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.]
   __ **NEW COURSE**
   _X_ **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 ~~308~~ 3030 – ~~Advanced Expository~~ Professional and Technical Writing ~~(4)~~(3)
Abbreviated Title: PROF AND TECH WRITING
Prerequisite: ~~Passing WPE score~~Satisfactory completion of the GWAR. Methods of and practice in writing ~~analytical essays that present persuasive arguments~~professional documents, reports, proposals, and other workplace writing; emphasis on ~~coherent organization,~~understanding the rhetorical situation and developing a clear style~~, rigorous argumentation~~.

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	4	1	25	C-4	1.0	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, _x_ number, _x_ title, _x_ units, _x_ prerequisites/co-requisites
   b. **Mode of Instruction:** __ instruction type, _x_ units, __ hours per unit, __ benchmark enrollment,
   __ C/S #, __ workload, __ non-traditional pedagogy
   c. **Course Content** _x__
   d. **Course Title** _x__
   e. **Student Learning Outcomes** __x_
   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 necessitates a change in course number and units.

   The course title change and revision of student learning outcomes more accurately reflect the content of the course as it has been taught for the last several years and distinguish it from courses offered by the department that emphasize instruction and practice in college writing tasks (i.e. ENGL 1010, ENGL 2010, ENGL 3010).

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.]

Business professionals, scientists, medical professionals, engineers, attorneys and other professionals who can communicate well gain credibility and are more effective in the workplace. Central to effective communication is the ability to analyze and respond to the "rhetorical situation," the competing demands of author, audience, and context, and so the key goal of the course is to help students develop the ability to respond effectively to these questions:

1. What do I want/need to accomplish with this document?
2. Why do my readers want/need this document?
3. How do I produce a document that helps my audience accomplish what they need to accomplish?

To create a document that your audience can use, you need to know something about them: who they are, what they expect to see in your document, what they already know (or don't know) about the topic, what they want to use your document to do, and the conditions under which they will use it. The goal of ENGL 3080 is to help students develop *approaches* to planning and writing documents, in addition to strategies for creating them.

This course is designed to be very practical. The kinds of documents students will be asked to produce will have real purposes and audiences. The key objective, though, will be to develop effective habits of mind. Listed below is a version of ENGL 3030 divided into six units.

Unit 1. An Introduction to Writing at Work and the Reader-Centered Approach
In Unit 1, students will be introduced to the principles of technical and business writing and begin defining the objectives of their communications using the rhetorical principles of purpose, audience, and context. Research

involving the Career Center and online materials will lead to their first assignment: a resume and application letter geared to a specific job posting. In launching into the formal report assignment, students will brainstorm topics and submit the results to their instructor in a short memorandum.

Unit 2. Making a Case and the Rhetoric of Persuasion
In Unit 2, students focus on a rhetorical understanding of persuasion centered on ethos, logos, and pathos. Research on a local issue will lead to their second assignment: an unsolicited recommendation offered in response to a "problem" identified by the student.

Unit 3. Designing a Report Proposal; Defining Terms with Audience in Mind
In Unit 3, students will work collaboratively to design and submit report proposals based on careful analysis of the rhetorical situation and the objectives of the proposal. Research and analysis of information form the basis for proposals that will be evaluated on the basis of their validity and rhetorical effectiveness. Students will be introduced to the challenges of representing data meaningfully and ethically. Focusing on a distinctive genre of technical writing will involve the study and practice of definition for different audiences.

Unit 4. Re-Presenting Information for Different Audiences
In Unit 4, students will work collaboratively to conduct the research necessary to develop the reports proposed in Unit 3 while also designing short informational communications based on the same information. The informational communications will take a variety of forms as appropriate for different audiences and can include a one-page information sheet, an executive summary memo, a website, a short instructional video, a poster, and a visual display. In this unit (as well as in earlier units) students will receive instruction in page design, the use of graphic elements, and the visual representation of information. The different needs of different audiences and the importance of representing information ethically will be emphasized. All communications will be subjected to usability testing.

Unit 5. Drafting the Formal Report; Peer Review of the Formal Report Draft
Unit 5 will focus on the drafting of the formal report proposed in Unit 3, with emphasis on matters of organization, evidence, audience, and style distinctive to this form. In the second part of this unit, members of the writing teams will participate in a constructive peer review of the content, organization, style and presentation of their colleagues' drafts. The results of the peer review will be incorporated into the final draft of the report to be submitted in Unit 6.

Unit 6. Submitting the Formal Report; Finalizing the E-Portfolio
In this unit, students will review, test, and revise all of the communications they have developed throughout the term and submit final versions of them as e-portfolios. The final e-portfolio will include a closing reflection that will constitute a portion of the final examination.

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:

   - Demonstrate an understanding of how people read, use and respond to documents;

   - Analyze specific audiences and situations and translate that analysis into effective communication strategies;

   - Demonstrate an understanding of how text organization and the overall design of a document contributes to its effectiveness;

- Demonstrate techniques for communicating specialist (often technical and scientific) material to non-expert audiences;
- Demonstrate techniques for improving the clarity and concision of their prose;
- Write in a variety of genres common in professional settings;
- Demonstrate an understanding of the writing process as it occurs in professional settings, including:
  - Working collaboratively with experts, editors, and other writers
  - Revising documents in response to feedback from experts, editors, and other writers
  - Testing documents with actual users of those documents
  - Arriving at meetings and submitting work on time

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

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.]

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 3030 Professional and Technical Writing	

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

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