

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA A2: Written Communication

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: GEW 101	Course Title: Principals of Written Communication	
Number of Units: 3		
College or Program: X CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other	Desired term of implementation: X Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year:	Mode of Delivery: X face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Catherine Cucinella	Email: <u>ccucinell@csusm.edu</u>	Submission Date: <u>2/24/2014</u>

1. Course Catalog Description: General Education Writing (GEW) focuses on writing as critical inquiry through readings of cultural texts. Students are expected to reflect critically on their processes of writing and reading, and to interrogate the ways in which texts (re)produce particular social constructions and power relations, such as those around gender, race, nationality, class, disability, and sexuality. Students will learn to question, explore, explain, analyze, develop, and critique ideas effectively; they will also undertake writing projects that have depth and complexity, and make appropriate decisions about argument, structure, and rhetorical conventions.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

X	Course description, course title and course number
X	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
X	Topics or subjects covered in the course
X	Registration conditions
X	Specifics relating to how assignments meet the writing requirement
X	Tentative course schedule including readings
X	Grading components including relative weight of assignments

SIGNATURES

Catherine Cucinella 2/14/2014
Course Proposer Date

Salah Moukhlis 2/17/2014
Department Chair date

Please note that the department will be required to report assessment data to the GEC annually. _____
DC Initial

Catherine Cucinella 2/14/2014 Support Do not support*
GEW Director Date

Jacque C. Dornier Support Do not support*
Library Faculty Date

Support Do not Support*
Impacted Discipline Date
Chair

Support Do not Support*
Impacted Discipline Date
Discipline Chair

Approve Do not Approve

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GEC Chair

Date

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:

Phone

Email:

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**Part A: A2 Written Communication General Education Learning Outcomes (GELOs) related to course content.
[Please type responses into the tables.]**

Written Communication GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
A2.1: Formulate/construct a readily identifiable, specific, arguable, and suitably complex thesis (e.g., provide a focus).	multiple thesis-focused, in-class workshops, lectures, and peer-review sessions	Thesis-driven ancillary essays. All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.
A2.2: Use substantial and varied evidence to effectively support the thesis.	in-class work evaluating and working with multiple forms of evidence from primary, secondary, examples, illustrations, logic, and personal sources Required library instructions further supports evidence based arguments.	Thesis-driven ancillary essays. All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.
A2.3: Compose a clear and compelling introduction and conclusion.	peer-review workshops, in-class activities, lectures, model essays, and assigned textbook readings	Ancillary assignments, in-class writing assignments with attention to introductions and conclusions. All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.
A2.4: Compose and organize paragraphs with smooth and logical transitions between them.	peer-review workshops; lectures detailing and outlining the importance of transitions (inter and intra-paragraph); assigned readings from textbook; exemplary essays, demonstrating the importance of smooth and logical transition	Ancillary assignments, in-class writing assignments with attention to transitions. All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.
A2.5: Consistently construct clear sentences using proper mechanics (e.g., spelling, punctuation) such that the work is concise, fluid and engaging.	grammar instruction and worksheets, when needed to address patterns of errors; editing/proofreading peer-review workshops and whole-class workshops	Ancillary assignments, in-class writing. All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.
A2.6: Construct written work to be effectively tailored to a particular audience and purpose.	class discussions, lectures, and readings on rhetorical appeals, elements, and strategies relating to both purpose and audience	Ancillary assignments; in-class writing. All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students read and respond to intellectually sophisticated essays on diverse subjects through class discussions, group work, in-class writing, ancillary and major essays.	Midterm and final exam questions that ask students to read and rhetorically analyze and respond to a piece of writing.

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	<p>They analyze, evaluate, and synthesize information, ideas, and/or arguments on current issues or problems and argue a position that acknowledges diverse perspectives.</p>	<p>Ancillary and major essays that include argument, analysis, evaluation, and synthesis of information and diverse perspectives.</p> <p>All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays (critical thinking is a category on this rubric).</p>
<p>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>Required library/research session with humanities librarian, specific to Major Essay #2 introduces students to the process of finding and evaluating secondary sources.</p> <p>Annotated bibliography assignment asks students to cite, summarize and evaluate secondary sources.</p> <p>Paper proposal asks students to present and outline research and topic for Major Essay #2.</p> <p>Lectures and group work detailing appropriate secondary source material.</p>	<p>Major essays, ancillary essays, annotated bibliography, research proposals.</p> <p>All GEW instructors use a program-wide rubric generated from the GELOs and GEW PSLOs to assess major essays.</p>

