NEW COURSE PROPOSAL

Courses must be submitted by October 15, 2015, and finalized by the end of that fall semester for the next catalog (2016-17) production.
Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date)*) 10/10/15
PROGRAM AREA(S) ENGLISH/SOCIOLOGY

1. **Course Information.** *[Follow accepted catalog format.]*
   Prefix(es) (Add additional prefixes if cross-listed) **and Course No. ENGL 305 SOC 305**
   Title: WRITING IN THE SOCIAL SCIENCES Units: 3
   x Prerequisites ENGL 103 or 105 or the equivalent, or permission of the instructor
   ☐ Corequisites ☐
   ☐ Consent of Instructor Required for Enrollment
   Catalog Description (Do not use any symbols): **Provides strategies and processes to support academic reading and writing for social science majors. Focuses on disciplinary expectations for writing, including the use of specific style guides, organizational structures, and representations of data. Includes practice in oral presentations in a typical academic format.**

Grading Scheme:

x A-F Grades

☐ Credit/No Credit
☐ Optional (Student Choice)

Repeatability:

☐ Repeatable for a maximum of ☐ units

Total Completions Allowed ☐
☐ Multiple Enrollment in Same Semester

Course Level Information:

x Undergraduate

☐ Post-Baccalaureate/Credential
☐ Graduate

Mode of Instruction/Components (*Hours per Unit are determined by CSU policy*).

	Units	Hours per Unit	Default Section Size	Graded Component	CS & HEGIS # (Filled in by the Provost's Office)
Lecture	3	1	20	☐	
Seminar	☐	1	☐	☐	
Laboratory	☐	3			
Activity	☐	2		☐	
Field Studies	☐		☐	☐	
Indep Study	☐		☐	☐	
Other Blank	☐		☐		

Leave the following hours per week areas blank. The hours per week will be filled out for you.
☐ hours lecture per week
☐ hours ☐ per week

2. **Course Attributes:**

☐ **General Education Categories**: All courses with GE category notations 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.
 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)**
UDIGE/INTD Interdisciplinary
☐ **Meets University Writing Requirement (Graduation Writing Assessment Requirement)**
☐ **Meets University Language Requirement**

☐ **American Institutions, Title V Section 40404**: ☐ Government ☐ US Constitution ☐ US History
Regarding 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).
☐ **Online Course** (Answer YES if the course is ALWAYS delivered online).

3. **Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)
A. Justification: Like ENGL 251, this course was designed in collaboration with other disciplinary faculty (in this case, sociology), who see a gap in their students' preparation with regard to writing in the disciplines. Specifically, this course will serve both native and transfer students in the social sciences by providing an initial foundation to disciplinary literacy. The intended outcome is for students to experience a smoother transition to their upper division coursework and to be successful in courses that depend on disciplinary reading and writing abilities, such as Capstone.

B. Degree Requirement: ☐ Requirement for the Major/Minor   **Note: Submit Program Modification if**
☐ Elective for the Major/Minor   **this course changes your program.**
x Free Elective

4. **Student Learning Outcomes.** List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: *http://senate.csuci.edu/comm/curriculum/resources.htm*. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).
Upon completion of the course, the student will be able to:
   • Describe the disciplinary fields that make up the social sciences
   • Identify key journals, disciplinary organizations, and appropriate research topics in social science fields
   • Locate and critically evaluate disciplinary journal articles and other common publication types for a particular research topic (Reinforcing GE Outcomes 3.1 & 3.2)
   • Analyze the function and organization of common journal article structures, such as introductions, literature reviews, and methodology
   • Interpret visual representations of social science data, such as charts, tables, and figures
   • Explain and apply appropriate citation formats used in the social sciences, including ASA, APA, and Chicago
   • Write effectively in various forms common to the social science discipline (GE Outcome 4.2)
   • Speak and present effectively in various forms and contexts (Reinforcing GE Outcome 4.1)

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*
   1. What disciplines are, how they work, and why they are grouped within social sciences
   2. Identifying disciplinary organizations, key publications, and seminal works
   3. Developing appropriate disciplinary questions for research
   4. Unpacking disciplinary jargon
   5. Refining search terms and research topics in order to locate relevant publications
   6. Deconstructing the format and purpose of sections within academic journal articles
   7. Processes for "reading" visual representations of data, including charts, tables and figures
   8. Close examination of the literature review as an academic genre
   9. Synthesizing information across multiple articles: strategies and processes

10. Engaging in academic writing: focus on phrasing, citations, integration of evidence, and structure
11. Academic presentations: techniques for success in typical academic formats

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

ENGL 330 offers some help to students in learning how to write academically, but its focus is across disciplines in a project-based course. ENGL 251 helps students learn how to writing within (not across) disciplinary genres and is an initial course to help address expectations and technique for students to use in their majors. This course is different from both of these in that a) it focuses narrowly on the social sciences rather than a range of disciplines; b) it develops knowledge of both standard academic journal structures and content as well as visual representations of data common to the social sciences; and c) in terms of writing tasks, it focuses on genres within the social sciences such as constructing a literature review. We have chosen to make it an upper division course so that programs could require it for transfer students and have better articulation of writing within social science programs at CI.

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

Overlapping courses require Chairs' signatures.

6. **Cross-listed Courses (***Please note each prefix in item No. 1) Beyond three disciplines consult with the Curriculum Committee.*
    A. 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: ENGL/SOC

    B. Program responsible for staffing: English

7. **References.** *[Provide 3 - 5 references. For references more than 10 years old, provide a one-sentence explanation of relevance.]*

    Booth, A., Papaioannou, D., and A. Sutton. (2012). Systematic Approaches to a Successful Literature Review. Sage Publications.
    Newsome, B. (2015). An Introduction to Research, Analysis, and Writing: Practical Skills for Social Science Students. Sage Publications.
    Patten, M. L. (2009). Understanding Research Methods: An Overview of Essentials (7th Edition). Pyrczak Publishing
    Style guides: ASA Style Guide, Fifth Edition; Publication manual of the American Psychological Association, Sixth Edition; Chicago Manual of Style Online, 16th edition.

8. **Tenure Track Faculty Qualified to Teach This Course.**

    Mary Adler
    Julia Balen
    Brad Monsma
    Lindsey O'Connor
    Dennis Downey
    Bob Mayberry
    Sean Carswell
    Sofia Samatar
    Georgina Guzman

9. **Requested Effective Date:**
    First semester to be offered: Fall 2016

10. New Resources Requested. Yes ▮ **No** x

   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** x **(Lab fee requests should be directed to the Student Fee Committee)**

   E.   Other
   ▮

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes ▮ **No** x
   If, YES attach a program update or program modification form for all programs affected.
   Deadline for New Minors and Programs: October 1, 2015.
   Priority deadline for Course Proposals and Modifications, and for Program Modifications: October 15, 2015.
   Last day to submit forms to be *considered* during the current academic year: April 1, 2016.

   Mary Adler and Lindsey O'Connor   10/13/15
   _____
   Proposer of Course (Type in name(s). Signatures will be collected after Curriculum approval)   Date

Approval Sheet

Course Prefix and number: <mark>　　　</mark>

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.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

General Education Chair		
	Signature	Date

Center for International Affairs Director		
	Signature	Date

Center for Integrative Studies Director		
	Signature	Date

Center for Multicultural Engagement Director		
	Signature	Date

Center for Community Engagement Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

AVP		
	Signature	Date