

ETHN 180A: FORMS OF AFRICAN-AMERICAN POETRY

In Workflow

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Approval Path

1. Wed, 29 Jan 2020 19:19:29 GMT
Tim Fong (tfong01): Approved for ETHN Committee Chair
2. Wed, 05 Feb 2020 23:11:42 GMT
Annette Reed (alreed): Approved for ETHN Chair
3. Thu, 20 Feb 2020 22:49:25 GMT
Mical Shilts (shiltsm): Rollback to Initiator
4. Tue, 25 Feb 2020 00:42:06 GMT
Tim Fong (tfong01): Approved for ETHN Committee Chair
5. Wed, 01 Jul 2020 18:55:53 GMT
Annette Reed (alreed): Approved for ETHN Chair
6. Wed, 09 Sep 2020 23:37:00 GMT
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
7. Wed, 09 Sep 2020 23:52:30 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

Date Submitted: Mon, 24 Feb 2020 22:05:08 GMT

Viewing: ETHN 180A : Forms of African-American Poetry

Last edit: Mon, 24 Feb 2020 22:05:06 GMT

Changes proposed by: David Toise (101012115)

Contact(s):

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Catalog Title:

Forms of African-American Poetry

Class Schedule Title:

Forms African-Am Poetry

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Ethnic Studies; African Studies

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

No

Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

Subject Area: (prefix)

ETHN - Ethnic Studies

Catalog Number: (course number)

180A

Course ID: (For administrative use only.)

132501

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:

The course is being changed to match its crosslisted partner ENGL 180A, which is becoming a 4 unit course. ETHN 180A is an elective for the Ethnic Studies major. The changes to these courses integrate high-impact, self-directed student projects into the curriculum, as called for in the AAC&U's LEAP program (Liberal Education and Americas' Promise). These high-impact practices foster deeper engagement and thus aid in retention for all students and, in particular, for under-represented minority students—supporting the changing demographic of our programs and university. Our proposal builds—and improves—on the successful launch of a similar LEAP program in the English Department at San Jose State in 2017.

• Like ETHN/ENGL 180A, the majority of undergraduate courses in ENGL will include a high-impact project in one of four categories: (1) performance, (2) student-directed research, (3) service learning, and (4) multimodal/creative projects. For more details on these projects, please see the individual course syllabus ('Collaborative Research Project' on page 4-5 of ETHN 180A) and the attached report on high-impact practices in the English department.

• Each project in these classes requires fifty hours of additional work and is uploaded to a student's e-portfolio that students have access to beyond that semester throughout their degree. English majors will have the opportunity to reflect on their portfolio projects in their capstone experience.

Overall Impact: Integrating these high-impact projects not only requires additional student work but, as an incorporated element of the course, expands the scope and breadth of each class and thus requires the shift to 4 units; this move will also aid students in time to graduation. Because fifty additional semester hours are dedicated to self-directed student projects, scheduling pattern/class-time remains the same. The Arts & Letters Dean's office indicates that the changes are revenue neutral.

The course will continue to meet the Writing Intensive requirement but, because of the shift to four units, will no longer be part of upper division GE. Because students are now required to take upper division GE in three different categories (B,C,D) most students in the ETHN STUDIES and ENGL majors—both of which are relatively small unit majors— will be able to easily include one upper division C course in their schedule. (Ethnic Studies is 36 units, and Engl is 44 units for the major.) The English department, for example, will continue to offer other upper division C courses in its schedule. For these reasons, we believe this will not have a significant negative impact on our students.

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

Focuses on four or more African-American poets, representing a historical succession of literary periods.

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?

Yes

Prerequisite:

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):

Lecture

Lecture Classification

CS#03 - Lecture Composition/Counseling/Case Study (K-factor=1 WTU per unit)

Lecture Units

4

Is this a paired course?

No

Is this course crosslisted?

Yes

Do they meet together and fulfill the same requirement?

Yes

Please identify the crosslisted course:

ENGL 180A

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) apply and analyze content knowledge appropriate to traditions of African-American poetry.
- 2) apply critical reading strategies appropriate to the study of African-American poetry 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 relevant to the study of African-American poetry that--in a process that includes revision based on feedback from peers and instructors--analyze language, ideas, and forms and creatively engage with the writing traditions of our various disciplines.
- 4) employ primary and, where suitable, secondary sources relevant to the study of African-American poetry using appropriate disciplinary methodologies.'

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

Forms of Af Am Poets (2).docx
ENGL High Impact Project Prompts.pdf

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

formal writing assignment (argumentative essay, research paper, poems, fiction, etc.): outcomes 1, 2, 3, 4
informal writing 1, 2
midterms 1, 3
final or final/essay exams 1, (final exam essays: 3)
annotated bibliography 1, 2, 3, 4
portfolio project 1, 2, 3

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?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)
English

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
Knowledge of human cultures and the physical and natural world
Integrative learning
Personal and social responsibility
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?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Forms of Af Am Poets (2).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 GE area C2 and required lower division courses in the English major (ENGL 40A, 40B, 50A, 50B, 65) that analyze and compare relations between literature, cultural production, history, and cultural change.

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

This course examines the complex nature of African American poetry, focusing on the variety of ways literature can be analyzed and situated in cultural context; theories about the connections between literature, culture, and history; and knowledge of the specific texts and authors related to race, gender, sexuality, class, and black culture.

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

The assignments listed below require students to advance an organized, detailed, and logical argument that advances a position about literary texts, their role in culture, and their relation to history. 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).

Midterm Essay (1,250 words)
 Final Essay (2,000 words)
 Thinking Papers on Films (1,000 words)
 Annotated Bibliography (1,000)
 Total: 5,250

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 opportunities for drafting, feedback, and revision of a variety of writing assignments

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

I return formal assignments to students within two weeks after they submit their assignments.

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.

Please attach any additional files not requested above:

ENGL_ETHN 180A and 180B.pdf

Re_ Peace Corps Prep.pdf

Ethnic Studies.pdf

Reviewer Comments:

Mical Shilts (shiltsm) (Thu, 20 Feb 2020 22:49:26 GMT): Rollback: Please see email for needed revisions.

Key: 2141