

# CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

## COURSE MODIFICATION PROPOSAL

**Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production**

DATE (CHANGE DATE EACH TIME REVISED): 11/11/12; REV 11.14.12

PROGRAM AREA(S): ENGLISH

**Directions:** All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

**1. Indicate Changes and Justification for Each.** [Mark all change areas 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 checked="" type="checkbox"/> X Course Learning Outcomes
<input type="checkbox"/> Course number	<input type="checkbox"/> References
<input type="checkbox"/> Units	<input checked="" type="checkbox"/> x GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input type="checkbox"/> Other <input type="checkbox"/>
<input checked="" type="checkbox"/> X Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
<input type="checkbox"/> Catalog description	
<input type="checkbox"/> Mode of Instruction	

### Justification:

1. This course was always intended to fulfill GE A1 and A2; however, because it appeared that the campus would be shifting over to the new GE policy, it was not requested at the time of initial submission. Consequently, we had trouble filling the course because students were unaware of its potential to fulfill the GE requirements. This modification corrects that and makes the GE connection explicit for students.

2. In response to GE feedback, we have streamlined the course objectives and added one specifically for oral speaking and presentations.

3. Finally, we've added "with permission of instructor" to the prerequisites, because there are students who have tested out of freshmen composition (and won't have had 102/3/5, for example) but who still need A1 and A2.

### 2. Course Information.

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

OLD	NEW
Prefix ENGL Course# <b>251</b>	Prefix ENGL Course# 251
Title <b>SECRETS OF ACADEMIC WRITING</b>	Title <b>SECRETS OF ACADEMIC WRITING</b>
Units (3)	Units (3)
3 hours lecture per week	3 hours lecture per week
<input type="checkbox"/> hours blank per week	<input type="checkbox"/> hours blank per week
x Prerequisites: ENGL 102/3 OR 105 OR 106	x Prerequisites: ENGL 102/3 OR 105 OR 106, <b>or permission of instructor</b>
<input type="checkbox"/> Consent of Instructor Required for Enrollment	<input type="checkbox"/> Consent of Instructor Required for Enrollment
Corequisites: <input type="checkbox"/>	Corequisites: <input type="checkbox"/>
<b>Catalog Description</b> (Do not use any symbols): Locate, examine, analyze and practice genres of academic writing within a discipline. Discuss how and why writers publish in a discipline, consider guidelines for writers, and deconstruct the ways that writers organize their material. Practice academic writing genres to gain entry into the secrets of the discipline, and learn how to present according to expectations.	<b>Catalog Description</b> (Do not use any symbols): Locate, examine, analyze and practice genres of academic writing within a discipline. Discuss how and why writers publish in a discipline, consider guidelines for writers, and deconstruct the ways that writers organize their material. Practice academic writing genres to gain entry into the secrets of the discipline, and learn how to present according to expectations.
General Education Categories: <input type="checkbox"/>	General Education Categories: <b>A1, A2</b>
Grading Scheme (Select one below):	Grading Scheme (Select one below):

A – F  
☐ Credit/No Credit  
☒ Optional (Student's Choice)  
 Repeatable for up to ☐ units  
 Total Completions ☐  
 Multiple Enrollment in Same Semester Y/N ☐  
 Course Level:  
☒ Undergraduate  
☐ Post-Baccalaureate  
☐ Graduate

A – F  
☐ Credit/No Credit  
☒ Optional (Student's Choice)  
 Repeatable for up to ☐ units  
 Total Completions ☐  
 Multiple Enrollment in Same Semester Y/N ☐  
 Course Level:  
☒ Undergraduate  
☐ Post-Baccalaureate  
☐ Graduate

### 3. 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	<u>3</u>	<u>1</u>	<u>25</u>	X	Lecture	<u>3</u>	<u>1</u>	<u>25</u>	X	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>			<input type="checkbox"/>	Online	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>

### 4. 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)

- x A-1 Oral Communication x  
 x A-2 English Writing x  
☐ 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).

**Online Course** (Answer YES if the course is ALWAYS delivered online).

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

**OLD**

We currently do not have a sophomore level writing course on our campus. Most students complete freshman composition either here or at a community college and do not study writing again until the UDIGE courses—and many of those assume writing knowledge and background but do not teach it. This course fills a critical gap at CI by providing sustained instruction in writing organization, support, and technique for students across majors. The new version of GE may be able to use the course as part of their sophomore series; with this in mind, we have included two objectives that fit well into this course and meet the new GE needs as well.

**NEW**

- *Focus on communication in the English language*

The basis of this course is a close study of written and oral communication and rhetoric within the disciplines.

