

# CHAD 145: CONTEMPORARY ISSUES IN HUMAN DEVELOPMENT

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## In Workflow

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## Approval Path

1. Thu, 21 Sep 2023 05:08:31 GMT  
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
2. Thu, 19 Oct 2023 21:12:19 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
3. Thu, 26 Oct 2023 23:47:25 GMT  
Deidre Sessoms (dsessoms): Rollback to Initiator
4. Fri, 27 Oct 2023 06:18:41 GMT  
Sue Hobbs (sue.hobbs): Approved for UGSE Chair
5. Fri, 27 Oct 2023 16:22:27 GMT  
Bita Rivas (b.rivas): Approved for ED College Committee Chair
6. Fri, 27 Oct 2023 16:42:38 GMT  
Deidre Sessoms (dsessoms): Approved for ED Dean
7. Wed, 01 Nov 2023 23:10:30 GMT  
Katie Hawke (katiedickson): Approved for Academic Services

## History

1. Mar 7, 2019 by Kristen Alexander (kalexand)
2. Mar 24, 2021 by Katie Hawke (katiedickson)
3. Jun 9, 2022 by 302822325

Date Submitted: Fri, 27 Oct 2023 06:18:24 GMT

**Viewing: CHAD 145 : Contemporary Issues in Human Development**

**Formerly known as: CHDV 145**

**Last approved: Thu, 09 Jun 2022 14:01:00 GMT**

**Last edit: Fri, 27 Oct 2023 06:18:23 GMT**

Changes proposed by: Sue Hobbs (219705630)

**Contact(s):**

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**Catalog Title:**

Contemporary Issues in Human Development

**Class Schedule Title:**

Contemporary Issues

**Academic Group: (College)**

ED - Education

**Academic Organization: (Department)**

Undergraduate Studies in Education

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Fall 2024 (2024/2025 Catalog)

**Subject Area: (prefix)**

CHAD - Child and Adolescent Development

**Catalog Number: (course number)**

145

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

201246

**Units:**

3

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

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

Yes

**Justification for course proposal:**

The Child and Adolescent Development Program has recently undertaken significant program revisions. As part of these revisions, changes were made to required courses in the major. We are now examining General Education and elective CHAD courses in the program with the goal of updating courses to reflect current developmental research and to align better with program goals.

The title of the course and course description have been revised, some learning outcomes and assessments have been modified, and the sample reading list and syllabus have been updated to align with the 2023 Race and Ethnicity requirements.

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

Discussion-based examination of issues linking development, education, and cultural practice in which scholarly inquiry has substantial implications for social policy. Applying developmental and ecological frameworks to contemporary issues with particular attention to the complexities and multidimensionality of race, ethnicity, intersectional privilege, and oppression. Specific historical and contemporary content vary by semester with broad-ranging topics relevant to multiple disciplines such as educational practice, intersection of the law with youth and families, and societal change.

**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**

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 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	Examine the relationship between development, culture, policy and education.	Class discussion Collaborative activities Essay examinations
2	Integrate critical theoretical and empirical knowledge of topics concerning child development in varied contexts.	Oral presentations Essay examinations Scholarly inquiry
3	Explore how positionality contributes to subjective understandings of contemporary issues related to child and adolescent development.	Essay examinations Class discussion Collaborative activities
4	Apply methods of scholarly inquiry to contextualize various developmental perspectives on contemporary issues.	Scholarly inquiry Class discussion Oral presentations Collaborative activities Essay examinations Oral presentations

5	Demonstrate critical analysis of contemporary issues concerning marginalized populations through reading, discussion and writing relatively complex English prose with at least 5,000 word count of formal writing.	Scholarly inquiry Class discussion Collaborative activities Oral presentations Essay examinations Oral presentations Scholarly inquiry
6	Practice intentional methods of communication when exploring topics of race, ethnicity, intersectional privilege, oppression and the ways in which they intersect.	Oral presentations Scholarly inquiry Essay Examinations

