

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA ___ENGLISH
LITERATURE_____

1. Catalog Description of the Course.

ENGL 103 Stretch Composition II (3)

Three hours lecture per week

Prerequisite: ENGL 102

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. GE A-2

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.

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 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. This is the second class in that sequence.

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
- the 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)	A-2
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]* see attached

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, 2001.

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

A college-level dictionary

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.

a. Computer (data processing), audio visual, broadcasting needs, other equipment

b. Library needs

c. 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, Nov. 6, 2001 _____
Proposer of Course Date