ENGL 410E: INTERNSHIP IN TEACHING WRITING

In Workflow

1. ENGL Committee Chair (dwtoise@csus.edu)
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11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 20 Sep 2019 16:41:37 GMT
   David Toise (dwtoise): Approved for ENGL Committee Chair
2. Fri, 20 Sep 2019 17:00:47 GMT
   David Toise (dwtoise): Approved for ENGL Chair
3. Mon, 30 Sep 2019 23:44:40 GMT
   Robin Fisher (rfisher): Rollback to ENGL Chair for ALS College Committee Chair
4. Sun, 06 Oct 2019 21:58:41 GMT
   David Toise (dwtoise): Approved for ENGL Chair
5. Tue, 08 Oct 2019 22:47:20 GMT
   Robin Fisher (rfisher): Rollback to ENGL Chair for ALS College Committee Chair
6. Sun, 13 Oct 2019 16:18:50 GMT
   David Toise (dwtoise): Approved for ENGL Chair
7. Mon, 14 Oct 2019 03:42:35 GMT
   Robin Fisher (rfisher): Approved for ALS College Committee Chair
8. Mon, 14 Oct 2019 22:17:30 GMT
   Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted:Thu, 09 May 2019 04:38:10 GMT

Viewing:ENGL 410E : Internship in Teaching Writing
Last edit:Sat, 12 Oct 2019 22:18:21 GMT

Changes proposed by: Angela Laflen (223000258)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Internship in Teaching Writing

Class Schedule Title:

Internship in Teaching Writing

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)
410E

Course ID: (For administrative use only.)
130801

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 (Last Class)

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 students' eportfolio is being added to the course and the and the number of units changed appropriately (4-unit course)

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Students considering a teaching career intern in a composition class at an area community college. They work with a mentor teacher on site and meet periodically at CSUS. The internship provides students with an opportunity to experience the day-to-day life of a composition class and hands-on opportunity to design assignments, respond to student writing, conduct class discussions, etc. Students read composition and rhetorical theory with an eye toward day-to-day application in the classroom.

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

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):

Thesis Research

Thesis Research Classification

S3/CS#25 - Practice Teaching/Workstudy/Thesis Project/Independent Study (S-factor=.5 WTU per student enrolled)

Thesis Research Units

4

Is this a paired course?

No

Is this course crosslisted?

No

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."

Expected Learning Outcomes—Students will be able to:

1. engage with and develop theory-informed practices of critical analysis and inquiry in rhetoric and composition.
2. employ, assess, and evaluate writing as a series of situated processes, the function of critical self-reflection, and the habit of metacognition.
3. analyze how previous research informs current practices in theory and pedagogy.
4. engage discourse within rhetoric and composition to contribute ideas to an established body of knowledge

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

410ESyllabus.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 Strategies: ELO's
Teaching observation/discussion: 1, 2, 3
Teaching journal: ELO 2
Journal Article Analysis & Application: ELO 1, 3, 4
Assignments drafts: ELO 2, 3
Teaching philosophy: ELO 1, 2, 4
Portfolio project--annotated bibliography: ELO 1, 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 23:44:40 GMT): Rollback: Dear David, the syllabus needs a grading breakdown. Thank you, Robin Fisher

Robin Fisher (rfisher) (Tue, 08 Oct 2019 22:47:20 GMT): Rollback: Dear David, the Justification starts a bit abruptly, as if something was inadvertently deleted? Also, please add a grading breakdown to the syllabus. Thank you, Robin Fisher

Key: 2007