

# ENGL 109X: WRITING-INTENSIVE WORKSHOP

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## In Workflow

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

## Approval Path

1. Thu, 07 Oct 2021 19:07:51 GMT  
Hellen Lee (hellen.lee): Rollback to Initiator
2. Fri, 08 Oct 2021 22:37:16 GMT  
Hellen Lee (hellen.lee): Rollback to Initiator
3. Fri, 08 Oct 2021 22:42:50 GMT  
Hellen Lee (hellen.lee): Approved for ENGL Committee Chair
4. Fri, 08 Oct 2021 23:21:16 GMT  
David Toise (dwtoise): Approved for ENGL Chair
5. Wed, 20 Oct 2021 19:26:10 GMT  
Alyson Buckman (abuckman): Rollback to Initiator
6. Thu, 21 Oct 2021 19:41:14 GMT  
Hellen Lee (hellen.lee): Approved for ENGL Committee Chair
7. Sun, 24 Oct 2021 20:10:35 GMT  
David Toise (dwtoise): Approved for ENGL Chair
8. Mon, 25 Oct 2021 15:54:37 GMT  
Alyson Buckman (abuckman): Approved for ALS College Committee Chair
9. Mon, 25 Oct 2021 16:44:00 GMT  
Robin Fisher (rfisher): Approved for ALS Dean

Date Submitted: Thu, 21 Oct 2021 17:06:50 GMT

## Viewing: ENGL 109X : Writing-Intensive Workshop

Last edit: Thu, 21 Oct 2021 17:06:48 GMT

Changes proposed by: Hogan Hayes (218650875)

### Contact(s):

| Name (First Last) | Email            | Phone 999-999-9999 |
|-------------------|------------------|--------------------|
| David Toise       | dwtoise@csus.edu | 916 202 9872       |

### Catalog Title:

Writing-Intensive Workshop

### Class Schedule Title:

Writing-Intensive Workshop

### 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:**

Spring 2022 (2022/2023 Catalog)

**Subject Area: (prefix)**

ENGL - English

**Catalog Number: (course number)**

109X

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

201113

**Units:**

1

**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?**

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:**

We are changing the prerequisite (which currently is a "4 unit placement on the WPJ"). The new assessment, the WPJ portfolio, does not result in a placement but rather a recommendation. With the WPJ portfolio, students receive a recommendation of resources (but not a placement score) that can support the students' work in the writing-intensive requirement, a recommendation based on our readers' assessment of the student portfolio. To this date, the appropriate offices have been unable to integrate the recommendations into the student's record. Changing the prerequisite to completion of the Writing Placement for Juniors will allow students who receive a recommendation that may include ENGL 109X to register for the course. Right now, students are unable to register for ENGL 109X.

This revision of English 109X provides the same kind of instructional support for students enrolled in a writing intensive course that English 109X provided before these revisions, but now access to these instructional resources is not restricted to specific students.

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

Student-centered group tutorial which offers supplemental instruction in elements of academic writing taught in writing-intensive upper-division courses. It provides support to students concurrently enrolled in writing-intensive upper-division courses throughout the writing process, including drafting, revising, and editing.

**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:**

Completion of Writing Placement for Juniors.

**Prerequisites Enforced at Registration?**

Yes

**Does this course have corequisites?**

Yes

**Corequisite:**

Writing-Intensive upper-division course.

**Corequisites Enforced at Registration?**

Yes

**Graded:**

Credit / No Credit

**Approval required for enrollment?**

No Approval Required

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

Activity

**Activity Classification**

CS#12 - Speech, Drama & Journalism Activity (K-factor=1.3 WTU per unit)

**Activity Units**

1

**Is this a paired course?**

No

**Is this course crosslisted?**

No

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

Yes

**How many times can the course be taken (not including first time passed)?**

1

**Total credits allowed (including first time passed)**

2

**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."**

By the end of the semester, students will be able to:

1. Describe their own writing processes, including prewriting, drafting, revising, and editing;
2. Demonstrate peer-review skills including giving and receiving feedback throughout the writing process;
3. Distinguish the writing conventions of academic discourse communities;
4. Compose academic texts using revision and editing processes;
5. Appraise one's own writing process through reflective practices.

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

English 109X Sample Syllabus 10 21 21 b.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.**

- Participate in the tutorial in accordance with the attendance policy outlined in this syllabus (Learning Outcomes 1, 2, 3).
- Post a piece of your own writing to share with the group on the dates for which you are signed up (Learning Outcomes 3, 4).
- Post a revision memo of writing that has received feedback (Learning Outcomes 4, 5)
- Post a revision that uses feedback (Learning Outcomes 4, 5)

- Culminating reflection (Learning Outcome 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 19:07:51 GMT):** Rollback: The syllabus is missing a calendar or assignments and activities. Please add in. Tie LOs to assessment strategies.

**Hellen Lee (hellen.lee) (Fri, 08 Oct 2021 22:37:16 GMT):** Rollback: Pls add evidence of consultation.

**Alyson Buckman (abuckman) (Wed, 20 Oct 2021 19:25:16 GMT):** 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 Motion: to approve ENGL 109M, 109W, and 109X pending edits to each

**Alyson Buckman (abuckman) (Wed, 20 Oct 2021 19:26:10 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 17:10:46 GMT):** Edited justification to correct errors and added reason for changing the course in the catalog. Allowed times to retake changed to 1. Changed Departments affected to "No." Changed to offered in "Fall, Spring." ELO verbs are "describe, demonstrate, distinguish, compose, and appraise."

Key: 1805