CALIFORNIA STATE UNIVERSITY, LOS ANGELES

COURSE MODIFICATION OR NEW COURSE PROPOSAL FORM

1. **College and Academic Unit** [Identify the College and Department, Division, School, or Program responsible for submitting the proposal.]

College of Arts and Letters, English Department

2. **Proposal Type** [Indicate below the type of proposal being submitted.]
   _X_ **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.]

3. **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 3010 – Advanced College Writing (3)
Prerequisite: Satisfactory completion of the GE Block A. Instruction for students in all disciplines in methods of and practice in college writing; emphasis on critical reading and writing and advanced rhetorical issues including invention strategies, arrangement, selecting and analyzing evidence, and developing an appropriate style.

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						3	1	25	C-4	1.0
Seminar										
Laboratory										
Activity										
Recitation										
Supervision										

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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.]

   ENGL 3010 will provide students with the opportunity to develop further their rhetorical skills as they relate to a variety of college writing tasks and to refine their composing and revision practices and their development of a clear and effective style.

   While discipline-specific writing instruction has long been encouraged as the most effective means of pre-professional socialization (so-called Writing in the Disciplines programs), some disciplines lack the faculty trained to teach students to write. In addition, some students would like additional practice in writing, and advanced coursework in writing (junior-level writing courses, for example) has been linked to increased student confidence and competence.

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.]

Because writing and language competence develop recursively, the course content for ENGL 3010 builds on the work students have begun in ENGL 1005A-1005B or ENGL 1010 and other writing courses taken. The course content will vary by instructor given that the course is more a means to an end—developing more self-aware, rhetorically sophisticated, and rhetorically and stylistically effective writers.

Listed below are some of the key goals around which course content will be focused:
- help students assess genre and rhetorical situation
- help students reflect on the relationship between genre and rhetorical situation and how meaning is created
- help students interrogate the relationship between class, gender, race, ethnicity and other categories of difference and privileged, standard registers of usage and clarity
- help students recognize and develop visual literacy and rhetoricity through understanding of theories of visual communication
- help students understand the history of writing and authorship and answer questions such as What is writing, where does it come from and what does it mean to write? How can writing work to both oppress and liberate? and what rights and duties accompany various acts of writing?

- help students use a variety of rhetorical theories (Aristotelian, tagmemics, dramatism, stasis, and so forth) to understand notions of effectiveness
- help students understand how technologies affect the ways they read and write
- help students consider through contrastive rhetoric the relationship between dominant and minority styles
- help students understand the idea of "argument" as cultural construction through consideration of pre-Socratic (sophistic) modes of persuasion and postmodern perspectives that disrupt the author's authority and challenge the transparency of truth
- help students understand and achieve civic literacy through an examination of public discourse
- help students conceptualize and actualize rhetoric and writing as a means of social change

These key goals and approaches might be organized in one of the following ways:
- an advanced writing course for specific disciplines or for specific student populations, such as a section focused on Writing for Business, or Writing for the Humanities, or Writing for Engineering
- an advanced writing course focused on specific kinds of writing, such as Technical Writing, Professional Writing, or Workplace Writing

Regardless of the organization, all advanced writing courses focus on the key rhetorical terms of purpose, audience, and genre, as the foundation of the decisions that experienced writers must make when drafting and revising. For this reason, students will be asked to

A. Prewrite, draft, write, and revise at least three pieces of formal writing of various lengths. These pieces of writing will be written in a variety of genres, assume a variety of rhetorical approaches, respond to the rhetorical situation, address a specific audience, address a variety of viewpoints, and articulate a stance.
B. Use critical reading strategies to understand a range of public and academic writing.
C. Explore through reading, research, and discussion, in order to articulate in writing, the complex relation of the self to society through students' reflection on their lives, goals, and problems in relation to the values, decisions, and beliefs of others.
D. Incorporate textual evidence in writing, when appropriate, through the use of paraphrase, summary, and quotation.
E. Investigate the relationships between stylistic options and audience response.
F. Practice strategies for meaningful revision and recognize that writing is a recursive process.
G. Learn about the resources available through the University Writing Center, University Library, and other centers of information.

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:

- Refine fundamental rhetorical strategies used to produce university-level writing, especially
  - modify content and form according to the rhetorical situation, purpose, and audience
  - incorporate textual evidence through quotation, summary, and paraphrase into their essays and appropriately cite their sources
  - evaluate the relevance, validity, and authority of information, and ethically use and cite that information in their own writing
- Think critically to analyze a rhetorical situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research
- Identify and develop advanced techniques for managing their writing process, including using various invention heuristics, gathering evidence, drafting, revising, editing, and proofreading, with a focus on the processes of revision

- Analyze, evaluate and draw inferences from information from various sources
- Identify, select, and analyze the appropriate research methods, research question, and evidence for a specific rhetorical situation
- Demonstrate the ability to develop advanced techniques for organizing and improving the coherence of complex documents
- Critique their own work and that of peers using the conceptual and stylistic conventions of academic discourse
- Exhibit knowledge of genre conventions ranging from structure and paragraphing to voice, tone and style
- Demonstrate understanding of and ability to adapt to the nature and requirements of writing in different academic disciplines and genres
- Control such surface features as syntax, grammar, punctuation, and spelling
- 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.]

Adams, Katherine H. "Bringing Rhetorical Theory into the Advanced Writing Class." *Rhetoric Review* 3.2 (1985): 184-89. Print.

Adams, Katherine H. *Progressive Politics and the Training of America's Persuaders*. Erlbaum: Mahwah, 1999. Print.

Adams, Katherine H., and John L. Adams, eds. *Teaching Advanced Composition: Why and How?* Portsmouth: Heinemann-Boynton/Cook, 1991. Print.

Connors, Robert J. "The Rise of Technical Writing Instruction in America." *Journal of Technical Writing and Communication* 12.4 (1982): 329–52. Print.

Covino, William A. "Defining Advanced Composition: Contributions from the History of Rhetoric." *JAC: A Journal of Composition Theory* 8 (1988): 113-22. Print.

Olson, Gary A., and Julie Drew. *Landmark Essays on Advanced Composition*. Mahwah: Erlbaum, 1996. Print.

Ramage, John. "From Profession to Discipline: The Politics of Establishing a Writing Concentration." Rpt. in *Coming of Age: The Advanced Writing Curriculum*. Ed. Linda K. Shamoon, Rebecca Moore Howard, Sandra Jamieson, and Robert A. Schwegler. Portsmouth: Heinemann-Boynton/Cook, 2000. 137. Print.

Selfe, Cynthia L. "Toward New Media Texts: Taking Up the Challenges of Visual Literacy." *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Ed. Anne Frances Wysocki, Johndan Johnson-Eilola, Cynthia L. Selfe and Geoffrey Sirc. Logan: Utah State UP, 2004. 67-110. Print.

Shamoon, Linda K., Rebecca Moore Howard, Sandra Jamieson, and Robert A. Schwegler. *Coming of Age: The Advanced Writing Curriculum*. Portsmouth: Heinemann-Boynton/Cook, 2000. Print.

Yancey, Kathleen Blake. *Delivering College Composition: The Fifth Canon*. Portsmouth: Heinemann-Boynton/Cook, 2006. 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).]

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 3010 Advanced College Writing – new course

Proposer of Course/Program: James M Garrett	Date: 2/17/2014
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: Henry Mendell	Date: 7/19/2014
College Curriculum Dean: Lena Chao	Date: 7/19/2014

NOTICE: In transmitting this document, a college Associate Dean College certifies the validity of all "electronic" signatures.