

# ENGL 410A: WRITING CENTER THEORY AND PRACTICE: INTERNSHIPS

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## In Workflow

1. ENGL Committee Chair (dwtoise@csus.edu)
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3. ALS College Committee Chair (rfisher@csus.edu)
4. ALS Dean (mwilson@csus.edu)
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11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 17 Sep 2019 21:42:33 GMT  
David Toise (dwtoise): Approved for ENGL Committee Chair
2. Tue, 17 Sep 2019 21:51:28 GMT  
David Toise (dwtoise): Approved for ENGL Chair
3. Mon, 30 Sep 2019 23:34:35 GMT  
Robin Fisher (rfisher): Rollback to ENGL Chair for ALS College Committee Chair
4. Sun, 06 Oct 2019 21:58:34 GMT  
David Toise (dwtoise): Approved for ENGL Chair
5. Mon, 07 Oct 2019 00:32:28 GMT  
Robin Fisher (rfisher): Approved for ALS College Committee Chair
6. Mon, 07 Oct 2019 19:28:30 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Mon, 20 May 2019 21:14:21 GMT

**Viewing: ENGL 410A : Writing Center Theory and Practice: Internships**

**Last edit: Sun, 06 Oct 2019 00:08:47 GMT**

Changes proposed by: Angela Laflen (223000258)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Angela Laflen	angela.laflen@csus.edu	916-278-6586

### Catalog Title:

Writing Center Theory and Practice: Internships

### Class Schedule Title:

Writing Center: Internship

### 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)**

410A

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

130781

**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?**

No, final exam does not require 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 (previously missing) has been added.

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

Provides interns with an opportunity to apply tutoring principles while working at tutors in the writing center.

**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.)**

ENGL 410A is paired course with ENGL 195A, which meets at the same time in the same room. The graduate class, 410A, has a significantly increased reading, writing, and research component.  
May be repeated for up to 8 units of credit.

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Credit / No Credit

**Approval required for enrollment?**

No Approval Required

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

Independent Study

**Independent Study Classification**

S2/CS#36 - Independent Study/Field Work/Studio Instruction/Supervised Activity (S-factor=.333 WTU per student enrolled)

**Independent Study Units**

4

**Is this a paired course?**

Yes

**Please confirm that it complies with the Paired Courses Policy and enter the course with which it is paired:**

ENGL 195A

**Is this course crosslisted?**

Yes

**Do they meet together and fulfill the same requirement?**

No

**Please identify the crosslisted course:**

none

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

No

**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. engage in critical analysis and develop inquiry into the study of composition and rhetoric.
2. theorize writing as a process, the role of critical self-reflection, and the habit of metacognition.
3. engage with previous research to interpret how it informs current practices in theory, pedagogy, and professional writing.
4. interpret concepts in writing center theory and practice in order to contribute ideas to an established body of knowledge.

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

410A\_Syllabus AL.doc

**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 &amp; Outcomes

formal writing assignments 1, 2, 3, 4

informal writing 1, 2, 4

presentation 3, 4

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

**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

**Reviewer Comments:**

**Robin Fisher (rfisher) (Mon, 30 Sep 2019 23:34:35 GMT):**Rollback: Dear David, The syllabus needs a grading breakdown. Also, I'm not sure about the graduate-level policy on repeating a course for credit without the "topic" changing—that might present an issue. Thank you, Robin Fisher

Key: 2004