

NEW EXPERIMENTAL COURSE PROPOSAL FORM

College: []

Department: []

1. Course Information for Schedule of Classes

Subject Abbreviation and Number: [CAS 196UW B]

Course Title: [Approaches to University Writing B]

Units: [3] units

Course Prerequisites: [Successful completion of CAS196UWA] (if any)

Course Corequisites: [] (if any)

Recommended Preparatory Courses: [] (if any)

2. Course Description for Schedule of Classes: *Notes:* If grading is NC/CR only, please state in course description. If a course numbered less than 500 is available for graduate credit, please state “Available for graduate credit in the catalog description.”

[Prerequisites: Successful completion of CAS 196UWA. Expository prose writing with a focus on both content and form. Specific emphases shall include the exercise of logical thought and clear expression, the development of effective organizational strategies, and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax, and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, and PAS 196UWB. Individual tutoring is available through the Learning Resource Center. (Available for General Education, Analytical Reading / Expository Writing (IC).]

3. Date of Proposed Implementation: (Semester/Year): [Fall] / [2010] *Comments*

4. Course Level

<input checked="" type="checkbox"/> Undergraduate Only	<input type="checkbox"/> Graduate Only	<input type="checkbox"/> Graduate/Undergraduate
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5. Course Abbreviation “Short title” (maximum of 17 characters and spaces)

Short Title: [A•P• U•N•I•V• W•R•I•T•I•N•G• B]

6. Basis of Grading:

Credit/No Credit Only

Letter Grade Only

CR/NC or Letter Grade

7. Number of times a course may be taken:

May be taken for credit for a total of [1] times, or for a maximum of [3] units

Multiple enrollments are allowed within a semester

8. C-Classification: (e.g., Lecture-discussion (C-4).)

[3] units @ [C-4] []

9. Proposed Course Uses: (Check all that apply)

Own

Major

Minor

Masters

Credential

Other

Program:

- Requirement or Elective in another Program
- General Elective
- Community Service Learning (CS)
- Cross-listed with: *(List courses)* [**AAS196UWB, CHS196UWB, ENGL196UWB, PAS196UWB**]

10. Justification for Request: *Course use in program, level, use in General Education, Credential, or other. Include information on overlap/duplication of courses within and outside of department or program. (Attach)*

11. Estimate of Impact on Resources within the Department, for other Departments and the University. (Attach)

[\(See Resource List\)](#)

12. Course Outline and Syllabus (Attach) Include methods of evaluation, suggested texts, and selected bibliography. Describe the difference in expectations of graduates and undergraduates for all 400 level courses that are offered to both.

13. Indicate which of the Program’s Measurable Student Learning Outcomes are addressed in this course. (Attach)

- 14. Methods of Assessment for Measurable Student Learning Outcomes (Attach)**
- A. Assessment tools
 - B. Describe the procedure dept/program will use to ensure the faculty teaching the course will be involved in the assessment process (refer to the university’s policy on assessment.)

(For numbers 14 and 15, see [Course Alignment Matrix and the Course Objectives Chart](#))

15. Record of Consultation: *(Normally all consultation should be with a department chair or program coordinator.) If more space is needed attach statement and supporting memoranda.*

Date:	Dept/College:	Department Chair/ Program Coordinator	Concur (Y/N)
[]	[]	[]	[Y]
[]	[]	[]	[Y]
[]	[]	[]	[Y]
[]	[]	[]	[Y]
[]	[]	[]	[Y]
[]	[]	[]	[Y]

Consultation with the Oviatt Library is **recommended** for experimental courses to ensure the availability of appropriate resources to support proposed course curriculum.

Collection Development Coordinator, Mary Woodley

Please send an email to: collection.development@csun.edu

Date

[]

16. Approvals:

Department Chair/Program Coordinator:	Date: []
College (Dean or Associate Dean):	Date: []
Educational Policies Committee:	Date: []
Graduate Studies Committee:	Date: []
Provost:	Date: []

ATTACHMENTS:

11. Justification for Request

The 196UWA and 196UWB is a stretch composition course that is organized over a two-semester period. The 196UWA and 196UWB courses are designed to teach students to write effectively in Edited American English; to find facts to develop their ideas; to organize and present material clearly, logically and persuasively; and to read multicultural expository prose critically and accurately. In addition, students will be able to integrate cutting-edge information age technology into their writing.

