quot;Shitty First Drafts&quot; Lamott</td>
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<td>&quot;Revision Strategies of Student Writers and Experienced Adult Writers&quot; Sommers</td>
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<td><em>Due: Annotated readings</em></td>
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<td>9/17</td>
<td>Writing Processes</td>
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<td><em>Due: Response paper on writing processes</em></td>
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<td>9/22</td>
<td>Peer Review and Revision</td>
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<td><em>Due: Process Paper draft</em></td>
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<td>9/24</td>
<td>Peer Review and Revision</td>
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<td><em>Due: Process Paper revision plan</em></td>
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<td>9/29</td>
<td>Discourse Communities</td>
<td>&quot;Cognition, Convention, and Certainty&quot; Bizzell</td>
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<td><em>Due: Annotated reading</em></td>
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<td>10/1</td>
<td>Discourse Communities</td>
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<td><em>Due: Response paper on personal discourse community</em></td>
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<td>10/6</td>
<td>Contact Zones</td>
<td>&quot;Arts of the Contact Zone&quot; Pratt</td>
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<td><em>Due: Annotated reading</em></td>
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<td>10/8</td>
<td>Contact Zones</td>
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<td><em>Due: Response paper on personal contact zone</em></td>
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<tr>
<td>10/13</td>
<td>Feedback and Revision</td>
<td>&quot;Responding—Really Responding&quot; Straub</td>
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<td>&quot;The Maker’s Eye&quot; Murray</td>
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<td><em>Due: Annotated readings</em></td>
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<td>10/15</td>
<td>Feedback and Revision</td>
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<td><em>Due: Revised draft of process paper</em></td>
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<td>10/20</td>
<td>Peer Review and Revision</td>
<td>Discourse Community Paper draft</td>
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<td>10/22</td>
<td>Peer Review and Revision</td>
<td>Discourse Community Paper revision plan</td>
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<td>10/27</td>
<td>Freire and Education</td>
<td>&quot;The Banking Concept of Education&quot; Freire</td>
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<td>Annotated reading</td>
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<td>10/29</td>
<td>Freire and Reading/Writing</td>
<td>Response paper on how Freire’s ideas relate to reading and writing</td>
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<td>11/3</td>
<td>Peer Review and Revision</td>
<td>Draft of Week 10 Progress Essay</td>
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<tr>
<td>11/5</td>
<td>Progress Check—Setting Goals for Next 10 Weeks*</td>
<td>Week 10 Progress Essay</td>
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<tr>
<td>11/10-12</td>
<td>Individual Conferences</td>
<td>Week 10 Progress Essay Revision</td>
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<td>11/17</td>
<td>Course Planning and Beginning Editing</td>
<td>Discourse Community Paper Revision</td>
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<tr>
<td>11/19</td>
<td>Persuasion and Rhetorical Analysis</td>
<td>Week 10 Progress Essay Final Draft</td>
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<td>11/24-26</td>
<td>Thanksgiving Break</td>
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<tr>
<td>12/1</td>
<td>Persuasion and Rhetorical Analysis</td>
<td>Report/Visual on one type of persuasive device</td>
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<tr>
<td>12/3</td>
<td>Persuasion and Rhetorical Analysis</td>
<td>Photocopy of persuasive piece with a one paragraph summary</td>
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<tr>
<td>12/8</td>
<td>Peer Review and Revision</td>
<td>Rhetorical Analysis paper draft</td>
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<tr>
<td>12/10</td>
<td>Peer Review and Revision</td>
<td>Rhetorical Analysis revision plan</td>
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<td>Winter Break Homework</td>
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<td>Explore some research area outlined in our handout so that you can return ready to begin this project.</td>
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<tr>
<td>1/26</td>
<td>Research and Writing—Selecting Topics</td>
<td>Response paper outlining two possible topics and why they interest you</td>
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<tr>
<td>1/28</td>
<td>Peer Review and Revision</td>
<td>Rhetorical Analysis revision</td>
</tr>
</tbody>
</table>
2/2 Research and Writing—Finding and Evaluating Sources
   Due: Response paper outlining your selected topic complete with some research questions for us to explore at the library

2/4 Research and Writing—Finding and Evaluating Sources
   Due: Bring one research source to review and annotate

2/9 Research and Writing—Sources and Outlining
   Due: First half (3 sources) of your annotated bibliography

2/11 Research and Writing—Public Documents
   Due: Response paper identifying and analyzing one or more public audience(s) for your research

2/16 Research and Writing—Researched Writing
   Due: Annotated Bibliography

2/18 Peer Review and Revision
   Due: Draft of Research Argument

2/23 Peer Review and Revision
   Due: Draft of Week 20 Progress Essay

2/25 Progress Check—Setting Goals for Final 10 Weeks*
   Due: Revision of Week 20 Progress Essay

3/2-4 Individual Conferences
   Due: Week 20 Progress Essay and Goals Journal

3/9 Peer Review and Revision
   Due: Revision of Research Argument

3/11 Peer Review and Revision
   Due: Public Document draft

3/16 Peer Review and Revision
   Due: Revision of Writing Process Essay

3/18 Peer Review and Revision
   Due: Revision of Discourse Community Essay

3/23 Peer Review and Revision
   Due: Revision of Rhetorical Analysis Essay

3/25 Peer Review and Revision
   Due: Revision of Research Argument Essay and Public Document

3/30-4/1 Spring Break

4/6-8 Individual Conferences
   Due: Bring all class materials—decide what major papers will be polished
4/13  Editing for Style and Clarity
      Due: Revision of some major essay

4/15  Editing for Style and Clarity
      Due: Revision of some major essay

4/20  Peer Review and Revision
      Due: Draft of Evaluative Essay

4/22  Editing for Style and Clarity
      Due: Revision of some major essay

4/27  Peer Review and Revision
      Due: Revision of Evaluative Essay

4/29  Editing for Style and Clarity
      Due: Revision of some major essay

5/4   Peer Review, Revision, and Editing
      Due: Revision of Evaluative Essay with portfolio materials

5/6   Peer Review, Revision, and Editing
      Due: Draft of Final Portfolio

5/11  Peer Review, Revision, and Editing
      Due: Revised Draft of Final Portfolio

5/13  Final Class Celebration—Final Portfolios and Learning Goals Journals Due