ENGL 120E: DIGITAL WRITING AND RHETORIC

In Workflow

1. ENGL Committee Chair (hellen.lee@csus.edu)
2. ENGL Chair (dwtoise@csus.edu)
3. ALS College Committee Chair (rfisher@csus.edu)
4. ALS Dean (rfisher@csus.edu)
5. Academic Services (torsetj@csus.edu; cnewsome@skymail.csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcomittee Chair (angela.leslie@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (torsetj@csus.edu)
11. Registrar's Office (wlindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 05 Mar 2021 17:50:58 GMT
   Hellen Lee (hellen.lee): Approved for ENGL Committee Chair
2. Wed, 10 Mar 2021 19:32:24 GMT
   David Toise (dwtoise): Approved for ENGL Chair
3. Wed, 17 Mar 2021 21:22:58 GMT
   Robin Fisher (rfisher): Rollback to Initiator
4. Mon, 05 Apr 2021 16:14:59 GMT
   Hellen Lee (hellen.lee): Approved for ENGL Committee Chair
5. Sun, 25 Apr 2021 18:14:31 GMT
   David Toise (dwtoise): Approved for ENGL Chair
6. Wed, 05 May 2021 16:49:47 GMT
   Robin Fisher (rfisher): Approved for ALS College Committee Chair
7. Thu, 06 May 2021 18:12:08 GMT
   Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Course Proposal

Date Submitted: Tue, 30 Mar 2021 18:07:34 GMT

Viewing: ENGL 120E : Digital Writing and Rhetoric

Last edit: Sun, 25 Apr 2021 18:14:27 GMT

Changes proposed by: Angela Laflen (223000258)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Angela Laflen	Angela.laflen@csus.edu	(916) 278-6011

Catalog Title:

Digital Writing and Rhetoric

Class Schedule Title:

Digital Writing and Rhetoric

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 2021 (2021/2022 Catalog)

Subject Area: (prefix)
ENGL - English

Catalog Number: (course number)
120E

Course ID: (For administrative use only.)
TBD

Units:
4

In what term(s) will this course typically be offered?
Fall term only - even years

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:
Digital technologies permeate the writing process, making drafting, editing, and even publishing easier and faster than in the past. At the same time, these digital tools greatly affect the writing that we do, and digital technologies are reshaping how we interact with others, form communities, and think about privacy. Consequently, digital rhetoric has emerged as an important area of research and teaching within rhetoric and composition. Articles published in journals such as Computers and Composition and Kairos, and papers presented as conferences such as Computers and Writing, attest to the importance of this area and to the ways these issues are reshaping the discipline of rhetoric and composition. This course will fill a significant gap in the English department's current upper-level writing-intensive course offerings. An advanced rhetoric and composition course, it will focus on helping students understand how digital technologies are changing reading and writing practices and give them practice creating digital texts.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Serves as an introduction to theories about and forms of digital writing while also providing students with opportunities to make digital arguments that reflect on digital media themselves. Introduces students to basic skills in interface and narrative design including typography, layout, color, imagery, and media integration. The course focuses on teaching students how to develop what they already know about rhetoric and writing while also helping them apply those rhetorical skills within digital spaces.

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):

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?

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) Explain the histories, theories, and best practices of digital rhetoric.
2) Create a variety of digital texts using common tools.
3) Compose, evaluate, and revise multimedia--images, presentation, audio, and video.
4) Apply design principles to create digital projects tailored for real-world audiences.
5) Design a digital research project.

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

Digital Writing and Rhetoric sample syllabus.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.

Formal writing projects: Outcomes 1, 2, 3, 4, and 5
Informal writing assignments: Outcomes 1, 2, 3, and 4
Portfolio project: Outcomes 1, 2, 3, and 4

For whom is this course being developed?

Majors in the Dept
General Education

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

Attach Course Syllabus with Detailed Outline of Weekly Topics:
Digital Rhetoric sample syllabus.pdf

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 lower division GE/GR requirements in written communication (GE area A2) and composition 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 so doing, 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).
1) Writing and Design Blog (worth 16% of final grade): You will keep a weekly blog for eight weeks of the semester in which you respond to readings and/or extend class topics. Each blog entry much be at least 200 words in length.

2) Digital Literacy Narrative (worth 20% of final grade): Each student will reflect in a 750-word literacy narrative on their own history with digital writing and how the theories we are reading for class relates to the student's experience.

3) Digital Genres Presentation (worth 10% of final grade): Small groups of students will research and teach the class about a particular digital genre or tool during a 10-minute multimedia presentation.

4) Proposal (worth 10% of final grade): Propose the topic you would like to research for your multimedia research project and discuss the multimedia form your project will take. The proposal should be at least 250 words in length.

5) Research Project (worth 30% of final grade): You will research the topic of your choice related to digital literacies and present your work in a multimedia format that you choose and design. This project will be broken into smaller steps including a proposal (of at least 250 words) and multiple drafts of the research project itself. The multimedia project itself must be at least 2000 words in length.

6) Portfolio Project: Annotation Bibliography (worth 10% of final grade): You will create an annotated bibliography of at least 750 words 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.

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.

The attached syllabus indicates that almost the entirety of the students' grades in this course are based on instructor's assessment of their writing skills.

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:

consultation with graphic design.pdf
consultation with comms.pdf
consultation with Professor Flores.pdf

Reviewer Comments:

Mark Ludwig (mdludwig) (Wed, 17 Mar 2021 18:46:55 GMT): From the A&L curriculum committee: Change ELO #1 from "understand" to "explain." Also, please provide evidence of consultation with Communication Studies.

Robin Fisher (rfisher) (Wed, 17 Mar 2021 21:22:58 GMT): Rollback: Dear Angela, Thank you for attending our meeting today! Please see Mark Ludwig's requested edits on behalf of the committee, and let me know if you have any questions. Thank you, Robin Fisher

Key: 14462