- Students do better with their writing coursework and feel better about their learning experience when given more time to write, revise, and discuss writing with a familiar cohort and instructor.
- Those institutions that have adopted a stretch model demonstrate conclusively a rise in student retention and pass rate.
- Students from disadvantaged backgrounds who score in the lower level of the English Placement Test are afforded greater access and opportunity to develop college-level writing with support services, such as tutoring and peer mentoring.
- Students traditionally labeled “remedial” do best with a stretch model.
- A stretch model recognizes that the work done in “remedial” writing courses is already legitimate university work and should not be seen as “pre-college.”
- A one-year, two-semester stretch course removes the stigma of “remedial”; any label such as “remedial” or “pre-college” negatively impacts the student’s emotional and intellectual well-being.

12. Estimate of Impact on Resources within the Department, for other Departments, and the University

196UWA and 196UWB will substitute the 098/155 course progression currently offered under the university writing program. As a result, it is estimated that there will be no impact on resources within the

Department, for other Departments, and for the University. In fact, a stretch model is cost-effective for both student and university: the student completes the writing requirements in a period of two semesters rather than a three-semester period, while obtaining 6 units of credit toward graduation. As a result, the new stretch program will speed student graduation time.

13. Course Outline and Syllabus

196UWB: Approaches to University Writing B

Course description:

Prerequisites: Successful completion of CAS 196UWA. Expository prose writing with a focus on both content and form. Specific emphases shall include the exercise of logical thought and clear expression, the development of effective organizational strategies, and the appropriate gathering and utilization of evidence. Includes instruction on diction, syntax, and grammar, as well as the elements of prose style. Students receive credit for only 1 course chosen from AAS, CAS, CHS, ENGL, and PAS 196UWB. Individual tutoring is available through the Learning Resource Center. (Available for General Education, Analytical Reading / Expository Writing (IC)).

Course Objectives:

1. Students will demonstrate competence in university writing.
2. Students will demonstrate the ability to use rhetorical strategies that include the appeal to audience, logic, and emotion.
3. Students will understand writing as a recursive process and demonstrate its use through invention, drafting and revision (creating, shaping, and completing).
4. Students will demonstrate their ability to use conventions of format, structure, style, and language appropriate to the purpose of a written text.
5. Students will demonstrate the ability to use library and online resources effectively and to document their sources.

Student Learning Outcomes

This course will address the following Central American Studies Measurable Student Learning Outcome: SLO #1. Students will develop advanced critical thinking, writing, and reading skills

Required Texts:

- 1 Writing Handbook
- 1 Course Reader (or other anthology of essays/literature/writing)
- 1 Novel

Course Requirements:

Completion of Three Writing Projects
Completion of a **Research Project**
Completion of an End of Semester **Portfolio**
Reflection Letter and Self Assessment

Grade Distribution

To be determined by instructor

Grade Determination

Attendance and Participation	Per Class Meeting
Lab Work	As Assigned
Homework	As Determined by Instructor Homework will include reading assignments (both short works and longer works)
Projects	3 Projects – Themes/Issues to be Determined by Instructor Each Project will culminate in the production of an essay or other body of writing
Research Paper	Students must compose a 7-page (2,100 words) research paper.
Portfolio	w/Self Assessment Essay Must include ONE rewritten essay from Projects 1 – 3

Projects

- Instructor Selected Writing **Project** (Argument, Comparison/Contrast, Expository, etc.)
- Each **Project** = Completed Writing **Project** / Essay
- Each **Project** Represents Process Writing
- Students Will Be Required to Re-Write ONE **Project** for the End of Semester Portfolio

Explanation/Description of Course Requirements

A PROJECT is in continuity from the first semester PROGRESSIONS. The second semester will move students from Progressions (scaffolding) to Projects (continuity).

Project Medium (continuity from “Let’s Write”)

Students will design a blog (or other “medium-centric” site – a journal, a webpage, a newspaper) site and explore multi-media composition.