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

CHAD 145 Contemporary Readings.docx  
CHAD 145 Sample Course Syllabus.docx

**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  
Intellectual and practical skills  
Personal and social responsibility  
Integrative learning

**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?**

D. The Individual and Society  
Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)  
Writing Intensive

**Which GE objective(s) does this course satisfy?**

Read, write, and understand relatively complex and sophisticated English prose.  
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.  
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

CHAD 145 Sample Course Syllabus.docx

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?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

Sections will share common course description and course outcomes. Sections will share at least one signature assignment for assessment purposes. Faculty may differ in their pedagogical approach, may add additional learning objectives, and/or may assign different supplementary readings, so long as they meet the shared description and learning objectives.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

The writing assignments for this course (including discussion forum posts, homework assignments, and final paper) are designed to have students think critically about contemporary issues in the field by thoughtfully integrating research, theory, and logic to support a broad ecological understanding that includes multiple perspectives and experiences. All course content will be viewed within a social/cultural context and the diverse communities and individuals that interact within. In addition to their own positionality, students are expected to explore multiple perspectives and experiences around a given issue, attuned to power and oppression. Potential instructors would be made explicitly aware of the status of the course as a "writing intensive" course, Race & Ethnicity, and GE Area D and would be required to comply with all requirements therein.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

To comply with RE and Area D, syllabus issues that will always be included are: 1) Power/Identity/Equity: examples--Race, Bias and Racism, Diversity in P-12 Education, Children and the Law, Gender and Sexuality. 2) Education and Employment: examples--Developmental Theory and Educational Practice, Trauma Informed Practices, Culturally Responsive and Sustaining Practices, Special Education, Standardized Testing. All course content will be viewed within the social/cultural context it impacts. Written assignments that are indicated on the sample syllabus will be required for every section of the course taught in order to ensure writing intensive criteria are met. If more than one section is being taught, instructors will be asked to meet to coordinate topics and readings as well. Additionally, each semester the course is taught and one week before the first class meets, the department chair will examine that syllabi include writing assignments that are structured in the standardized format for the course. Instructors must propose any changes to the format or structure of the syllabus or relevant assignments to the department chair and undergraduate coordinator for approval.

## **General Education Details - Area D: The Individual and Society**

Section 1.

**Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.**

The writing assignments for this course (including discussion forum posts, homework assignments, and final paper) are designed to have students think critically about contemporary issues in the field by thoughtfully integrating research, theory, and logic to support a broad ecological understanding that includes multiple perspectives and experiences. Potential instructors would be made explicitly aware of the status of the course as an Area D course and its race and ethnicity and writing requirements, and would be required to comply with all requirements therein.

**What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.**

Written assignments that are indicated on the sample syllabus will be required for every section of the course taught in order to ensure writing intensive criteria are met. If more than one section is being taught, instructors will be asked to meet to coordinate topics and readings as well. Additionally, each semester the course is taught and one week before the first class meets, the department chair will examine that syllabi include writing assignments that are structured in the standardized format for the course. Instructors must propose any changes to the format or structure of the syllabus or relevant assignments to the department chair and undergraduate coordinator for approval.

Section 2.

**Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.**

**Describes and evaluates ethical and social values in their historical and cultural context.**

A variety of contemporary issues will be introduced, with published empirical and review articles as evidence. "Bias" will be examined in discussions about how positionality differs based on developmental context, culture, and individual differences. Race and ethnicity and their relation to social issues and constructs (e.g., transracial adoption; media; education; hegemony and structural racism) will be discussed in class and included in written assignments.

**Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.**

Students will read scientific articles, locate their own articles using library resources for their term paper, and all writing will use APA style (with introduction to APA style at the beginning of the course).

**Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.**

This course examines how various social groups contribute to and think about issues pertaining to human development. Race and ethnicity and their intersection with social topics (e.g., transracial adoption; media; educational practices) will be discussed in class and included in written assignments. Students will read and write and discuss hegemonic topics in education that demonstrate structural racism, such as poverty, testing, disproportionality in student discipline, culturally responsive and sustaining practices, and sex education. These topics are listed in the syllabus.

