

ACTION BY ACADEMIC AFFAIRS	
RECEIVED BY AA _____	
SUB COM ACTION _____	DATE/REF : _____
EPC ACTION _____	DATE/REF : _____
EFFECTIVE DATE : _____	

**CALIFORNIA STATE UNIVERSITY, LOS ANGELES**

**COURSE MODIFICATION OR NEW COURSE PROPOSAL FORM**

- College and Academic Unit** [Identify the College and Department, Division, School, or Program responsible for submitting the proposal.] Department of English, College of Arts and Letters
- Proposal Type** [Indicate below the type of proposal being submitted.]  
 **NEW COURSE**  
 **COURSE MODIFICATION** [For a Course Modification Proposal replicate the entire existing course proposal and indicate any proposed changes, using strike through for deletions and underline for additions.]
- Catalog Description of the Course** [Include the course prefix, number, full title, abbreviated title (27 characters max, including spaces), and units, followed by any prerequisites and co-requisites. Provide a course narrative not to exceed a limit of 30 words. The 30-word limit does not include prerequisites/co-requisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

**ENGL ~~102-2010~~ - ~~Composition II: Analytic and Persuasive~~ Intermediate College Writing (4)(3)**  
Abbreviated Title: INTERMED COLLEGE WRITING

Prerequisites: ENGL ~~104-1005B~~, ENGL ~~401S1010~~, or equivalent. Building upon the rhetorical skills developed in ENGL ~~1005AB101~~ or ENGL ~~401S1010~~, students will develop analytical, interpretive, and information literacy skills necessary for writing a well-supported, researched, academic argument. Continued instruction in strategies for generating, revising, editing, and proofreading writing.

**4. Mode of instruction**

**a. Staffing Formula** [Information on C/S number and workload can be found in the Curriculum Handbook.]

	Existing					Proposed				
	Units	Hours per Unit per Week	Benchmark Enrollment	C/S #	Workload K-factor	Units	Hours per Unit per Week	Benchmark Enrollment	C/S #	Workload K-factor
Lecture										
Seminar	4	1	20	C6	1.0	3	1	20	C6	1.0
Laboratory										
Activity										
Recitation										
Supervision										

**b. Mode of Delivery** [If the course includes non-traditional pedagogical modes or forms of instruction, such as online or field based activities, the proposal needs to address the requirements for such instruction as specified in the Curriculum Handbook.]

**5. Summary of Changes for Course Modifications** [Indicate below which items are being changed in the proposed modification.]

**a. Catalog Description:** \_\_ course prefix,  number,  title,  units,  prerequisites/co-requisites

**b. Mode of Instruction:** \_\_ instruction type,  units, \_\_ hours per unit, \_\_ benchmark enrollment, \_\_ C/S #, \_\_ workload, \_\_ non-traditional pedagogy

**c. Course Content** \_\_\_\_

**d. Course Title**

**e. Student Learning Outcomes** \_\_\_\_

**f. References** \_\_\_\_

**g. Other (Specify)** \_\_\_\_\_

**6. Justification** [For a new course proposal, indicate whether required or elective and provide a justification for the course. For a course modification proposal, for each item checked above, describe the change and provide a justification for the change. Use as much space as necessary.]

Semester conversion.

Change in course number 100-level to 200-level reflects both the continuity of this course within the sequence of writing classes offered to first-year (ENGL 1010), second-year (ENGL 2010), and third-year (ENGL 3010) students and the recommended class level for students attempting the course.

**7. Course Content in Outline Form** [Describe content relevant to each mode of instruction listed above (i.e., lecture, laboratory), including any signature assignments or other requirements.]

No change.

**8. Student Learning Outcomes** [List course objectives (e.g., skills, knowledge, attitudes, including GE outcomes for all GE courses) that will be achieved upon successful completion of this.]

**Upon completion of this course, students will be able to:**

1. Refine fundamental rhetorical strategies used to produce university-level writing, especially
  - a. modify content and form according to the rhetorical situation, purpose, and audience
  - b. incorporate textual evidence through quotation, summary, and paraphrase into their essays and appropriately cite their sources
  - c. evaluate the relevance, validity, and authority of information, and ethically use and cite that information in their own writing
2. Think critically to analyze a rhetorical situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research
3. Think critically to articulate an individual perspective and to integrate the ideas of others through organizing and developing ideas into their own writing.
4. Understand a written assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
5. Critique their own work and that of peers using the conceptual and stylistic conventions of academic discourse.
6. Exhibit knowledge of genre conventions ranging from structure and paragraphing to voice, tone and style
7. Control such surface features as syntax, grammar, punctuation, and spelling

