

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA \_\_\_\_ENGLISH

LITERATURE\_\_\_\_\_

1. Catalog Description of the Course

**ENGL 102 Stretch Composition I (3)**

Three hours lecture per week.

Focuses not on finished "products" but rather on helping students develop strategies for using writing to construct meaning—which in turn assists in generating thought-provoking discourse for the intended reader. Upon completing this course, students will have learned that all writing involves a recursive process of thinking and writing strategies often referred to as peer review, invention, prewriting, drafting, revising, and editing. This is the first in a two-course sequence, ENGL 102, ENGL 103.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	__3__	__1__	__20__
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

3. Justification and Learning Objectives for the Course.

This is the first course in the *Stretch Program*, a two-semester sequence of classes linked through a common instructor--for both semesters, students usually have the same teacher, work with the same group of students, and often even have the same classroom. We designed *Stretch* to help build a real writing community, as everyone has an entire year to work together to improve his or her writing.

Learning Objectives:

1. Critical Thinking: Students will achieve the following:
  - an ability to analyze written work
  - an ability to frame conclusions from a range of information
  - an ability to predict outcomes based on known information
2. Communication Skills: Students will achieve the following:
  - an ability to more clearly and more effectively write academic papers
  - an ability to effectively and convincingly verbalize their ideas
  - an ability to work effectively in group processes
3. Research Skills: Students will gain the following:
  - a familiarity with research trends and directions
  - a familiarity with major data bases
  - a proficiency with basic computing skills
  - an ability to discern valid research conclusions

- ability to design, conduct and defend a research project

4. Self Development

- ability to cogently reflect on roles of learning on personal and intellectual growth

4. Is this a General Education Course YES ☒ NO - X

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. Course Content in Outline Form.

**Rhetorical knowledge:** this covers the kinds of things students need to know about the writing situation, such as who the readers are and what kind of information they may be expecting from the text. By the end of their first-year writing courses, students should:

- be able to focus on a specific purpose
- be able to anticipate the needs of different kinds of readers
- be able to recognize the differences among kinds of writing situations
- be able to use the conventions of format, organization, and language appropriate to specific writing situations.
- understand what makes writing types (like a book review, a project proposal or a research report) different

**General reading, writing, and thinking skills:** this covers general reading, writing, and thinking skills students must have to meet the demands of different kinds of writing situations. By the end of their first-year writing courses, students should:

- be able to use writing to record, explore, organize, and communicate
- be able to find, evaluate, analyze, and synthesize appropriate primary and secondary sources in order to meet the demands of different kinds of writing situations
- understand the general relationships among language, knowledge, and power.

**Processes:** this covers the processes students need to follow to produce successful texts. By the end of their first-year writing courses, students should know how to use:

- multiple drafts to improve their texts
- strategies like brainstorming, outlining, and focused freewriting in all stages of the writing process
- generating, organizing, revising, and editing strategies that are appropriate to the specific writing situation
- effective collaborative strategies to investigate, write, revise, and edit
- a variety of media, including particularly standard computerized media, in ways that permit them to make their writing acceptable to a wide variety of readers.

**Conventions:** this covers specific conventions, such as spelling and punctuation, that readers expect writers to control. By the end of their first-year writing courses, students should:

- control general conventions of spelling, grammar, and punctuation expected in standard written English
- be able to document primary and secondary sources appropriately
- know how to check for conventions about which they are uncertain
- understand that different conventions are appropriate for different kinds of writing situations

**6. References.**

Glau, Gregory R., and Craig B. Jacobsen. *Scenarios for Writing*. Mountain View, CA: Mayfield, 2002.

Hjortshoj, Keith. *The Transition to College Writing*. Boston: Bedford/St. Martin's, 2002.

**7. List Faculty Qualified to Teach This Course.**

Jacquelyn Kilpatrick, Renny Christopher, Joan Peters, Camilla Griggers

**8. Frequency.**

a. Projected semesters to be offered: Fall \_\_\_\_x\_\_ Spring \_\_\_\_x\_\_ Summer \_\_\_\_

**9. New Resources Required.**

- Computer (data processing), audio visual, broadcasting needs, other equipment
- Library needs
- Facility/space needs

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.**

Jacquelyn Kilpatrick

12/11/02

---

Proposer of Course

---

Date