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Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All A2 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): The reading, written by authors from diverse backgrounds and from diverse perspectives, in this class exposes students to issues of race, class, nationality, gender, sexuality, disability. Several assignments require students to consider the social practices and cultural values expressed in the media and/or texts of dominant/hegemonic cultures. Students identify and analyze these preferred reading of images and/or texts, and drawing on the course material dealing with issues of diversity, marginalization, and inclusion, they explain the implications of their analysis. Finally, students develop their own positions in relations to these new ideas and perspectives.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing. A minimum of six essays, totaling a minimum of 8000 words, is required.	Students participate in in-class writing activities involving freewriting, invention, and composing as well as participating in required peer-response workshops. In addition to the required ancillary assignments, the two major essays have an additional component—that students turn in the drafts that have been through the peer-response process.
Reading for the course will be extensive and intensive and will be linked to the division or College offering the course. It shall include useful models of writing for academic, general, and special audiences.	Students read a variety of exemplary essays, representing various genres, which demonstrate modes of organization, development, style, tone, argument, and rhetorical conventions. Readings are from a variety sources and cover a range of subjects in order to demonstrate audience awareness. In addition, to the assigned texts, the final research project requires students to read complex academic material.
The course will include a substantial written product, such as a long essay, a portfolio of written work, or a final essay exam, as the course's culminating activity. The culminating activity will incorporate revision (multiple drafts).	Major essay #2 is a substantial research paper 10-12 pages, with 3 drafts required before students turn in the final paper

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<p>At the discretion of the university or the instructor, students may be required to attend tutoring sessions as a corequisite to completing the course.</p>	<p>Two required visits to the Writing Center</p>
<p>Courses approved for Written Communication shall include an assessable Information and Computer Literacy component that will require students to develop an understanding of the core information sources and literature of the discipline.</p>	<p>A library session with the humanities librarian is a requirement of all GEW courses; this visit is generally scheduled in preparation for major essay #2 and followed by an in-class follow-up quiz, activity, or assignment.</p>
<p>Student learning shall be measured by formative (process-oriented, such as comments and grades on writing) and summative (through the culminating activity) methods.</p>	<p>Formative methods include oral and written feedback throughout the scaffolded drafting process of the major essay sequences and written comments on reading response and ancillary assignments.</p> <p>Summative assessment techniques include reading and grammar quizzes, mid-term and final in-class essays, final essays evaluation based on GEW rubric; end of course grade</p>

Catherine Cucinella

From: Salah Moukhlis
Sent: Monday, February 17, 2014 2:02 PM
To: Catherine Cucinella
Subject: GE recertification forms
Attachments: GEW 050.docx; GEW 101.docx; LTWR 100.docx; LTWR 208B.docx; LTWR 211.docx

Hi Catherine,

Please find attached the GE recertification forms (GEW 50, GEW 101, LTWR 100, LTWR 208B, and LTWR 211) with my signatures on them. I do approve all of them.

Best,
Salah

Salah M. Moukhlis, Ph.D.
Professor and Chair
Literature and Writing Studies Department
California State University San Marcos
San Marcos, CA, 92096-0001
Office: Markstein Hall 126K
Tel. 760-750-8081
E-mail. smoukhli@csusm.edu

GEW 101-45936: Principles of Written Communication

Office:

Email:

Office Hours:

Classroom:

Required Texts:

Everything's an Argument, Andrea A. Lunsford, John J. Ruszkiewicz, and Keith Walters

50 Essays, ed. Samuel Cohen

40 Short Stories, ed. Beverly Lawn

Other Required Materials:

Composition Book

Hardcopies of Major Essays and Online Readings

Course Description: “General Education Writing (GEW) focuses on writing as critical inquiry through readings of cultural texts. Students are expected to reflect critically on their processes of writing and reading, and to interrogate the ways in which texts (re)produce particular social constructions and power relations, such as those around gender, race, nationality, class, disability, and sexuality. Students will learn to question, explore, explain, analyze, develop, and critique ideas effectively; they will also undertake writing projects that have depth and complexity, and make appropriate decisions about argument, structure, and rhetorical conventions” (CSUSM course catalog).

In this course we will read fiction and nonfiction from writers of various historical periods and differing backgrounds. We will look to the role identity and identity construction play in the composition process as a thematic base and explore how writing exemplifies our need to maintain and adapt to the subjective nature of identity construction. Our identity, exhibited through the writing process, is influenced in large part by the social conditions that surrounded us, such as where we live, who we hang out with, as well as membership to groups that are defined by characteristics such as gender, race, religion, and class. Equally important in shaping our identity as writers are personal experiences, unique to our individual lives. These personal experiences in combination with social influences come to constitute a narrative distinctive and individual to ourselves. This class will focus on how the writing process explores the deep and fundamental issues of our existence: our search for identity; the progression of our lives; the choices we make; our influences, our secrets, our obsessions. Students will engage and make meaning through powerful, authentic, and creatively crafted argument and prose.