- *Focus on the formulation and analysis of the human interaction*

Students will examine academic expectations within the discipline and how these expectations form and shape the way members of that discipline interact. For example, they will look at an academic journal and examine its guidelines for authors and discuss why these guidelines exist and what beliefs and values they reveal within the disciplines.

- *Prepare the student to use reasoning of both inductive and deductive types*

Students will analyze texts inductively during a majority of the course, working from the texts themselves to generalize to larger understandings about how the disciplines work and what forms of reasoning, evidence, and presentation are most accepted. They will also develop reasoning about the disciplines deductively (working backwards from the premises of the discipline to an examination of how various texts within the discipline reveal some of those premises). Finally, they will create their own texts to meet basic disciplinary requirements, using both their deductive and inductive knowledge.

- *Address modes of argument, rhetorical perspectives, and the relationship of language to logic*

Modes of argument, rhetorical perspectives, and logic are at the heart of the course. Key learning objectives address these, such as:

- Evaluate information and its sources critically.
- Analyze the organization and language use of disciplinary articles

Students will be expected to conduct an analysis of the author's rhetoric to examine uses of argument and specific perspectives.

- *Include exploration of the psychological basis and social*

*significance of communication*


When we discuss disciplines, one of the central ideas we will talk about is that disciplines are built of individuals who are constantly inducting novices into the discourse and conveying certain expectations and social norms. These norms mask beliefs about what counts as knowledge. Discussing the social significance of disciplines and how they work psychologically will help students see their discipline not as a style guide but as a living agreement worked out among individuals and groups with particular goals and purposes.


- *Address writing as a process of human interaction*

Students will discuss the relationship between author, purpose, and audience, seeing the process of writing as a way of interacting with other members of your discipline and also as a way to build on previous knowledge to extend the group's understandings further.

- *Prepare the student for college level writing*

This course was designed in response to faculty complaints that their students were not writing college-level work; its title, *Secrets of Academic Writing*, is intended to foreground for students that its main purpose is to prepare students to succeed in academic writing at the college level. We currently do not have another sophomore-level course that does this within the English program.

 Requirement for the Major/Minor  
x Elective for the Major/Minor  
x Free Elective

 Requirement for the Major/Minor  
x Elective for the Major/Minor  
x Free Elective

**Submit Program Modification if this course changes your program.**

**6. 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:

**OLD**

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

- Locate and evaluate disciplinary\* journal articles and other common publication types
- Access needed information effectively and efficiently. (Outcome 3.1, GE Goals and Outcomes document)
- Evaluate information and its sources critically. (Outcome 3.2 of the GE Goals and Outcomes document.)
- Analyze the organization and language use of disciplinary articles
- Locate and explain the author's guidelines for disciplinary journals and conferences

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

**NEW**

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

- Locate and critically evaluate disciplinary\* journal articles and other common publication types (GE Outcomes 3.1 & 3.2)
- Analyze the organization and language use of disciplinary articles
- Locate and explain specific author expectations for disciplinary writing
- Explain and apply appropriate citation formats
- Produce segments of academic writing that meet basic disciplinary expectations
- Write effectively in various forms (GE Outcome 4.2)

- Identify specific expectations for disciplinary writing
- Explain and apply appropriate citation formats
- Produce segments of academic writing that meet basic disciplinary expectations
- Produce academic presentation materials that meet basic disciplinary expectations
- Write effectively in various forms

\*disciplinary refers to the students' field of study; if undeclared, the student will select a potential field

- Speak and present effectively in various forms and contexts (GE Outcome 4.1)
- \*disciplinary refers to the students' field of study; if undeclared, the student will select a potential field

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

**OLD**

1. Secrets of becoming a good writer
2. Disciplinary questions, audience & purpose
3. Disciplinary genres & formats
4. Sources and evidence
5. Disciplinary jargon
6. Academic presentations: tools and techniques

**NEW**

1. Secrets of becoming a good writer
2. Disciplinary questions, audience & purpose
3. Disciplinary genres & formats
4. Sources and evidence
5. Disciplinary jargon
6. Academic presentations: tools and techniques

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.

English 330 offers some help to students in learning how to write across disciplines but is a project-based course in which students are reading materials in a variety of disciplines with a goal to producing a group-generated text. By contrast, Secrets of Academic Writing analyzes writing within (not across) disciplinary genres and discusses expectations and technique for students to use in their majors.

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.

