

General Education Course Proposal

ORIGINAL

Proposed Course: ENGL 10 Accelerated Academic Literacy
Prefix No. Title

Units 3

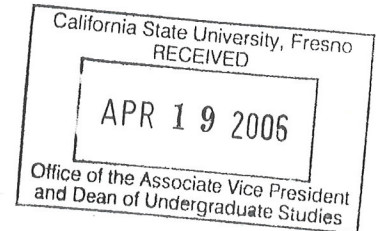
Department: English College/School: Arts & Humanities

GE Category (Indicate one category only):

Foundation: A1 A2 A3 B4

Breadth: B1 B2 C1 C2 D E

Integration: B C D International/Multicultural



Existing Course Revised Course New Course

Course Included in Current GE Program

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Reading and writing in academic and public genres, special attention to rhetorical decision-making and critical analysis. Guided instruction in reading and responding to texts. Participation in public and academic conversations via research in primary and secondary sources. Longer papers, portfolio assessment. A grade of C or better is required to satisfy the university's English composition requirement. G.E. Foundtion A2. (Formerly Engl 1)

Enrollment limit per section: 25

Expected number of sections per semester - Year 1 20 Year 3 20

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

James E. Walter 3/29/06
Department Chair Date

College/School Curriculum Committee Date

[Signature] 4.13.06
College/School Dean Date

[Signature] 11/17/06
General Education Subcommittee Date

[Signature] 11/20/06
Dean of Undergraduate Studies Date

Forward Original and TWELVE copies to:
Dean of Undergraduate Studies Office, M/S TA 54

English 10

Statement of Common Elements

Writing Assignments

The writing students will be asked to do will emerge from the concepts, processes, and issues that we will read and discuss in the class. All of these writing projects will encourage students to choose topics that are important to them, that connect with issues, ideas and experiences that students are familiar with. There will be four writing projects in this course amounting to approximately 20-25 pages of formal writing. As students move through the course, each writing project will challenge students to add more knowledge, skills, and practices of writing to what they already know from the assignment before.

Reading

There will be roughly 20-25 pages of reading per week for each reading assignment. Students will be expected to have **read the text actively**; that is, they will have made notes in the margins, will have questions to ask, and will be ready to engage in conversation with others about the reading. Students are required to participate every day when readings are assigned. In addition, students may be asked to produce reading responses or participate in online workshops on readings or to respond to each other's writing.

Small Group, Class Discussions, Workshops, and Conferences:

Class participation is mandatory and will be a necessary part of students' success in this class. Therefore, students will need to come to class prepared with homework done and ideas to share – everyday. Graded class participation will include small group work, small group workshopping, online workshops, and large group discussions.

Workshopping is an important component to this class. Workshopping gives students the opportunity to get audience feedback on their writing; workshops are also an opportunity to get ideas for approaching various writing tasks, to understand the range of rhetorical components – besides grammar – that are available for revision, and finally to assess a piece of writing for its rhetorical effectiveness. Participating in these workshops will help students to read and revise their own work with more fluency and expertise.

Students will need to meet with the instructor in individual conferences at least twice per semester.

Evaluation

Students' final grade will – first of all – depend on meeting the requirements of the course (see below). After the requirements of the course have been met, the percentage of work accomplished will be figured to get a student's final grade. **Failure to meet any of the requirements of the course listed below may cause the student to receive a failing grade for the class.**

Requirements for the course

1. All four writing projects must be attempted
2. Six absences or less
3. Turn in each portfolio on time (Late portfolios will not be accepted)
4. Participation – every day – in class and on-line

In addition, final grades will be based on the following:

Participation, Citizenship, and Short Writing Assignments	40%
Final Portfolio	60%

Grading Scale

90-100%	A
80-89%	B
73-79%	C
64-72%	D
0-63%	F

Portfolios - 60%

A portfolio is a collection of student's written work over time. As an evaluative tool, the portfolio will be a representation of the student's best work and her or his growth as a writer over the semester. At the midterm and at the end of the semester, students will turn in a portfolio. This portfolio will not be read by the student's teacher but will be read by other teachers in the first year writing program. Two first-year writing teachers will read the student's portfolio and give it a grade. Added together, this is the grade that students will receive for the portfolio part of your grade. The midterm portfolio will include only the work students have done in the first half of the semester, and it is an opportunity for students to get a sense of how their writing will be graded. The midterm and final portfolio grades are not cumulative. The final portfolio will include all of the writing students have done over the semester. Students are free to revise any piece of writing from the midterm portfolio for the final portfolio. The grade students are given for their final portfolio is the grade that will count as 60% of their total grade in English 10.

