

# ENGL 120L: COMMUNITY LITERACY AND PUBLIC RHETORICS

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## In Workflow

1. ENGL Committee Chair (jheather@csus.edu)
2. ENGL Chair (engl-chair@csus.edu)
3. ALS College Committee Chair (irwin@csus.edu)
4. ALS Dean (mwilson@csus.edu)
5. Academic Services (curriculum@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (cappiello@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Mon, 12 Apr 2021 22:55:13 GMT  
Hellen Lee (hellen.lee): Rollback to Initiator
2. Tue, 13 Apr 2021 17:10:57 GMT  
Hellen Lee (hellen.lee): Approved for ENGL Committee Chair
3. Sun, 25 Apr 2021 18:17:44 GMT  
David Toise (dwtoise): Approved for ENGL Chair
4. Fri, 07 May 2021 18:07:11 GMT  
Robin Fisher (rfisher): Rollback to Initiator
5. Fri, 30 Sep 2022 00:18:48 GMT  
Julian Heather (jheather): Approved for ENGL Committee Chair
6. Fri, 30 Sep 2022 00:26:59 GMT  
Hellen Lee (hellen.lee): Rollback to ENGL Committee Chair for ENGL Chair
7. Fri, 30 Sep 2022 18:15:22 GMT  
Julian Heather (jheather): Rollback to Initiator
8. Tue, 04 Oct 2022 21:14:10 GMT  
Julian Heather (jheather): Approved for ENGL Committee Chair
9. Wed, 05 Oct 2022 01:34:59 GMT  
Hellen Lee (hellen.lee): Approved for ENGL Chair
10. Wed, 02 Nov 2022 19:51:01 GMT  
Jacqueline Irwin (irwin): Rollback to ENGL Chair for ALS College Committee Chair
11. Tue, 08 Nov 2022 22:41:02 GMT  
Hellen Lee (hellen.lee): Rollback to ENGL Committee Chair for ENGL Chair
12. Fri, 11 Nov 2022 00:05:58 GMT  
Julian Heather (jheather): Rollback to Initiator
13. Mon, 14 Nov 2022 20:26:34 GMT  
Julian Heather (jheather): Approved for ENGL Committee Chair
14. Thu, 15 Dec 2022 23:04:27 GMT  
Hellen Lee (hellen.lee): Approved for ENGL Chair
15. Thu, 15 Dec 2022 23:07:18 GMT  
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
16. Fri, 16 Dec 2022 00:04:22 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

## New Course Proposal

Date Submitted: Mon, 14 Nov 2022 04:49:04 GMT

**Viewing: ENGL 120L : Community Literacy and Public Rhetorics**

**Last edit: Mon, 14 Nov 2022 04:49:02 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
Angela Clark-Oates	clark-oates@csus.edu	916-278-6404

**Catalog Title:**

Community Literacy and Public Rhetorics

**Class Schedule Title:**

Comm Literacy/Public Rhetorics

**Academic Group: (College)**

ALS - Arts &amp; 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)**

120L

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

TBD

**Units:**

4

**Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites 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)

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

This course will enhance offerings for undergraduate English majors and benefit students seeking the professional writing certificate by providing experiential learning beyond the university. Students will have the opportunity to engage with the high impact practice of service learning. The development of this new course is also informed by Sacramento State's mission to become an anchor university for the greater Sacramento community in that it will provide opportunities for students to engage in the study of and participation in the literacy and rhetorical practices employed in the diverse communities of the greater Sacramento region.

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

Examines how writers navigate the intersections and tensions between academic, professional, and community writing to engage local publics through a variety of literacy practices. Students will be introduced to theories and methods from community writing studies to construct a framework for analyzing and composing rhetoric that enacts change in diverse publics. Students will inquire, discover, and act beyond the classroom through a structured service learning project.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

Yes

**Attach Service Learning Designation Approval**

Memo ENG 120L.docx

**Is this course designated as Curricular Community Engaged 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#04 - Lecture /Recitation (K-factor=1 WTU per unit)

**Lecture 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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Define transdisciplinary concepts of community literacy and public rhetorics	- Formal writing projects - Informal writing assignments
2	Explore rhetorical practices of a variety of diverse communities	- Formal writing projects - Informal writing assignments - Service learning assignments
3	Compare public rhetorics to understand the relationships between texts and social change	- Formal writing projects - Informal writing assignments - Service learning assignments
4	Understand theoretical and historical issues related to civic agency	- Formal writing projects - Informal writing assignments
5	Examine civic agency through service learning	- Service learning assignments
6	Design a research project to explore public rhetorics and community literacy	- Formal writing projects
7	Develop cultural awareness	- Formal writing projects - Informal writing assignments - Service learning assignments