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

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

**9. References.** [Provide 3-5 references]

- **OLD**
- Bean, John, Virginia Chappell, and Alice Gillam. *Reading Rhetorically: A Reader for Writers*. New York: Pearson/Longman, 2005.
- Graff, Gerald & Birkenstein, Cathy. *They Say/I Say: The Moves that Matter in Academic Writing*. New York: Norton, 2011
- Russell, David R. *Writing in the Academic Disciplines: A Curricular History*. Carbondale, IL: Southern Illinois University Press, 2002.
- Soles, Derek. *The Essentials of Academic Writing*. New York: Houghton Mifflin Co., 2005.

- NEW
- Bean, John, Virginia Chappell, and Alice Gillam. *Reading Rhetorically: A Reader for Writers*. New York: Pearson/Longman, 2005.
- Graff, Gerald & Birkenstein, Cathy. *They Say/I Say: The Moves that Matter in Academic Writing*. New York: Norton, 2011
- Russell, David R. *Writing in the Academic Disciplines: A Curricular History*. Carbondale, IL: Southern Illinois University Press, 2002.
- Soles, Derek. *The Essentials of Academic Writing*. New York: Houghton Mifflin Co., 2005.

**10. Tenure Track Faculty qualified to teach this course.**

Mary Adler, Bob Mayberry, Brad Monsma, Julia Balen

**11. Requested Effective Date or First Semester offered: Fall 2012/modifications effective Fall 2013**

**12. 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.)**

Library support in information literacy is essential.

**C. Facility/Space/Transportation Needs:**

☐

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

**E. Other.**

☐

**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 1, 2012** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2012**.

Last day to submit forms to be considered during the current academic year: **April 15<sup>th</sup>**.

Mary Adler

11/11/12 mod  
completed  
(sent to GE  
10/2/12)

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Proposer(s) of Course Modification

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Date

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

GE Committee response to your request have ENGL251: SECRETS OF ACADEMIC WRITING added to A1: Oral Communication

Approved by 2012-2013 Committee:

Janet Rizzoli

Geoffrey Buhl

Catherine Burriss

Claudio Paiva

Kathy Musashi

Todd Oberson

Debra Hoffmann

Gina Farrar

Rachel Danielson

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Request Submitted  
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Course: ENGL251 SECRETS OF ACADEMIC WRITING

Area: A1 Oral Communication

Date Submitted: 10/2/2012 1:24:01 PM

Date Approved: 11/13/2012 8:37:51 AM

1. Focus on communication in the English language

The basis of this course is a close study of written and oral communication and rhetoric within the disciplines.

2. Focus on the formulation and analysis of human interaction

Students will examine academic expectations within the discipline and how these expectations form and shape the way members of that discipline interact. For example, they will look at an academic journal and examine its guidelines for authors and discuss why these guidelines exist and what beliefs and values they reveal within the disciplines.

3. Prepare the student to use reasoning of both inductive and deductive types

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4. Address modes of argument, rhetorical perspectives, and the relationship of language to logic

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5. Include exploration of the psychological basis and social significance of communication

When we discuss disciplines, one of the central ideas we must talk about is that disciplines are built of individuals who are constantly inducting novices into the discourse and conveying certain expectations and social norms. These norms mask beliefs about what counts as knowledge. Discussing the social significance of disciplines and how they work psychologically will help students see their discipline not as a style guide but as a living agreement worked out among individuals and groups with particular goals and purposes.

6. Require significant oral presentation

A key outcome of the course is "Produce academic presentation materials that meet basic disciplinary expectations." Students will learn tools and techniques for making effective presentations and using technology to their benefit and will present one to the class.

7. Focus on oral as well as written communication, listening and reasoning

Students will listen to one another's oral presentations and provide supportive feedback that uses disciplinary guidelines as an evaluation tool.



GE Committee response to your request have ENGL251: SECRETS OF ACADEMIC WRITING added to A2: English Writing

Approved by 2012-2013 Committee:

Janet Rizzoli

Geoffrey Buhl

Catherine Burriss

Claudio Paiva

Kathy Musashi

Todd Oberson

Debra Hoffmann

Gina Farrar

Rachel Danielson

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Request Submitted  
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Course: ENGL251 SECRETS OF ACADEMIC WRITING

Area: A2 English Writing

Date Submitted: 10/2/2012 1:28:29 PM

Date Approved: 11/13/2012 8:39:24 AM

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2. Focus on the formulation and analysis of the human interaction

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Students will discuss the relationship between author, purpose, and audience, seeing the process of writing as a way of interacting with other members of your discipline and also as a way to build on previous knowledge to extend the group's understandings further.

## 7. Prepare the student for college level writing

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# Approval Sheet

**Course:**  

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 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
AVP		
Signature		Date