Class Participation, Assignments, and Citizenship- 40%

This part of student's grade includes work that they do as part of the community of learners in the classroom. Specifically, "class participation, assignments and citizenship" includes writing and reading assignments done for class, being prepared to participate – and participating—in class discussion and group work, coming to conferences, and being willing – and able – to help others, being respectful of learning and inquiry, as well as being open to learning new things. It also means doing what you can to facilitate learning during class. Late assignments and final presentations will also be figured into this grade.

Please Note: In order to meet university requirements for writing, all students must receive a C or better to pass this class.

General Education

Area C – Arts and Humanities.

Required: three lower-division courses, at least one in each sub-area.

- Arts, Sub-area C1 – at least one C1 course.

Purpose: To develop an appreciation and understanding of and to stimulate imagination and creativity through study and participation in art, dance, music, and theatre.

- Humanities, Sub-area C2 - at least one C2 course. (Completion of an A2 course satisfying the **Foundation** Written Communication requirement is required for enrollment in any **Breadth** Area C2 course.)

Through the study of various cultures, to understand and analyze the development of our civilization, its cultural background, and the nature and role of language. To study the humanities from a variety of historical perspectives and cultures by analyzing individual works.

A third course is required in either C1 or C2.

Area D – Social, Political, and Economic Institutions and Behavior, Historical Background.

Required: Three courses: one lower-division course in each of the three sub-areas. (Completion of an A2 course satisfying the **Foundation** Written Communication requirement is required for enrollment in any **Breadth** Area D course.)

Purpose: To understand and analyze the basic principles underlying human social behavior.

- American History, Sub-area D1 – one D1 course.
- American Government, Sub-area D2 – one D2 course.
- Social Science, Sub-area D3 – one D3 course.

Area E – Lifelong Understanding and Self-Development.

Required: One E1 course.

Purpose: To equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.

Integration

Requirement: Three upper-division courses: one course in each of three **Breadth** areas.

- B1, B2 are prerequisite to IB
- C1, C2 and an additional Breadth course in either is prerequisite to IC
- D1, D2, D3 are prerequisite to ID and MI

Purpose: The Integration component of General Education is included to provide instruction at the upper-division level that integrates material from each of the Breadth areas B, C, and D.

- Physical Universe and Its Life Forms - one IB course.
- Arts and Humanities - one IC course.
- Social, Political, and Economic Institutions and Behavior, Historical Background - one ID course.

Multicultural/International

Required: One upper-division MI course. (Completion of the **Foundation** requirement and the **Breadth** Area D requirement are prerequisite to enrollment in **Multicultural/International** courses.)

Purpose: The Multicultural/International component of General Education is included to prepare students to live in an international multicultural world.

G.E. Prerequisites

- A2 is prerequisite to C2, D1, D2, and D3
- B4 is prerequisite to B1
- A1, A2, A3 and B4 are prerequisite to IB, IC, ID, and MI

Notice to Smittcamp honors, liberal studies, and engineering students:

Smittcamp honors, liberal studies and engineering students follow a distinct G.E. pattern. Please see Smittcamp Honors, pages 95-98, liberal studies, pages 251-252, and engineering, pages 292-322.

General Education in A-E Format

While the revised General Education Program is presented here in terms of **FOUNDATION**, **BREADTH**, **INTEGRATION**, and **MULTICULTURAL/INTERNATIONAL**, it relates simply to the A-E format widely used throughout the state as indicated by the course subjects in the table. The following list reflects those courses accepted into the G.E. program as of December 15, 2003.

Foundation

Oral Communication

(Area A1)

- COMM 3 - Fundamentals of Public Communication
- COMM 7 - Persuasion
- COMM 8 - Group Discussion

Written Communication

(Area A2)

- ENGL 1 - Composition

Critical Thinking

(Area A3)

- ANTH 30 - Critical Thinking in Anthropology
- CLS 30 - Critical Thinking in Chicano and Latin American Studies
- COMM 5 - Argumentation
- CSCI 1 - Critical Thinking and Computer Science
- GME 5 - Critical Reasoning
- NSCI 4 - Science and Nonsense: Facts, Fads, and Critical Thinking
- PHIL 25 - Methods of Reasoning
- PHIL 45 - Introduction to Logic
- SOC 3 - Analysis of Social Life
- WS 12 - Critical Thinking: Gender Issues

Quantitative Reasoning

(Area B4)

- DS 71 - Quantitative Analysis
- MATH 45 - What Is Mathematics?
- MATH 75 - Mathematical Analysis I

Breadth

Physical Universe and Its Life Forms

Physical Sciences (Area B1)