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

Community Literacy and Public Rhetorics sample syllabus.pdf

### For whom is this course being developed?

Majors in the Dept  
General Education  
Other

### 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  
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:**

Community Literacy and Public Rhetorics 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 A2 and Comp II requirements 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) Service Learning Needs Assessment Report (worth 20% of final grade): Working with a team, you will produce a needs assessment (of about 1500 words) for your client organization that they can use to aid in fundraising efforts. You will have the opportunity to meet with your client during meetings in class, and you will be able to ask questions, learn about the client's target audience and style guidelines, and see existing materials. This will allow you to put into practice the concepts we are learning about in class as you conduct research and compose a needs assessment report for your organization. Project deliverables: report

2) Service Learning Project Reflection Journal (worth 20% of final grade): You will have opportunities to reflect on your service learning project in 8 reflective essays (about 500-750 words each) to Canvas. The prompts for these essays can be found on Canvas. Project deliverables: 8 reflective essays

3) Research Project (40% of final grade): Students will design a final research project in consultation with the professor and based on their own goals. Some options for the final research project include creating a video essay, an interactive visualization, a website, a digital portfolio, and others. Students will receive peer and instructor feedback on drafts of each project deliverable and have the opportunity to revise before submitting their work for grading. Project deliverables: Proposal (500 word minimum), Research Project (2000 word minimum).

4) New Media Presentation (10% of final grade): Students will present their research project to your classmates using a new media presentation they design. Students can create a remix or a mashup using video software, a Prezi presentation where they embed images, sound, and text, or a website. Deliverables: presentation

**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 syllabus indicates draft due dates, which provide opportunities for formative feedback from faculty. Assignment sequence has been scaffolded to ensure feedback throughout the drafting and revision process.

## 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:**

evidence of consultation with coms.pdf

#### **Reviewer Comments:**

**Hellen Lee (hellen.lee) (Mon, 12 Apr 2021 22:55:13 GMT):** Rollback: In this section, do you mean "second-year" not "second semester?" The section is: 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 A2 and second-semester composition requirements by looking in greater depth at particular aspects of composition and/or rhetoric—furthering student understanding of composition/rhetorical theories and applications.

**Mark Ludwig (mdludwig) (Fri, 07 May 2021 18:01:23 GMT):** From the A&L curriculum committee: ELOs need to be numbered and confined to one action verb. For example, for number 1, "explain" is sufficient without "define." The attached syllabus needs the catalog course description. The assessment strategies need to be tied to the ELOs. I suggest consultation with ComS because rhetoric is involved.

**Robin Fisher (rfisher) (Fri, 07 May 2021 18:07:11 GMT):** Rollback: Dear Angela, please see Prof. Ludwig's requested edits on behalf of the committee. Let me know if you have any questions, thank you! Robin

**Hellen Lee (hellen.lee) (Fri, 30 Sep 2022 00:26:59 GMT):** Rollback: The College Curriculum Committee requested consultation with the Communications Department. Please attach evidence of consultation (an email is fine).

**Julian Heather (jheather) (Fri, 30 Sep 2022 18:15:22 GMT):** Rollback: The College Curriculum Committee requested consultation with the Communications Department. Please attach evidence of consultation (an email is fine).

**Michelle Felten (mfelten) (Wed, 02 Nov 2022 18:23:39 GMT):** Dar Angela, Thank you for your adjustments to this proposal and for providing evidence of Consultation with the Comms Department. Your proposal has been approved pending an added notation to the "Consultation" email that states "if COMMS would like to create a similar course in the future, there would be no conflict from the ENGL Department." Thank you, Michelle Felten

**Jacqueline Irwin (irwin) (Wed, 02 Nov 2022 19:51:01 GMT):** Rollback: Dear Angela, Please see suggestions for revision from Michelle. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

**Hellen Lee (hellen.lee) (Tue, 08 Nov 2022 22:41:02 GMT):** Rollback: Please attach requested additional evidence of consultation.

**Julian Heather (jheather) (Fri, 11 Nov 2022 00:05:58 GMT):** Rollback: Please provide requested confirmation

Key: 14395