An important aspect of this course is reading and responding to pieces of writing that members of the class produce—our writing community. You should expect your work to be read regularly by your classmates, and you will be expected to comment on the writing of several of your classmates. To facilitate an atmosphere of discussion, our classroom community will be a non-threatening and nurturing learning environment that encourages everyone to ask questions while also promoting responsibility, individuality and self-discovery.

GE Student Learning Outcomes*

At the completion of this course, students will do the following:

- Construct a readily identifiable, specific, arguable, and complex thesis;
- Use substantial and varied evidence to effectively support the thesis;
- Compose clear and compelling introductions and conclusions;
- Compose and organize paragraphs with smooth and logical transitions between them;
- Consistently construct clear sentences using proper mechanics (e.g., spelling, punctuation) such that work is concise, fluid, and engaging;
- Construct work to be effectively tailored to a particular audience and purpose

GEW Program Student Learning Outcomes

- Students will be able to demonstrate the following in their writing:
 - an appropriate response to a rhetorical situation/context
 - clearly identifiable methods of analysis and argument
 - awareness of the needs of various audiences
 - MLA methods of documentation
- Students will be able to explain the writing as a process and to employ all aspects of that process (i.e., inquiry, invention, organization, drafting, editing, and revising).
- Students will be able to carry out research, explain the ethical use of source material, and use that material into their writing.
- Students will be able to use strategies of critical to identify the values, assumptions, arguments in a text and recognizing an author’s use of rhetorical strategies.
- Students will be able to demonstrate, in their major essays, the connection among analytical reading, critical thinking, and writing.

*GE Outcomes are also GEW Program Outcomes.

Course Requirements:

Two Analytical Essays	(200 points) 50%
Ancillary	(60 points)
Reading Quizzes	(25 points)
Participation	(30 points)
Journals	(30 points)
Mid-Term	(25 points)
Final Exam	<u>(30 points)</u>
Total	400 points

CLASS POLICIES:

Attendance and Participation: Attendance is mandatory. Come to class on time and prepared. On time means show up before the class begins. Prepared in this context is bringing assigned written materials and drafts, having read all material beforehand, and being ready to engage in conversation. I will gauge attendance and participation points by reading quizzes, in class assignments, and discussion. Missed class work may not be made up. If you find that sickness, personal needs, athletic or employment obligations interfere with your ability to attend class regularly, you should accept the consequent effect on your grade or choose to officially withdraw. Finally do not start packing up until the class time ends—not five minutes before hand.

Late Work: Students are required to submit all essays and ancillary assignments on time; turning work in late will result in a lowered grade. FYI—reading quizzes and in-class writing assignments may not be made up.

CSUSM Academic Honesty: All work submitted in this course must be YOUR OWN. Any student who submits plagiarized work will receive an F in this course “Your own commitment to learning, as evidenced by your enrollment at Cal State San Marcos, and the University’s Academic Honesty Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Dean of Students. Standards for Student Conduct Code can be found at www.csusm.edu/dos/hazing/studconduct.html and Academic Dishonesty Definitions can be found at www.csusm.edu/dos/studres/cheating11.html.”

Cell Phones, Laptops, and Other Electronics: Electronic will be put away for the duration of the class period. *Please* turn off your cell phones, laptops, I-pods, and other e-devices before entering the classroom.

Students with Disabilities: If you require academic accommodations, you must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909.

Confidentiality: Federal and state laws protect the confidentiality of your educational records. Your grades will only be released directly to you. I do not give grades via email

COURSE COMPONENTS:

Major Essays: GEW requires all students to write two major analytical essays. Our essays will range from 8 to 12 pages in length, following MLA guidelines. On the due date of each major essay, you will need to hand in a hardcopy of your work to me and will need to submit an e-copy to Turnitin.com. Visit our Cougar Courses page for more information.

Peer Review Workshops: **Peer review workshops are mandatory attendance and if missed will lower your overall grade for the semester;** please plan accordingly. The essay-writing process demands engaging in a discourse community. One way we will participate in writing centered discourse is through employing revision workshops. (Don’t worry they’re fun as well as constructive) Please come with multiple copies of your work and at least the minimum required pages for the draft.