Medium sites can include images, video, animation (static and/or moving) that will illustrate the content and themes of medium entries. Each medium entry will be academic in content and provide students an alternative space in which to practice writing and revision.

Project Medium can be integrated as a continuation of Let’s Write.

Project Medium should culminate in at least 1,500 words and must engage in draft (revision) processing.

Project Space

This project will analyze the diagramming of space. Space can be defined as urban spaces, community spaces, personal spaces, campus spaces, geographical spaces. This analysis will take into consideration race, social economic class, geographic and political themes.

This project will result in an academic essay as well as providing students the opportunity to present their findings in a class presentation. This assignment can be presented as a group project (to be determined by instructor).

Project Space provides an opportunity for students to gather research material through self-guided field trips (analyzing “space” as it is themed in the final product).

Project Space should culminate in at least 2,000 words and must engage in draft (revision) processing.

Project Text

This project will focus on issues (i.e., construction of race) and will require students to analyze and interpret text through close readings, references, and research on focal issues. Text is defined by novel, short stories, plays, films, music, images, poetry, and so forth. Instructors will define “text” as appropriate for the themes of individual course designs.

Project Text will allow students to explore the larger implications of the subject of analysis (larger implications as defined and practiced in the Progression exercises).

Project Text will also allow students to move comprehensively and critically into the final research paper (with an argumentative approach).

Project Text should culminate in at least 2,000 words and must engage in draft (revision) processing.

Final Research Paper

Students will review and analyze ALL work (Progressions and Projects) and define, develop, and present a defense of an idea in the form of a researched argumentative paper. The argument must be supported by valid research sources (MLA citation).

The final research paper will be at least 7 double-spaced pages (2,100 words).

SECOND SEMESTER FINAL WRITING PROJECT AND PORTFOLIO

Infusing Core Commitment Values:

- Striving for Excellence
- Cultivating Personal and Academic Integrity
- Ethical and Moral Reasoning
- Taking Seriously the Perspective of Others
- Contributing to a Larger Community

Using the skills of narrative, observation, evaluation, and argumentation create a research project that carefully examines a problem in your local or state community that needs to be addressed. Compose a

2,500 word research essay that examines the problem, proposes a solution, and argues the benefits of the solution.

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14. Indicate which of the Program’s Measurable Student Learning Outcomes are addressed in this course

This course will address the following Central American Studies Measurable Student Learning Outcome: SLO #1. Students will develop advanced critical thinking, writing, and reading skills

15. Assessment of Course Objectives

A. Identify each of the course objectives and describe how student performance will be assessed.

COURSE ALIGNMENT MATRIX					
<p>Directions: Assess the how well <u>CAS 196UWB</u> contributes to the program’s student learning outcomes by rating each course objective for that course with an I, P or D. I=introduced (basic level of proficiency is expected); P=practiced (proficient/intermediate level of proficiency is expected); D=demonstrated (highest level/most advanced level of proficiency is expected)</p>					
Course Objectives	Student Learning Outcome 1	Student Learning Outcome 2	Student Learning Outcome 3	Student Learning Outcome 4	Student Learning Outcome 5
1. Students will demonstrate competence in university writing.	P				
2. Students will demonstrate the ability to use rhetorical strategies that include the appeal to audience, logic, and emotion.	P				
3. Students will understand writing as a recursive process and demonstrate its use through invention, drafting and revision (creating, shaping, and completing).	P				
4. Students will demonstrate their ability to use conventions of format, structure, style, and language appropriate to the purpose of a written text.	P				
5. Students will demonstrate the ability to use library and online resources effectively and to document their sources.	P				
Course Objectives	Assessments of Student Performance				
1. Students will demonstrate competence in university writing.	This course requires students to write three formal essays and several short assignments, as well as a final research paper, all representing a variety of academic and non-academic genres including the descriptive, argumentative, and reflective essay; epistle;				