**Explains and critically examines social dynamics and issues in their historical and cultural contexts.**

All topics are considered within their historical and cultural contexts, as evidenced by the readings assigned. Students' final paper analyzes an issue of their choice from multiple perspectives and within context.

**Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

This course contains over 5000 words and is being submitted as WI based on the extensive writing training in which students will engage.

Section 3.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

This course is already approved as Area D and RE, and WI. This proposal represents changes to the course to meet Race and Ethnicity requirements approved in March, 2023.

**General Education Details - Race and Ethnicity in American Society**

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

**In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.**

**Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.**

Specific consideration will be given to the perspectives, experiences and contributions of a variety of cultural and ethnic groups in the US, including Native Americans, the African diaspora, people of Asian, Asian American, and Pacific Islander ancestry, and Latinx identities. The intersections of developmental and educational theory with social identity groups, such as race, ethnicity, and class, are an essential element in this field of inquiry. Issues of culture, ethnicity, and race are specifically considered in discussion topics such as bilingual education and cultural diversity. Contributions and social experiences of diverse ethnic/racial groups in US society are also incorporated into other topic areas where issues of equity, interpretation, and under-representation are essential to understanding historic, cultural, and racial dynamics. This includes discussions about child care and impacts of housing discrimination, parenting and disciplinary strategies, literacy practices and outcomes, high-stakes testing and academic achievement, and special education and inclusion.

Addressing 2023 Race and Ethnicity Requirements:

The subject matter of the proposed course provides an ideal context for applying developmental and ecological frameworks to contemporary issues with particular attention to the complexities and multidimensionality of race, ethnicity, intersectional privilege, and oppression. This course explores how positionality contributes to subjective understandings related to contemporary topics, including the relationship between individuals and a pluralistic society. Additionally, this course explores political, economic, interpersonal impacts of historical trauma associated with cultural imperialism.

**Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.**

As noted in response to the previous section, any discussion of the interrelationship of theory, research, and practice would be incomplete without a thorough consideration of cultural and ethnic diversity as these inform perceptions, experiences and outcomes in both development and education. Multiple ethnic categories will be considered, as these relate to development, education and social policy, in discussion of topic areas selected as relevant by the instructor and of interest to participating students.

**Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.**

The issues considered in the proposed course directly address ethnicity, ethnocentrism, and racism as they intersect with experiences of children and students in the US.

Racial identity development, bias, racism, disproportionality of discipline in education are obvious topics where such analyses are highly pertinent. But additional, less direct, examinations of social categorization processes and their influence on development and education are also significant. For example, in discussing vaccines, the historical context of racism in medicine is a crucial framework for understanding meanings assigned to attitudes around health care. Similarly, there are opportunities for considering ethnocentrism and racism in discussions of other topic areas, such as child care and early education, standardized testing and academic achievement, and special education.

**Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)**

As noted above, developmental and educational theories consider the intersections of social categories such as race, class, gender, and sexual preference to be a crucial nexus for analyzing the multiple variations in experiences of growing up in US society. Wherever relevant, such factors will be incorporated into discussion and highlighted as critical lenses through which we understand and interpret our developmental and educational experiences. The implications of social, economic, and cultural influences and their role in shaping social policy provide a central organizing theme throughout the course.

**Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)**

Culturally-shared attitudes, beliefs, goals, values, and practices provide the context in which developmental and educational experiences are assigned meaning and play out their various influences on our lives. An understanding of how different ethnic groups create and are sustained by their cultural legacies in the context of Eurocentric heteropatriarchy is an essential element of developmental and educational theory from the critical, sociocultural perspective underpinning this course. Variations and conflicts associated with positionality and power, and how these influence development, education, and social policy will also constitute a major theme threaded throughout discussions in this course.

## **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.**

Students will build on important GE skills. Specifically, with a focus on writing in the discipline, students will apply the ethics, style, and format expected in their major. Additionally, students will build on lower-division B-area GE skills by engaging in quantitative reasoning using scientific thought. They will moreover elaborate on communicative skills by engaging in class discussions.