Ancillary Essays: Short essays, annotated bibliography, and other forms of discourse will be assigned in preparation for the larger essays. They are designed specifically with our major essays in mind. These essays will vary in purpose and will be 2-6 pages in length.

Reading Quizzes: I will hand out quizzes at the beginning of class to test whether you have read the material. Quick 3-5 minute quizzes. Super easy—if you’ve read. It’s a way to take attendance and make sure we are ready to talk about the texts

Journals/ Notebooks: Each of you will keep a journal. The journals will be used in class as well as to record your thoughts and notes on the readings and writing assignments. The journal is for freewrites, guided prompts, and analysis of text. Use them to build your major essays.

Portfolio: Save Everything A portfolio of your work will be submitted electronically at the end of the semester. The portfolio will be a collection of your hard work all semester long. Include *all* graded essays.

Conferences: You are required to meet with me individually before the due date of your major essays. Please come prepared to these conferences ready to discuss your writing critically. Though I only require one conference per major essay, I welcome and encourage you to stop by my office regularly. Conference attendance is factored into the final grade of each major essay.

Writing Center Visits: GEW requires all students must visit the CSUSM writing center at least twice before the last week of the semester. I will provide you with the necessary form. After visiting the WC, once before ME#1 and once before ME#2, please attach the signed form with your final draft submission.

Grade Breakdown:

A	94-100	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63
B+	87-89	C+	77-79	D+	67-69	F	59 & below

Report in Progress: At the end of the semester, students who have turned in all assignments (and put forth strong effort) but who have not quite met the GEW writing standards, may receive a grade of RP (Report in Progress). Students who earn an RP will have the opportunity to enroll in GEW 50. RPs are replaced by the final grade students earn in GEW 50.

**** The syllabus is our slave not our master****

Schedule (all readings are to be read before class on the assigned days)

Week 1

Introduction & Syllabus

Diagnostic Essay

Week 2

Magazine Analysis / Defining Discourse

EAA: Audience (21-29)

Ancillary assignment #1- Audience Analysis: Discourse community

Week 3

Ancillary Essay # 1 Due

EAA: Ethos (42-54) /Pathos (30-41)/ Logos (55-72)

50 Essays: Truth (410), Didion (106-111)

EAA: Visual Arguments (327-343)

50 Essays: Gould (169-178)

Ancillary Essay #2: Advertisement Description

Week 4

EAA: Rhetorical Analysis (90-119)

Bring Advertisement into class

Major Essay#1: Assigned

Ancillary Essay #2 Due

EAA: Rhetorical Analysis (75-89)

50 Essays: McKibben (267-73)

Week 5

Peer review workshop

Conferences

First Draft of Major Essay # 1 Due—Bring 2 copies for draft workshop!

Week 6

Conferences

2nd Draft of Major Essay # 1 Due—Bring 5 copies for peer-review session!

Major Essay # 1 Due (Final Draft + WC visit)

Literature Introduction

40 Short Stories: Close Reading (545-550), Writing about Short Stories (551-562)

Week 7

40 Short Stories: García Márquez (314-319), Jackson (255-263);

O'Connor (294-308)

Ancillary Essay #3: Short Story Response

Week 8

40 Short Stories: Tan (446-456), Alexie (478-483)

Ancillary Essay #3 Due Baldwin (264-293)

Ancillary Essay #4 Short Story Response (Personal Narrative)

Week 9

Library instruction visit

Ancillary Essay #4 Due

Mid-Term In-Class ESSAY

Week 10

Evidence Plagiarism, MLA,

EAA: Evaluating Sources (551-553), Acknowledging Sources (544), (367-382)

Major Essay #2 Assigned

Proposals

EAA: (309-323)

Ancillary #5: Research Proposal

Week 11

Structure: Toulmin Argument

EAA: (123-151)

Ancillary #5: Research Proposal DUE

50 Essays: King (203-220)

Ancillary #6: Annotated Bibliography

Week 12

50 Essays: Sanders (346-351), Anzaldúa (33-46)

Week 13

50 Essays: Eighner (146-159), Ascher (46-50)

Ancillary Essay #6 Due

First Draft of Essay #2 Due—Bring 2 copies for draft workshop!

Week 14

50 Essays: Johnson (196-203), Schlosser (353-359)

Second Draft of Essay #2 Due—Bring 2 copies for peer-review session

Conferences

Week 15

Conferences

Third Draft of Essay#2 Due—Bring 2 copies to peer-review session

Week 16

Major Essay #2 Due (Final Draft!!)

In-class Activity

Final Examination

Portfolio Due