

# CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

## COURSE MODIFICATION PROPOSAL

DATE: 21 AUGUST 2007  
PROGRAM AREA ENGLISH

### 1. Catalog Description of the Course. *[Follow accepted catalog format.]* *(If Cross-listed please submit a form for each prefix being modified)*

<b>OLD</b>				<b>NEW</b>			
Prefix ENGL	Course# 330	Title Writing in the Disciplines		Prefix ENGL	Course# 330	Title Interdisciplinary Writing	
Units (3)				Units (3)			
3 hours	lecture/discussion per week			3 hours	lecture/discussion per week		
hours	per week			hours	per week		
<input type="checkbox"/> Prerequisites <input type="checkbox"/> Corequisites				<input type="checkbox"/> Prerequisites <input type="checkbox"/> Corequisites			
Description Individual and collaborative writing in a variety of styles and forms. Students will learn a variety of writing and research techniques, with special emphasis on writing for their chosen majors. Oral presentations form a portion of the course.				Description Individual and collaborative writing that integrates research from a variety of disciplines. Students will work on projects that incorporate various forms of research, including electronic, and which result in both oral presentations and academic papers. Each section will be based on a theme appropriate for interdisciplinary research and writing.			
<input checked="" type="checkbox"/> Gen Ed Categories A1 & 2, UPPER-DIV. INTERDISCIPLINARY		Graded <input type="checkbox"/> CR/NC <input type="checkbox"/> Repeatable for up to		<input checked="" type="checkbox"/> Gen Ed Categories A2, UPPER-DIV. INTERDISCIPLINARY		Graded <input type="checkbox"/> CR/NC <input type="checkbox"/> Repeatable for up to	
<input type="checkbox"/> Lab Fee Required Hegis Code		<input checked="" type="checkbox"/> A - F    units <input type="checkbox"/> Multiple Enrollment in same semester (Student's choice)		<input type="checkbox"/> Lab Fee Required		<input checked="" type="checkbox"/> A - F    units <input type="checkbox"/> Multiple Enrollment in same semester (Student's choice)	
<input checked="" type="checkbox"/> Mission Based Learning Objectives: <input checked="" type="checkbox"/> Interdisciplinary <input type="checkbox"/> International <input type="checkbox"/> Multicultural <input type="checkbox"/> Service Learning							
<input type="checkbox"/> Title V Section 40404: <input type="checkbox"/> Government <input type="checkbox"/> US Constitution <input type="checkbox"/> US History							

### 2. Mode of instruction (Hours per Unit are set for you)

<u>Existing</u>					<u>Proposed</u>				
	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)		Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>20</u>	_____	Lecture	<u>3</u>	<u>1</u>	<u>20</u>	_____
Seminar	_____	<u>1</u>	_____	_____	Seminar	_____	<u>1</u>	_____	_____
Laboratory	_____	<u>3</u>	_____	_____	Laboratory	_____	<u>3</u>	_____	_____
Activity	_____	<u>2</u>	_____	_____	Activity	_____	<u>2</u>	_____	_____

### 3. Course Content in Outline Form if Being Changed. *[Be as brief as possible, but use as much space as necessary]*

<b>OLD</b>	<b>NEW</b>
Writing in the Humanities	1. Thinking from multiple disciplinary points of view
Writing in Science and Technical Fields	2. Research using multiple approaches & strategies:
Writing in the Social Sciences	a) Find and evaluate information in books, periodicals, online journals, websites, government sources;
Writing in Business	b) Employ several online searching strategies, including keyword, Boolean, truncation, cross field, phrase, and proximity searches;
	c) Demonstrate appreciation of issues surrounding to intellectual property, copyright and plagiarism
	3. Analysis of disciplinary and interdisciplinary texts
	4. Integration of interdisciplinary points of view
	5. Writing collaboratively

6. Formulating arguments
7. Making public presentations
8. Drafting documents
9. Gathering feedback
10. Revising documents

**4. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

**OLD**

This course is intended for all students who would benefit from an intensive writing course that will prepare them for successful academic writing. It is a required core course for the English major; it is also required for the majors in Biology and ESRM majors.

**Learning Objectives:**

Students will learn to utilize strategies for writing which include: 1) demonstrating an understanding of what is expected of any given writing task; 2) determining an appropriate focus for that task; 3) planning and researching; 4) composing a text that is well-organized and fully developed; 5) and determining and following the conventions of grammar and style that are required for "successful writing" in any given situation.

**NEW**

This course still prepares students who want or need an intensive writing course to prepare them for successful academic writing. But instead of treating writing in each discipline as a separate genre, the course focuses on academic writing that integrates disciplinary points of view. Such a shift in focus not only brings the course in line with the Mission Statement but better prepares students for the interdisciplinarity that already characterizes the 21<sup>st</sup> Century.

**LEARNING OBJECTIVES**

Students will:

1. demonstrate their understanding of interdisciplinary writing;
2. determine an appropriate focus for written and oral projects;
3. practice a variety of research approaches;
4. integrate sources from multiple disciplines into a single coherent argument/presentation;
5. deliver an organized presentation that engages the audience;
6. make use of feedback to revise their argument/presentation;
7. revise drafts of their written texts until they are coherent, fully developed, and conform to academic conventions.