	<p>dialogue; annotated bibliography; ethnography; and scene. The coursework will demonstrate proficiency with important rhetorical concepts such as audience, tone, exposition, ethos, logos, and pathos, as well as basic knowledge of e-learning digital media like Moodle, allowing students to put into practice their competence in university writing.</p>
<p>2. Students will demonstrate the ability to use rhetorical strategies that include the appeal to audience, logic, and emotion.</p>	<p>This course requires students to write three formal essays and several short assignments, as well as a final research paper, all representing a variety of academic and non-academic genres including the descriptive, argumentative, and reflective essay; epistle; dialogue; annotated bibliography; ethnography; and scene. The coursework will demonstrate proficiency with important rhetorical concepts such as audience, tone, exposition, ethos, logos, and pathos, as well as basic knowledge of e-learning digital media like Moodle, allowing students to use diverse rhetorical strategies including appeal to audience, logic, and emotion.</p>
<p>3. Students will understand writing as a recursive process and demonstrate its use through invention, drafting and revision (creating, shaping, and completing).</p>	<p>At the end of the semester, students will be required to turn in a final portfolio including drafts, original versions, revisions, and final versions of papers. The work included in the portfolio will document the student’s completion of their work through the recursive process of writing.</p>
<p>4. Students will demonstrate their ability to use conventions of format, structure, style, and language appropriate to the purpose of a written text.</p>	<p>This course requires students to write three formal essays in a variety of formats (argumentative, analytical, critical ethnographic report, and a research paper) allowing students to use diverse conventions of format, structure, style, and language.</p>
<p>5. Students will demonstrate the ability to use library and online resources effectively and to document their sources.</p>	<p>This course requires students to write three essays and a final research paper, each of which must include an annotated bibliography with sources obtained through the use of</p>

	library and online databases, academic journals, and other academic resources and/or ethnographic research with the purpose of documenting their arguments effectively.
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16. If this is a General Education course, indicate how the General Education Measurable Student Learning Outcomes are addressed in this course.

Analytical Reading and Expository Writing

Goal: Students will analyze and reflect on complex topics and appropriately synthesize their own and others’ ideas in clearly written and well organized edited American English.

Student Learning Outcomes

Students will:

1. Analyze and compare perspective, meaning, and style in different texts, including those that reflect multicultural images and voices;
2. Construct a theme or thesis and organize and develop a substantial, balanced and convincing defense of it in a voice, tone, language, and format (e.g., essay autobiography, report, editorial, case study, inquiry, and research) appropriate to the purpose of the writing;
3. Use logical support, including informed opinion and fact, as well as their interpretations, to develop ideas, avoiding fallacies, biased language, and inappropriate tone;
4. Demonstrate satisfactory competence in the conventions of Edited American English and the elements of presentation (including layout, format, and printing);
5. Select and incorporate ideas derived from a variety of sources, such as library electronic and print resources, books, journals, the Internet, and interviews, and document them responsibly and correctly;
6. Apply a variety of strategies for planning, outlining, drafting, revising and editing written work.

G. E. Critical Thinking SLOs	Assessment Instrument
1. Analyze and compare perspective, meaning, and style in different texts, including those that reflect multicultural images and voices	Students will discuss and write about a variety of readings from across the globe. Students will think critically about these diverse experiences and the ways that different kinds of texts present the experiences. Students will work individually and in groups.
2. Construct a theme or thesis and organize and develop a substantial, balanced and convincing defense of it in a voice, tone, language, and format (e.g., essay autobiography, report, editorial, case	This course asks students to develop three thematic projects. Each project requires an understanding of genre; rhetoric; new media; and the politics of literacy, disciplinarity, and space. “Project Text”

