

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by November 2, 2009,
to make the next catalog (2010--2011) production

DATE (CHANGE DATE EACH TIME REVISED): 10/29/09; REV 12.15.09; REV 1.27.10

PROGRAM AREA(S): ENGLISH

Directions: All of sections of this form must be completed for course modifications. All documents are stand alone sources of course information.

1. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix ENGL Course# 103 Title Stretch Composition II
Units (3)
3 hours lecture per week
hours blank per week

X Prerequisites: English 102

Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols): Focuses not on finished products but rather on helping students to develop strategies for using writing to construct meaning, which in turn assists in generating thought-provoking discourse for the intended reader. Students/Writers will become well-versed in a variety of approaches to constructing the types of genres required in their college courses and in the workplace. Completion of ENGL 103 fulfills the general education requirement for undergraduate writing and prepares students for success in their courses across the curriculum.

Graded

General Education

Categories A2

Lab Fee Requested

CR/NC

X A - F

Repeatable
for up to units
Total
Completions

Multiple
Enrollment in
same semester

Course Level:

X Undergraduate

Post-bac/Credential
Graduate

NEW

Prefix ENGL Course# 103 Title Stretch Composition II
Units (3)
3 hours lecture per week
hours blank per week

X Prerequisites: English 102

Consent of Instructor Required for Enrollment

Corequisites:

Catalog Description (Do not use any symbols): Building on the writing strategies developed in English 102, students in English 103 become well versed in a variety of approaches to constructing the types of genres required in their college courses and in the workplace, including research-based prose. Completion of ENGL 103 prepares students for success in their courses across the curriculum.

Graded

General Education

Categories A2

Lab Fee Requested

CR/NC

X A - F

Repeatable for
up to units
Total
Completions

Multiple
Enrollment in same
semester

Course Level:

X Undergraduate

Post-bac/Credential
Graduate

2. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s)

(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	3	1	20	A-F	Lecture	3	1	20	A-F	
Seminar		1			Seminar		1			
Lab		3			Lab		3			
Activity		2			Activity		2			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					

3. Course Attributes:

X General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

☐ A-1 Oral Communication

X ☐ A-2 English Writing

☐ A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

☐ B-1 Physical Sciences

☐ B-2 Life Sciences – Biology

☐ B-3 Mathematics – Mathematics and Applications

☐ B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

☐ C-1 Art

☐ C-2 Literature Courses

☐ C-3a Language

☐ C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

☐ UDIGE/INTD Interdisciplinary

☐ Meets University Writing Requirement

☐ Meets University Language Requirement

☐ American Institutions, Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

☐ Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

4. Justification and Requirements for the Course. [Make a brief statement to justify the need for the course]

OLD

The Stretch Program is 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 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. This is the second class in that sequence.

NEW

The Stretch Program is 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 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. This is the second class in that sequence.

Deleted: The Stretch Program is 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 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. This is the second class in that sequence.

☐ Requirement for the Major/Minor

☐ Elective for the Major/Minor

☐ Free Elective

☐ Requirement for the Major/Minor

☒ Elective for the Major/Minor

☐ Free Elective

Deleted: ☐

Submit Program Modification if this course changes your program.

5. Learning Objectives. (List in numerical order. You may wish to visit resource information at the following website: <http://senate.csuci.edu/comm/curriculum/resources.htm>)

Upon completion of the course, the student will be able to:

OLD

1. Critical Thinking: Students will achieve the following:
an ability to analyze written work
an ability to frame conclusions from a range of information

Upon completion of the course, the student will be able to:

NEW

1. Critical Thinking: Students will:
analyze written work
frame conclusions from a range of information

Formatted: Font: 10 pt, Highlight

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 CSUCI library resources
- a familiarity with major databases
- 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: Students will develop

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

predict outcomes based on known information

2. Communication Skills: Students will:

- write clearer and more effective academic papers
- verbalize their ideas effectively and convincingly
- work collaboratively in groups

3. Research Skills: Students will:

- proficiently navigate CSUCI library resources
- investigate major databases
- discern valid research conclusions
- design, conduct and defend a research project

6. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

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.

NEW

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.

Deleted: 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 CSUCI library resources ¶
- a familiarity with major databases ¶
- 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: Students will develop ¶

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

... [1]

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

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

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒
 If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒
 If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

7. Cross-listed Courses (Please note each prefix in item No. 1)

- List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- List each cross-listed prefix for the course:
- Program responsible for staffing:

8. References. [Provide 3-5 references]

OLD

Glau, Gregory R., and Craig B. Jacobsen. Scenarios for Writing. Mountain View, CA: Mayfield, 2001.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: The Modern Language Association, 1999.

A college-level dictionary

NEW

Faigley, Lester. Brief Penguin Handbook. Pearson Education, 2006.

Glau, Gregory R., and Craig B. Jacobsen. Scenarios for Writing. Mountain View, CA: Mayfield, 2001.

Island Voices: Student Essays. CSUCI. 2005.

A college-level dictionary

9. Tenure Track Faculty qualified to teach this course.
 Bob Mayberry

10. Requested Effective Date or First Semester offered: Spring 2010

11. New Resource Requested: Yes ☐ No ☒

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs:

D. Lab Fee Requested: Yes No ☒ (Refer to the Dean's Office for additional processing)

E. Other.

12. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

<input type="checkbox"/> Course title	<input type="checkbox"/> Course Content
<input type="checkbox"/> Prefix/suffix	<input type="checkbox"/> Course Learning Objectives
<input type="checkbox"/> Course number	<input checked="" type="checkbox"/> References
<input type="checkbox"/> Units	<input type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input type="checkbox"/> Other
<input type="checkbox"/> Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
<input checked="" type="checkbox"/> Catalog description	
<input type="checkbox"/> Mode of Instruction	

Justification: Changes more accurately reflect course content and objectives. References have also been updated.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes No ☒

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: October 5, 2009 of preceding year.

Priority deadline for Course Proposals and Modifications: November 2, 2009.

Last day to submit forms to be considered during the current academic year: April 15th.

Jacquelyn Kilpatrick, Stacey Anderson

Proposer(s) of Course Modification

Type in name. Signatures will be collected after Curriculum approval.

December 15,
2009

Date

Deleted: October 30, 2009

Request for ENGL 103: Stretch Composition II to be added to **GE Category A2: English Writing**

Committee Response:

Approved by committee on 12-07-2009

Approval Sheet

Course: **ENGL 103**

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for Intl Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement and Service Learning Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
Dean of Faculty		
	Signature	Date

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 CSUCI library resources
 - a familiarity with major databases
 - 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: Students will develop
 - an ability to cogently reflect on roles of learning on personal and intellectual growth