ENGL 120Q: TOPICS IN PROFESSIONAL WRITING

In Workflow

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Approval Path

1. Mon, 12 Apr 2021 22:50:34 GMT
   Hellen Lee (hellen.lee): Approved for ENGL Committee Chair
2. Sun, 25 Apr 2021 18:18:23 GMT
   David Toise (dwtoise): Approved for ENGL Chair
3. Fri, 07 May 2021 18:07:46 GMT
   Robin Fisher (rfisher): Rollback to Initiator
4. Fri, 30 Sep 2022 00:18:56 GMT
   Julian Heather (jheather): Approved for ENGL Committee Chair
5. Fri, 30 Sep 2022 00:34:50 GMT
   Hellen Lee (hellen.lee): Rollback to ENGL Committee Chair for ENGL Chair
6. Fri, 30 Sep 2022 18:15:56 GMT
   Julian Heather (jheather): Rollback to Initiator
7. Tue, 04 Oct 2022 21:17:59 GMT
   Julian Heather (jheather): Approved for ENGL Committee Chair
8. Wed, 05 Oct 2022 01:36:22 GMT
   Hellen Lee (hellen.lee): Approved for ENGL Chair
9. Wed, 02 Nov 2022 18:55:37 GMT
   Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
10. Wed, 02 Nov 2022 18:56:52 GMT
   Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Course Proposal

Date Submitted: Fri, 30 Sep 2022 22:43:33 GMT

Viewing: ENGL 120Q : Topics in Professional Writing

Last edit: Fri, 30 Sep 2022 22:43:32 GMT

Changes proposed by: Samuel Dunn (223000323)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Topics in Professional Writing

Class Schedule Title:

Topics in Professional Writing

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)
120Q

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?
Yes, final exam requires a room

This course complies with the credit hour policy:
Yes

Justification for course proposal:
This course expands course offerings in the English Department related to professional and technical writing. In particular, this course will provide students with insights into specific areas of research and professional work opportunities in the field of professional and technical writing. Given that the Sacramento area is at the center California State governance, and given the ongoing growth in the tech industry in the area, there is increasing demand for professionals to fill positions in government, public policy, and business and professional communication and advocacy services. This proposed course will boost Sac State's ability continue helping students prepare to meet these demands.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Offers a rotating series of topics relevant to professional writing, such as editing, grant writing, usability research and user-centered design. Introduces students to the theory and practice of the field under consideration. Students will explore the major scholarly works of the field and produce writing that analyzes and utilizes the concepts in the area under consideration.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

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):

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?

Yes

How many times can the course be taken (including first time passed)?

1

Total credits allowed (including first time passed)

8

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	Apply content knowledge in professional and technical communication.	Student writing, Portfolios
2	Apply critical reading and analysis strategies to a variety of texts, which will include many media and genres, to analyze language and texts using appropriate critical, theoretical, professional, and disciplinary methodologies.	Student writing, Portfolios
3	Produce a variety of written and designed texts that analyze and reproduce best practices within the field of professional writing.	Student writing, Portfolios
4	Integrate primary and secondary research using appropriate disciplinary methodologies.	Student writing, Portfolios

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

Sample Syllabus Topics in Professional Writing -- User-centered Design and Usability Research.docx

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
Integrative learning
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:
Sample Syllabus Topics in Professional Writing -- User-centered Design and Usability Research for submission.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) Group Deliverables --- 50% of final grade

Unit 1: Project Planning and User Engagement -- (10% of final grade)
Team Contract -- 150 - 200 words
Project Plan -- 800-1000 words
Project Plan Peer Feedback

Unit 2: Contextual Inquiry and UX Strategy -- (10% of final grade)
Four Project Personae -- 200 - 300 words each, 800-1200 words total
Personae Design Peer Feedback

Unit 3: Information Architecture and Content Strategy -- (10% of final grade)
Findings Report -- 1200-1500 words
Findings Report Peer Feedback

Unit 4: Interaction Design, Prototyping, and Usability -- (20% of final grade)
UX Strategy Kit -- 2500-3000 words, only 800-1000 words of new content
UX Strategy Kit Peer Feedback

2) Individual Deliverables --- 24% of final grade

Prep Work - 8% of final grade
300-400 words each, 1200-1600 words total

Design Notes - 8% of final grade
300-400 words each, 1200-1600 words total

Cover Letter/Time Logs - 8% of final grade
300-400 words each, 1200-1600 words total

3) Independent Project: Professional or Personal Website/App Design - 20% of final grade
2000-2500 words

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.

Reviewer Comments:

Mark Ludwig (mdludwig) (Fri, 07 May 2021 18:04:54 GMT): From the A&L curriculum committee: In the course description, we recommend striking "etc." and "regardless of the topics." In the ELOs, confine each to one verb. For example, no. 1 can simply be "analyze." Media is the plural of medium. Strike "where suitable" from the fourth. The attached syllabus, which is a sample of one of the topics, should still reflect the ELOs and the assessment strategies from the proposal, in addition to ones more specific to the topic.

Robin Fisher (rfisher) (Fri, 07 May 2021 18:07:46 GMT): Rollback: Dear Sam, please see Prof. Ludwig's requested edits on behalf of the committee. Let me know if you have any questions. Thank you for coming to our meeting! Best, Robin

Hellen Lee (hellen.lee) (Fri, 30 Sep 2022 00:34:50 GMT): Rollback: While the changes (mediums to media, and striking "where suitable") were made on the syllabus, they weren't made in the proposal itself. Please update the proposal with those changes.

Julian Heather (jheather) (Fri, 30 Sep 2022 18:15:56 GMT): Rollback: While the changes (mediums to media, and striking "where suitable") were made on the syllabus, they weren't made in the proposal itself. Please update the proposal with those changes.

Michelle Felten (mfelten) (Wed, 02 Nov 2022 18:26:22 GMT): Dear Samuel Dunn, Thank you for completing the requested edits for your ENGL 120Q proposal. The A&L Curriculum Committee has approved this proposal as it currently stands. Best, Michelle Felten

Key: 14394