

# ENGL 109M: PREPARING TO WRITE IN THE DISCIPLINES - MULTILINGUAL

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## In Workflow

1. ENGL Committee Chair (hellen.lee@csus.edu)
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3. ALS College Committee Chair (abuckman@csus.edu)
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10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Thu, 07 Oct 2021 19:06:27 GMT  
Hellen Lee (hellen.lee): Rollback to Initiator
2. Fri, 08 Oct 2021 22:35:58 GMT  
Hellen Lee (hellen.lee): Approved for ENGL Committee Chair
3. Fri, 08 Oct 2021 23:20:24 GMT  
David Toise (dwtoise): Approved for ENGL Chair
4. Wed, 20 Oct 2021 19:25:51 GMT  
Alyson Buckman (abuckman): Rollback to Initiator
5. Thu, 21 Oct 2021 19:41:09 GMT  
Hellen Lee (hellen.lee): Approved for ENGL Committee Chair
6. Sun, 24 Oct 2021 20:09:39 GMT  
David Toise (dwtoise): Approved for ENGL Chair
7. Mon, 25 Oct 2021 15:52:51 GMT  
Alyson Buckman (abuckman): Approved for ALS College Committee Chair
8. Mon, 25 Oct 2021 16:43:55 GMT  
Robin Fisher (rfisher): Approved for ALS Dean

Date Submitted: Thu, 21 Oct 2021 16:47:38 GMT

## Viewing: ENGL 109M : Preparing to Write in the Disciplines - Multilingual

Last edit: Thu, 21 Oct 2021 16:47:36 GMT

Changes proposed by: Hogan Hayes (218650875)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Hogan Hayes	hogan.hayes@csus.edu	(916) 278-5729

### Catalog Title:

Preparing to Write in the Disciplines - Multilingual

### Class Schedule Title:

Preparing for WID-Multilingual

### 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 2022 (2022/2023 Catalog)

**Subject Area: (prefix)**

ENGL - English

**Catalog Number: (course number)**

109M

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

201301

**Units:**

3

**Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?**

No

**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:**

There are two key justifications for the proposed change to English 109M: a policy change and the CSU's ending of remediation.

**Policy Change**

At the end of academic year 2020/21, the Academic Senate approved an amendment to the English-Writing Requirements for Undergraduates policy (FS 20/21-165). The new policy requires students to complete a portfolio of college-level writing to obtain a Writing Placement for Juniors (WPJ) Score.

This change is being requested, in part, to create a course-based solution for multilingual students who do not have access to enough writing samples to complete a WPJ portfolio.

**The CSU's ending of remediation**

Under the previous policy, English 109W was a class assigned to students if they did not score well on an assessment. It was effectively a form of remediation for students with 60+ units of coursework completed.

Starting in 2018, the CSU system ended all remediation practices for freshmen and replaced those practices with additional instructional support. New GVAR procedures and this course redesign took that systemwide policy into account, ended the practice of remediating juniors, and designed instructional support for multilingual students seeking additional resources.

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

Provides intensive practice for multilingual writers in prewriting, drafting, revising, and editing academic writing. Students work with a TESOL-trained instructor to research, analyze, reflect on, and write about the kinds of writing produced in academic disciplines. Students produce a considerable amount of writing such as informal reading responses, rhetorical analyses, and an extended academic research project. Students will submit their writing late in the semester in a Portfolio, from which they will receive a Writing Placement for Juniors.

**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.)**

This course has the same learning outcomes as English 109W Preparing to Write in the Disciplines, but it is taught by an instructor trained to work with multilingual writers.

**Does this course have prerequisites?**

Yes

**Prerequisite:**

ENGL 20 with at least a C- grade or better.

**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#02 - Lecture/Discussion (K-factor=1 WTU per unit)

**Lecture Units**

3

**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) Compare the types of knowledge/concepts writers employ to effectively write for scholarly or professional communities.
- 2) Categorize the resources used to develop and evaluate the writing done for a specific scholarly or professional community.
- 3) Identify resources that facilitate effective composition of texts for a specific scholarly or professional community.
- 4) Evaluate resources that facilitate effective composition of texts for a specific scholarly or professional community.
- 5) Compose or revise a collection of original texts for a specific scholarly or professional community.
- 6) Assess the effectiveness of the process that led to the development of a collection of texts composed for a specific scholarly or professional community.

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

English 109M Sample Syllabus 10 21 21.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.**

The English 109M Portfolio includes the following:

- A personal writing development plan (Learning Outcomes: 4)
- 3 reading responses (Learning Outcomes: 1, 2)

- A rubric for evaluating writing in a specific discipline (Learning Outcomes: 5, 6)
- An annotated WID resources list (Learning Outcomes: 2, 3)
- 2 discipline-specific writing samples (Learning Outcomes: 5)
- A culminating reflection (Learning Outcomes: 6)

Reading Quizzes (Learning Outcomes: 1, 2)

In-class Activities (Learning Outcomes: 1, 2, 3, 4)

Model Paper Presentations (Learning Outcomes: 3, 4)

Peer Reviews (Learning Outcomes: 6)

Portfolio Drafts (Learning Outcomes: 5)

**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  
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?**

No

**Please attach any additional files not requested above:**

109 Consult Memo.docx

**Reviewer Comments:**

**Hellen Lee (hellen.lee) (Thu, 07 Oct 2021 19:06:27 GMT):** Rollback: How does this course differ from 109W? Tie LOs to assessment strategies.

**Alyson Buckman (abuckman) (Wed, 20 Oct 2021 19:25:00 GMT):** Hi Hogan, your proposals were reviewed together, so here are the summative comments for the 3 109 courses, which I will repeat for each course comment: ENGL 109M, 109W, 109X: Summary: Departments affected: Any depts affected should be "no," not "English"; this refers to other depts.; For 109X: allowed 1 time retaken, not 2; for terms offered, list only Fall, Spring--summer is CCE territory; Justification: the justification should include the multilingual element of 109M and differentiate slightly from 109W. For 109X: justification should change spelling of prerequisite and indicate why 109x is a necessary addition to the catalog. Course Description: It would be useful to students to clearly differentiate these courses from each other as well in the description, i.e., for multilingual learners, etc. ELOs: vary verbiage in ELOs and use upper-division taxonomy for all 3; does not need all the details under assessment: just list assignments and ELOs related--no narrative

**Alyson Buckman (abuckman) (Wed, 20 Oct 2021 19:25:51 GMT):** Rollback: Dear Hogan, please see comments from Alyson Buckman for revisions to be made to your proposal. Please note that these changes must be made by Thursday, 10/21, at 5pm in order to move forward from Robin Fisher through to the University Committee on Friday.

**Hogan Hayes (hogan.hayes) (Thu, 21 Oct 2021 16:48:19 GMT):** Reduced word count on justification. Clarified "in-person" modality in the course description. Added course policy on technology. Highlighted the instructional focus on multilingual students in the justification and in the course description Changed Departments affected to "No." Changed to offered in "Fall, Spring." ELO verbs are "compare, categorize, identify, evaluate, compose, and assess." Extra details were removed from the assessment section.

Key: 1803