**5. References.** *[Provide 3-5 references on which this course is based and/or support it.]*

**OLD**

**Research and Writing Across the Curriculum. 2nd Edition. C. Hult. Longman Press, 2001.**  
**The Allyn and Bacon Guide to Writing. J. Ramage and J. Bean. Allyn & Bacon, 2000.**  
**A Writer's Reference. D. Hacker. St. Martin's Press, 1999.**

**NEW**

**Graff, Clueless in academe: how schooling obscures the life of the mind, Yale, 2003.**  
**Graff & Birkenstein, They say /I say: the moves that matter in academic writing, Norton, 2006.**  
**Klein, Humanities, culture, and interdisciplinarity: the changing American academy, SUNY, 2005.**  
**Lattuca, Creating interdisciplinarity: interdisciplinary research and teaching among college and university faculty, Vanderbilt, 2001 .**  
**Moran, Interdisciplinarity (New Critical Idiom series), Routledge, 2001.**

**6. 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.]*

- ☒ Course title
- ☐ Prefix/suffix
- ☐ Course number
- ☐ Units
- ☐ Staffing formula and enrollment limits
- ☐ Prerequisites/corequisites
- ☒ Catalog description
- ☒ Course content
- ☒ References
- ☐ GE
- ☐ Other

### Justification

TITLE & CATALOG DESCRIPTION changes reflect shift in content from writing exercises WITHIN various disciplines, to writing that integrates and synthesizes different disciplinary approaches.

COURSE CONTENT changed to bring into line with University Mission and reflect developing practices in 21<sup>st</sup> C.

REFERENCES updated accordingly.

**7. If this modification results in a GE-related change indicate GE category affected and Attach a GE Criteria Form:**

**A (English Language, Communication, Critical Thinking)**

A-1 Oral Communication

☐

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)**

☐

**UD Interdisciplinary**

☒

**8. New Resources Required. YES ☐ NO ☒**

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

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

**9. Will this course modification alter any degree, credential, certificate, or minor in your program? YES ☐ NO ☒**

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

**10. Effective Date (Semester and Year):** Fall 2008

Bob Mayberry, Andrea Marzell, Mary  
Adler, Brad Monsma, Jacque Kilpatrick

Proposer of Course Modification

21 August 2007

Date

## Request for ENGL 330: Interdisciplinary Writing to be added to GE Category A2

Committee Response:

**Approved by committee on 10-17-2007**

### Criteria and Justifications Submitted:

- *Focus on communication in the English language*  
Academic writing is the focus of the course. Written papers and oral presentations required.
- *Focus on the formulation and analysis of the human interaction*  
I don't understand the question/category. Is the question asking whether the course focuses on human interactions? Not really, it's a writing class. However, human interaction is part of the course, albeit implicitly. Since group research projects are a required part of the course, students will have to interact with their peers and, undoubtedly, they will learn something about human interaction from that experience, though they may never be asked to articulate what they've learned. But the course itself won't focus on that.
- *Prepare the student to use reasoning of both inductive and deductive types*  
Researching and synthesizing sources from multiple disciplines requires inductive thinking; drawing conclusions from those sources requires deductive thinking. Analysis and critique of sources requires both.
- *Address modes of argument, rhetorical perspectives, and the relationship of language to logic*  
Readings and writing assignments in the course focus on argumentation as well as persuasion, analysis and synthesis.
- *Include exploration of the psychological basis and social significance of communication*  
Writing for an academic audience, esp. an interdisciplinary one, requires consideration of the psychology of the audience, esp. their expectations and how those expectations create the conventions within and across disciplines.
- *Address writing as a process of human interaction*  
Every conversation about the conventions of writing, the expectations of audience, or the process itself is implicitly addressing writing as part of human interaction. A writing class by its nature is about process and the ways the writing process is an extension of as well as a way to influence human interactions. One goal of the course is to invite students into the interdisciplinary conversations of the academy.
- *Prepare the student for college level writing*  
This course prepares students who want or need an intensive writing course to prepare them for successful academic writing. But instead of treating writing in each discipline as a separate genre, the course focuses on academic writing that integrates disciplinary points of view. Such a shift in focus not only brings the course in line with the Mission Statement but better prepares students for the interdisciplinarity that already characterizes the 21st Century.

Request for ENGL 330: Interdisciplinary Writing to be added to GE Category UDIGE

Committee Response:

**Approved by committee on 10-17-2007**

Criteria and Justifications Submitted:

- *Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines*

The revision we've proposed to the course is intended to do just that. Instead of treating writing in each discipline as a separate genre, the course now focuses on academic writing that integrates disciplinary points of view. Such a shift in focus not only brings the course in line with the Mission Statement but better prepares students for the interdisciplinarity that already characterizes the 21st Century.

- *Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.*

It's a writing course, what else would students be doing? Two major group research projects dominate the course assignments. To complete each, students must complete both in and out of class writings, revise and reflect on their drafts, and make substantive changes to early drafts. In addition to the two major group projects, students typically generate numerous short writings (in and out of class), two peer evaluations, a self-evaluation, and several summaries. And for their final portfolios, students are expected to revise earlier writings, including individually revise projects that were initially collaboratively researched and composed.

## Approvals

**Program/Course: ENGL 330**

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Program Chair(s)

Date

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General Education Chair(s)

Date

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Curriculum Committee Chair(s)

Date

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Dean of Faculty

Date