- CHEM 1A - General Chemistry
- CHEM 3A - Introductory General Chemistry
- CHEM 10 - Chemistry and Society
- GEOL 1 - Natural Disasters and Earth Resources
- GEOL 15 - The Earth and Its History

ENG 15B
ENGL 10

English 10: Accelerated Academic Literacy

California State University- Fresno, Fall 2006

Instructor:

Office / Phone:

E-mail:

Office Hours:

Course Information: English 10 (3 Units),

Course Overview

English 10: Accelerated Academic Literacy is a first-year writing course designed to extend your opportunities for reading, writing, thinking, and inquiry through the study of writing and rhetoric. This course is designed to challenge you to see yourself as a reader and writer, as an active participant in the world of language in which you are already immersed. The primary focus is on the analytical thought, reading methods, and writing processes literacy users employ to participate in the various communities we belong to. The secondary focus is on how literacy users develop and use these processes within a social context and how social contexts change what literacy users read, write, and research. At the end of the course you should feel more confident reading a wide selection of material because we will talk about how our reading leads to different kinds of meaning making. In addition, you should feel more confident when approaching various writing tasks because you will have had more sustained practice writing with a **rhetorical** framework in mind. You will gain more experience assessing the rhetorical context so that you can make decisions about genre and purpose to best address the rhetorical situation. Generally, then, this course challenges you to think critically about who you are and what you do as a literacy user, and it challenges you to think critically about how a social context will shape and change readers' purposes and writers' texts.

General Course Objectives

This course has seven primary objectives. You will learn

- 1) To write and revise rhetorically: this means you will learn how to use writing within a culture and community. I ask you to approach the writing we will do with ideas and information that is not only interesting to you but that also addresses issues that would be important to an audience. In this writing, I ask you to make decisions about form, purpose, and style based on this audience.
- 2) To read rhetorically: this means that I want you to consider the effects of form and purpose in relation to an audience, to be able to critically analyze the subject of the text (even if you don't automatically agree with it or like it), and to be able to consider how the writer represents him or herself through language.
- 3) To use writing as a social practice: this means that I want you to learn to analyze the social dynamics of actual contexts for writing, and to interpret published texts through an understanding of reading and writing as located in culture.
- 4) To workshop writing: this means that I want you to be able to read other's writing, consider how the writer affects you as a reader, learn how to make suggestions for revision that are constructive and helpful to the writer, and implement the suggestions others give you on your

Portfolios - 60%

A portfolio is a collection of your written work over time. As an evaluative tool, the portfolio will be a representation of your best work and your growth as a writer over the semester. At the midterm and at the end of the semester, you will turn in a portfolio. This portfolio will not be read by your teacher but will be read by other teachers in the first year writing program. Two first-year writing teachers will read your portfolio and give it a grade. This is the grade that you will receive for this part of your grade. This grade will be based on criteria found in the rubric that we will discuss as a class. I will pass this rubric out to you later in the semester. The midterm portfolio will include only the work we have done in the first half of the semester, and is an opportunity for you to get a sense of how your writing will be graded. The midterm and final portfolio grades are not cumulative. The final portfolio will include all of the writing you have done over the semester. You are free to revise any piece of writing from the midterm portfolio for the final portfolio. The grade you are given for your final portfolio is the grade that will count as 60% of your total grade in English 10.

Please Note: To be clear, I will respond to the writing projects you turn in to me, but I will not put a grade on any formal writing projects until the portfolio. I am always willing, though, to answer questions about grades and give you grades-for-now if you ask.

Class Participation 10% : Class participation includes work that you do as part of the community of learners in this class. We expect you to come to class prepared, which means that you will have not just completed the readings, but will have an opinion about the readings, or a series of questions about the readings. Participation grades also reflect your participation in class discussions, small group and peer evaluation activities, and online activities.

In class assignments 15%: Frequently we will ask you to complete in-class assignments such as shorter writing assignments, revision activities, reading responses, citation and research activities, and other forms of assessment, analysis, or evaluation as a means of developing literacy skills and knowledge. We expect these assignments to be thoughtfully delivered, especially as they relate to project work.

Homework 15%: Shorter writing assignments, reading responses, dialectical journals, presentations, revisions, peer response, online response, research, as well as other topical activities and readings.

Please Note: In order to meet university requirements for writing, all students must receive a C or better to pass this class.

Attendance

It is very important that you show up to class. Since we do a lot of in-class writing and discussion, good attendance is mandatory. If you have more than five absences, your grade will be lowered by one; if you have six absences or more, you are in danger of failing the course. Coming late to class is distracting to both the students and the instructor. Please try to show up on time for every class meeting. Three tardies equals an absence.

Please note: If you are absent from class, it is your responsibility to check on announcements made while you are away. It is also your responsibility to make sure that your name appears on the daily attendance sheet each day that you do attend class.