8. Use electronic environments for drafting, reviewing, revising, editing, and sharing texts

**9. References** [Provide 10-15 references in bibliographic format on which this course is based.]

- Anson, Chris. "The Intelligent Design of Writing Programs: Reliance on Belief or a Future of Evidence." *WPA: Writing Program Administration* 32.1 (2008): 12-36. Print.
- Association of Departments of English. ADE Guidelines for Class Size and Workload for College and University Teachers of English: A Statement of Policy. 1992. Web.
- Conference on College Composition and Communication. Statement of Principles and Standards for the Postsecondary Teaching of Writing. 1989. Web.
- Council of Writing Program Administrators. WPA Outcomes Statement for First-Year Composition. 2008. [2000]. Web. <<http://wpacouncil.org/positions/outcomes.html>>.
- Council of Writing Program Administrators, National Council of Teachers of English, and the National Writing Project. Framework for Success in Postsecondary Writing. 2011. Web. <<http://wpacouncil.org/framework>>.
- Downs, Doug, and Elizabeth Wardle. "Teaching about Writing, Righting Misconceptions: (Re)Envisioning 'First-Year Composition' as 'Introduction to Writing Studies.'" *College Composition and Communication* 58.4 (2007): 552-584.
- Huot, Brian, and Peggy O'Neill. *Assessing Writing: A Critical Sourcebook*. New York: Bedford/St. Martin's. 2009. Print.
- Johnson, T.R. *Teaching Composition: Background Readings*. 3<sup>rd</sup> Edition. New York: Bedford/St. Martin's. 2008. Print.
- Kinneavy, James. "Writing Across the Curriculum." *Landmark Essays in Writing across the Curriculum*. Eds. Charles Bazerman and David R. Russell. Davis, CA: Hermagoras, 1994. Print.
- McCrimmon, Miles. "Across the Great Divide: Anxieties of Articulation in College English." *College English* 69.2 (2006): 117-126. Web.
- Nash, Gail. "Conference Simulation in an English Composition Course." *Simulation and Gaming* 38.3 (2007): 332-343. Web.
- Sommers, Nancy. *Responding to Student Writing*. New York: Bedford/St. Martin's. 2013. Print.
- White, Edward. *Assigning, Responding, Evaluating: A Writing Teacher's Guide*. 4<sup>th</sup> Ed. New York: Bedford/St. Martin's. 2007. Print.

**10. Faculty** [List Faculty Qualified to Teach this Course.]

**All English Department faculty**

**11. New Resources Required** [Indicate if new resources are required in any of the following categories.]

- a. Computer, audio visual, broadcasting needs, other equipment
- b. Library needs
- c. Facility/space/classroom needs

**12. Frequency** [Indicate projected offerings, annually or bi-annually.]

**Each term**

**13. Cross-Listing** [If this course is cross-listed with any other departments, arrange simultaneous submission of all cross-listed proposals. Describe the agreement reached among the cross-listed departments regarding the allocation of course teaching, sharing of FTES, and sharing of costs.]

**14. Program Modification** [If this proposal will alter any degree, credential, certificate, or minor program, include a statement about how the affected programs will accommodate the proposal if approved (either by submitting accompanying program modification proposals or arranging for global catalog substitution).]

**15. Articulation** [If this is a course modification and the course is articulated with a course from another campus, do the proposed changes require that the current articulation agreement be reviewed? If this is a new course, should articulation agreements be developed? (Information on current articulation agreements can be found at [www.assist.org](http://www.assist.org)).]

This course (ENGL 2010) should not be articulated to writing courses specifically designed to satisfy CSU A3 (critical thinking) general education requirements. The correct CSULA ENGL course for articulation with CSU A3 is ENGL 1050.

**16. Consultation** [To be handled by College Curriculum Dean]

- a. Attach as a single-page summary, the consultation responses from all Colleges, Library, Information Technology Services (if necessary), with printed copies of any objections from affected departments, divisions, or programs.
- b. If any objections were not resolved, list below the name(s) of the college(s), school(s), department(s), division(s), or program(s) raising an unresolved objection.

**Electronic Signatures**

College: Arts & Letters
Academic Unit (Program, Department, Division, School): English Department
Proposal: (example: BA Program Modification History, or GEOL 360 Geological Mapping – new course) ENGL 2010 Intermediate College Writing – Course modification

Proposer of Course/Program: James M Garrett	Date: 2/1/2014
Department Curriculum Committee Chair: Aaron Sonnenschein	Date: 3/7/2014

**NOTICE:** This document is to be forwarded by the Department/Division Chair named below to the Associate Dean of the appropriate College, who then initiates an “Electronic” Consultation of Proposals process (ECOP). In transmitting this document, the Chair certifies the validity of the departmental “electronic” signatures.

**Approvals**

Program, Department, Division, School Chair: James M Garrett	Date: 3/14/2014
College Curriculum Committee Chair: <a href="#">Henry Mendell</a>	Date: <a href="#">7/19/2014</a>
College Curriculum Dean: <a href="#">Lena Chao</a>	Date: <a href="#">7/19/2014</a>

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

**NOTICE:** In transmitting this document, a college Associate Dean certifies the validity of all “electronic” signatures.