<p>study, inquiry, and research) appropriate to the purpose of the writing</p>	<p>asks that students consider the ideology and rhetoric produced in a large creative work such as a novel. “Project Space” requires students to write about the politics of space, from urbanization to retail management. “Project Medium” asks that students gain some basic knowledge of visual rhetoric and new media literacy through the creation of a personal blog devoted to a research project.</p>
<p>3. Use logical support, including informed opinion and fact, as well as their interpretations, to develop ideas, avoiding fallacies, biased language, and inappropriate tone</p>	<p>Each project requires an understanding of important rhetorical devices such as ethos, logos, and pathos. Students will be able to differentiate between formal academic discourse and informal.</p>
<p>4. Demonstrate satisfactory competence in the conventions of Edited American English and the elements of presentation (including layout, format, and printing)</p>	<p>Students will be required to produce written work that represents proficiency with English grammar and spelling. Each project will demonstrate familiarity with academic conventions including appropriate format and style.</p>
<p>5. Select and incorporate ideas derived from a variety of sources, such as library electronic and print resources, books, journals, the Internet, and interviews, and document them responsibly and correctly</p>	<p>Each project requires that students engage a body of research and then represent that research according to academic conventions. Students will use the Internet, library, and other means to draw from a number of resources.</p>
<p>6. Apply a variety of strategies for planning, outlining, drafting, revising and editing written work</p>	<p>In addition to reflecting on each written assignment, students will be required to review each other’s work, looking specifically at exposition, style, tone, and grammar. Students will write multiple drafts of main writing assignments and will have opportunities to revise their work for final grade.</p>

Information Competence (GE Designation IC)

Goal: Students will progressively develop information competence skills throughout their undergraduate career by developing a basic understanding of information retrieval tools and practices as well as improving their ability to evaluate and synthesize information ethically.

Student Learning Outcomes.

Students will:

1. Determine the nature and extent of information needed;
2. Demonstrate effective search strategies for finding information using a variety of sources and methods;
3. Locate, retrieve, and evaluate a variety of relevant information including print and electronic formats;
4. Organize and synthesize information in order to communicate effectively;

5. Explain the legal and ethical dimensions of the use of information.

G. E. Information Competence SLOs	Assessment Instrument
1. Determine the nature and extent of information needed.	This course requires students to write four formal essays in a variety of formats (argumentative, analytical, critical ethnographic report, and a research paper) allowing them to put into practice the construction of different types of arguments, and requiring them to determine the nature and extent of information needed to document each of their essays.
2. Demonstrate effective search strategies for finding information using a variety of sources and methods	This course requires students to write four formal essays in a variety of formats (argumentative, analytical, critical ethnographic report, and a research paper) allowing students to demonstrate effective search strategies for finding information using a variety of sources and methods, including library and archive research, ethnographic research, fieldwork, and testimonial narratives.
3. Locate, retrieve, and evaluate a variety of relevant information including print and electronic formats	This course requires students to write four formal essays in a variety of formats (argumentative, analytical, critical ethnographic report, and a research paper) requiring students to locate, retrieve, and evaluate a variety of relevant information including print and electronic formats.
4. Organize and synthesize information in order to communicate effectively	This course requires students to write four formal essays in a variety of formats (argumentative, analytical, critical ethnographic report, and a research paper) requiring students to locate, retrieve, and evaluate a variety of relevant information including print and electronic formats, and to organize and synthesize the information used to document their papers in order to communicate effectively.
5. Explain the legal and ethical dimensions of the use of information	This course requires students to write four formal essays. Each one of these essays must include an annotated bibliography with sources obtained through the use of library and online databases, academic journals, and other academic resources including ethnographic research and fieldwork, with the purpose of documenting their arguments

	effectively and ethically.
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17. Methods of Assessment for Measurable Student Learning Outcomes

A. Assessment tools

The practice of Student Learning Outcome #1 will be assessed through the production of four formal student essays as well as a final student portfolio:

1. This course requires students to write four formal essays in a variety of formats (argumentative, analytical, critical ethnographic report, and a research paper) allowing students to put into practice their competence in university writing; their use of diverse rhetorical strategies including appeal to audience, logic, and emotion; their use of diverse conventions of format, structure, style, and language; as well as their use of library and online databases, academic journals, and other academic resources with the purpose of documenting their arguments effectively.
2. Furthermore, at the end of the semester, students will be required to turn in a final portfolio including drafts, original versions, revisions, and final versions of papers. The work included in the portfolio will document the student's completion of their work through the recursive process of writing.

B. Describe the procedure Program will use to ensure the faculty teaching the course will be involved in the Assessment process.

The coordinator of the Central American Studies Program will ensure that the instructor knows how to do these assessments and executes them.