Religious Observances

Students who will be absent from class due to religious observance must provide notice of the date(s) to me, in writing, by the end of the second week of classes.

different levels of responsibility. I would like to take a moment, now, to talk a bit about responsibility and what responsibility means in the context of this course. You, as a student in this class, have a responsibility to yourself and to the class to do the work required of you, to attend and participate during class time, to ask questions of me or your classmates if you do not understand or want more information, and to know what assignments have been turned in and where your stand with your grade. I have the responsibility to be prepared for every class, to answer any questions and consider any feedback, to provide in a timely manner helpful and honest suggestions for revisions on your writing projects, and to make myself available to you for questions and concerns outside of class. When we work together to meet our respective responsibilities, our experience in this class will be improved because we will know what to expect from each other. This syllabus acts as a contract between the student and the teacher and these responsibilities are part of the guidelines for your participation and success in this class.

2-13, Monday: Discuss reading

Homework Due: Read Paul Rogat Loeb's "I feel a little fearful" and Michael Murphy and James Archer's "Stressors on the College Campus" starting on pages 173 and 351 respectively. Write a one page reading response.

2-15, Wednesday: Writing project #2: Inquiry into an Issue, introduction and brainstorming.

Homework Due: Bring in 3 newspaper, magazine, or listserv/blog clippings of issues people are talking about in your community

2-17, Friday: No class, conferences

Homework Due: Bring a proposal for writing project #2 with 1-2 ideas.

2-20, Monday: No Class, President's Day

Homework Due: none

2-22, Wednesday: Library tour (meet in the library, room TBA)

Homework Due: bring a finalized topic to do research on and be prepared to do some library research.

2-24, Friday: Discuss chapter 4

Homework Due: Read Chapter 4 "Conducting Library Research" starting on page 37 in *Working with Ideas*.

2-27, Monday: Dialectical Journals

Homework Due: bring 3 sources to class that you have read and want to use for your paper

3-1, Wednesday: All class workshop

Homework Due: Writing project #2, draft 1 due with author's note.

Students who bring copies of WP#2 for All Class Workshop: _____, and _____
Students who post WP2 online: _____,
_____, and _____

3-3, Friday: citing sources and using quoted material

Homework: bring a draft of your writing project and a copy of your sources (or information about your source). Also bring *A Pocket Style Manual*.

3-6, Monday: Discuss reading

Homework Due: Read Sandy Smith Madsen's "A Welfare Mother in Academe" and Gary Funk's "The Dumb Jock: Fact or Fiction" starting on pages 394 and 455 respectively. Write a one page reading response on one or both.

3-8, Wednesday: Hotspotting

Homework Due: Respond to two of the 3-4 posted writing projects online.

3-10, Friday: small group workshopping

Homework Due: Writing project #2, draft 2 due with author's note. Bring 3 copies

3-13, Monday: Rhetorical Outline

Weeks 14.5-17: What have we learned in this class so far? What do we know now about reading, writing, rhetoric, and culture that we didn't know before? How have our processes for reading and writing changed? How will this learning move us into other areas of academic thinking and learning?

4-19, Wednesday: Writing project #4: Reflection on the course, introduction and brainstorming
Homework Due: Bring the reflective writing you have done in the class so far: reading responses, author's notes, portfolio cover letters, etc

4-21, Friday: Discuss reading
Homework Due: Read Mike Rose's "Entering the Conversation" starting on page 131 in *Working with Ideas* and write a one page reading response.

4-24, Monday: All class workshop
Homework Due: Writing project 4, draft 1 due with author's note.

Students who bring copies of WP#4, D1 for All Class Workshop: _____, and _____.
Students who post WP4 online: _____,
_____, _____, and _____

4-26, Wednesday: Editing Table
Homework Due: Bring three copies of one writing project that is ready for editing.

4-28, Friday: Titles and flabby verbs
Homework Due: Bring a writing project that is ready for editing (with author's note). Respond to two of the 3-4 posted writing projects online.

5-1, Monday: Discuss reading
Homework Due: Read Barbara Mellix's "From Outside, In" starting on page 266 in *Working With Ideas* and write a one page reading response.

5-3, Wednesday: Editing table
Homework Due: Bring three copies of one writing project that is ready for editing (with author's note).

5-5, Friday: Final Reading / presentations
Homework Due: FINAL PORTFOLIO: NO LATE PORTFOLIOS WILL BE ACCEPTED! Prepare for presentation

5-8, Monday Final Reading / Presentations
Homework Due: Prepare for presentation

5-10, Wednesday: Final Reading / Presentations
Homework Due: Prepare for presentation

Final: