

# ENGL 120C: TOPICS IN COMPOSITION

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## In Workflow

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## Approval Path

1. Tue, 17 Sep 2019 21:34:22 GMT  
David Toise (dwtoise): Approved for ENGL Committee Chair
2. Tue, 17 Sep 2019 21:43:56 GMT  
David Toise (dwtoise): Approved for ENGL Chair
3. Mon, 30 Sep 2019 22:14:44 GMT  
Robin Fisher (rfisher): Rollback to ENGL Chair for ALS College Committee Chair
4. Sun, 06 Oct 2019 21:47:59 GMT  
David Toise (dwtoise): Approved for ENGL Chair
5. Mon, 07 Oct 2019 00:36:41 GMT  
Robin Fisher (rfisher): Approved for ALS College Committee Chair
6. Mon, 07 Oct 2019 19:26:29 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

## History

1. Mar 14, 2019 by 212408496

Date Submitted: Mon, 20 May 2019 21:34:38 GMT

**Viewing: ENGL 120C : Topics in Composition**

**Last approved: Thu, 14 Mar 2019 21:39:46 GMT**

**Last edit: Sat, 05 Oct 2019 22:38:07 GMT**

Changes proposed by: Angela Laflen (223000258)

### Contact(s):

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### Catalog Title:

Topics in Composition

### Class Schedule Title:

Topics in Composition

### Academic Group: (College)

ALS - Arts & Letters

### Academic Organization: (Department)

English

### Will this course be offered through the College of Continuing Education (CCE)?

No

**Catalog Year Effective:**

Fall 2020 (2020/2021 Catalog)

**Subject Area: (prefix)**

ENGL - English

**Catalog Number: (course number)**

120C

**Course ID: (For administrative use only.)**

201083

**Units:**

4

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

Portfolio project that becomes part of the student's ePortfolio is now being added to the course and the number of units changed appropriately (4-unit course).

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Offers a rotating series of topics relevant to composition studies, such as technology-based writing, writing across the curriculum, critical literacy, etc. Introduces students to the theory and practice of the field under consideration. Regardless of the topics, students will explore the major scholarly works of the field and produce writing that analyzes and utilizes the concepts in the area under consideration.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)**

May be repeated for credit as long as topic differs

**Does this course have prerequisites?**

Yes

**Prerequisite:**

ENGL 20 or ENGL 120A. GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

**Prerequisites Enforced at Registration?**

Yes

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Discussion

**Discussion Classification**

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

**Discussion Units**

4

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

Yes

**How many times (not including first time passed)?**

1

**Total credits allowed (including first time passed)**

8

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

Students will be able to:

- 1) apply and analyze content knowledge in composition and writing studies.
- 2) apply critical reading strategies to a variety of texts, which may include written, oral, or visual works, to analyze language and texts using appropriate critical, theoretical, rhetorical, and disciplinary methodologies.
- 3) produce a variety of written texts that analyze language, ideas, and forms and creatively engage with the writing traditions of the discipline.
- 4) employ primary and, where suitable, secondary sources using appropriate disciplinary methodologies.

**Attach a list of the required/recommended course readings and activities:**

120Csyllabus.docx

Summary of ENGL ELOs.docx

**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: Outcome:

Formal writing 1, 2, 3, 4

Informal writing 1, 2, 3

Portfolio project 1, 2, 3, 4

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

## University Learning Goals

**Undergraduate Learning Goals:**

Competence in the disciplines  
Integrative learning  
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

## GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

120Csyllabus.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

## General Education Details - Writing Intensive

Section 1.

**Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:**

**The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.**

This course builds on A2 and second-semester composition requirements by looking in greater depth at particular aspects of composition and/or rhetoric--furthering student understanding of composition/rhetorical theories and applications.

**The course must expand students' knowledge by examining complex issues.**

This course examines and compares approaches to --and theories of--writing, writing studies, and rhetoric; in doing so, students gain a deeper understanding of the history and diversity of rhetoric/theories of writing as well as the cultural and personal significance of the various approaches.

**The course must expand students' abilities to reason logically and to write clearly in prose.**

The assignments listed below require students to improve their rhetorical awareness in a variety of different contexts, paying clear attention to audience and purpose. Students will do so by engaging with a variety of complex and sophisticated texts from this field.

**Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).**

Major Course Assignments:

- 1) Writing and Design Blog: You will keep a weekly blog for eight weeks of the semester in which you respond to readings and/or extend class topics. Approximately 750 words per entry.
- 2) Multimedia Analysis: Each student will create an original multimedia text that will then be analyzed by a classmate using the terms and concepts from our assigned reading.
- 3) Multimedia Genres Presentation: Small groups of students will research and teach the class about a particular multimedia genre or tool during a 10-minute multimedia presentation.
- 4) Multimedia Portfolio: You will gather your two favorite blog postings, 2 multimedia writing samples (at least one of which is a podcast or digital story), and a reflective essay that puts your work in the context of our course and readings.
- 5) Research Project: You will research the topic of your choice related to multimedia writing and present your work in a multimedia format that you choose and design. This project will be broken into smaller steps including a proposal, annotated bibliography, multiple drafts of the research project itself, and a class presentation. Final draft of the research project will be a minimum of 3,000 words; the annotated bibliography will be a minimum of 2,000 words.
- 6) Portfolio Project: You will create an (additional) annotated bibliography focused on a research question that you choose related to multimedia writing.

**Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.**

The attached syllabus indicates opportunities for drafting, feedback, and revision of a variety of writing assignments.

**Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).**

The attached syllabus indicates due dates for writing assignments over the course of the semester; a minimum of 3000 words are due before the last two weeks of instruction.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address

the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

#### Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

#### Reviewer Comments:

**Robin Fisher (rfisher) (Mon, 30 Sep 2019 22:14:44 GMT):**Rollback: Dear David, Per Dr. Buckman, please review ELOs, using the format "Students will be able to," varying action verbs; Check that the syllabus has the ELOs that match the proposal, the catalog description, and a grading breakdown. Thank you, Robin Fisher

Key: 1818