**The course must expand students' knowledge by examining complex issues.**

A key aim of this course is for students to be able to examine and think critically about complex issues within the field from multiple, intersecting perspectives. Through course material and assignments, students must consider research from multiple perspectives in order to develop a more nuanced and informed understanding of these issues.

**The course must expand students' abilities to reason logically and to write clearly in prose.**

Students in the course are expected to critically evaluate, integrate, and apply information from the readings to develop and articulate their thoughts, both verbally and in writing. Writing assignments are designed to scaffold students to acquaint themselves with APA style and formatting, as well as provide them with opportunities to practice expressing and exploring their lived experiences aside research-based evidence. The written homework assignments, in particular, allow instructors and peers to give students constructive feedback prior to their final paper.

**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).**

Students are given a number of written assignments throughout the semester to exceed the 5,000 word limit: 1. 5 discussion posts (or alternatively, response papers): For each discussion post, students for example post 1 discussion question and 2 responses to classmate's posts based on course readings. Within posts, students will integrate evidence from course readings and utilize

scholarly writing style and formatting. Each post is approximately 3 paragraphs (for each of the 1 question and 2 responses), which is approximately 1.5 pages double-spaced. This equals 7.5 double-spaced pages for the 5 discussion posts.; 2. Final paper: The purpose of the final position paper is to thoroughly investigate a specific area of controversy discovered in the course, as well as to articulate and support your perspective on the issue in the form of a scholarly paper. Students must write 10-12 pages typed, double-spaced.; 3. Written homework Each of the 4 homework assignments that are spread throughout the semester for this class scaffolds students towards working on parts of their final paper. The first acquaints them with APA style writing and formatting and thesis statements, the second with writing literature reviews (2 pages), the third with writing a mini position paper (2 pages), and the last a rough draft of their final paper (5-7 pages). (Total = 7.5+10+2+2+5 = 26.5 pages (250 words per page = 6625 words minimum)

**Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.**

Assignments are distributed throughout the semester so that the instructor has time to deliver thorough feedback on students' writing assignments. Students are expected to account for feedback to improve upon their writing in subsequent writing assignments. Writing assignments are designed to have student sharpen their critical thinking and analytical skills by having them evaluate, integrate, and apply information from scholarly sources to discussing and writing about contemporary topics through an ecological framework.

**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).**

Students are given a number of written assignments throughout the semester: 1. 5 discussion posts (or alternatively, response papers, due prior to last 2 weeks = 7.5 pages). 2. Final paper (draft due Week 14, final due Week 16 = 15 pages total) 3. Written homework: Three homework assignments are spread throughout the semester to scaffold students towards working on parts of their final paper. The first acquaints them with APA style writing and formatting and thesis statements (2 pages), the second with writing literature reviews (2 pages), the third with writing a mini positions paper (2 pages). (Total = 7.5+2+2+2 = 13.5 =3375 words minimum during or before Week 13; after Week 13 5+10=15 X(250 words per page) = 3750.

**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 importance of timely feedback and detailed grading practices will be communicated to course instructors by the department chair. Grading will not only include constructive feedback on development and support of logical conclusions, but on writing abilities including spelling, grammar, and APA style and formatting. In particular, for the discussion posts, students will be evaluated on their integration of evidence from course readings, demonstration of critical thinking, and scholarly writing skills and style. In addition the chair will provide various instructional resources to the instructors, including services offered by the writing center and resource pages for discipline-based writing styles (e.g., APA style).

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on pp. 2-3 of the "Statement of Policies Pertaining to the G.E. Program" of August, 1991.**

This course is already approved as Area D, WI and RE. To the extent possible, this proposal modifies answers from previous forms to address newly adopted March 2023 RE criteria.

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:**

2023 Race and Ethnicity.pdf  
 CHAD 145 RE 2023 Alignment.docx  
 CHAD 145 Area D Learning Outcomes Alignment.docx

#### **Reviewer Comments:**

**Deidre Sessoms (dsessoms) (Thu, 26 Oct 2023 23:47:26 GMT):** Rollback: Requested by initiator.

Key: 622