

Per the official coded memo regarding the new multiple measures and how students' incoming skillsets be matched with an appropriate GEW pathway, LTWR recommends the following (the coded memo's categories are listed below with the corresponding GEW curriculum matched with it in red):

**☐ Category I: Has fulfilled the GE Subarea A2 or B4 requirement☐**

- o Student has met the CSU GE Breadth Subarea A2 and/or B4 requirement via  
☐Advanced Placement (AP) examination, International Baccalaureate (IB) examination or transferable course ☐[**Not applicable—these students will not need any CSUSM GEW courses because they will already be starting on our campus with the A2 requirement fulfilled**]

**☐ Category II: Placement in a GE Subarea A2 or B4 course☐**

- o Student has met examination standards and/or multiple measures-informed  
☐standards ☐[**GEW 101B**]

**☐ Category III: Recommend placement in a supported GE Subarea A2 or B4 course ☐[GEW 101A/GEW 101B Stretch Sequence Strongly Recommended (but GEW 100 is required), student should refer to DSP results]**

- o Based on new multiple measures, student needs additional academic support

o Participation in the Early Start Program is recommended and may be highly advisable for some students, particularly STEM majors ASA 2017-27:  
Implementation Guidance for Executive Order 1110 November 20, 2017☐Page 2 of 4

**☐ Category IV: Require placement in a supported GE Subarea A2 or B4 course or the first term of an applicable stretch course [GEW 101A/GEW 101B Stretch Sequence Required as well as GEW 100 required when taking GEW 101A, and this is regardless of DSP result]**

- o Based on new multiple measures, student needs additional academic support o Participation in the Early Start Program is required



California State University San Marcos • COURSE CHANGE(S) • FORM C-2

<b>ORIGINATOR'S SECTION:</b>	
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2018
2. Current Course abbreviation and Number: GEW 101	

**TYPE OF CHANGE(S).** Check  all that apply.

Course Number Change	<input checked="" type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked (✓) above.

**NEW INFORMATION:**

**CURRENT INFORMATION:**

<b>3. Title:</b> Principles of Written Communication		Course abbreviation and Number: GEW 101B
<b>4. Abbreviated Title for Banner (no more than 25 characters):</b> Prin of Written Comm		Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> <b>Writing as a Rhetorical Act</b>
<b>5. Number of Units:</b>		Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> <b>Writing as Rhetorical Act</b>
<b>6. Catalog Description:</b>  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 learn to question, explore, explain, analyze, develop, and critique ideas effectively; undertake writing projects that have depth and complexity; and make appropriate decisions about argument, structure, and rhetorical conventions.		Number of Units:  <b>Catalog Description:</b> <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)</i>  Focuses on writing as critical inquiry through readings of cultural texts. Students learn to further question, explore, explain, analyze, develop, and critique ideas effectively at an accelerated pace; undertake writing projects that have depth and complexity; and make appropriate decisions about argument, structure, and rhetorical conventions. Students are expected to reflect critically on their processes of writing and reading, and to interrogate the ways that texts (re)produce particular social constructions and power relations, such as those around gender, race, nationality, class, disability, and sexuality.

\*If Originator is uncertain of this entry, please consult with Program Director/Chair.

Tracker —  
 RP —  
 PS —

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**CURRENT INFORMATION:**

**NEW INFORMATION:**

**7. Mode of Instruction\*** (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		

**8. Grading Method:\***

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

**Grading Method:\***

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

**9. If the NP or CP grading system was selected, please explain the need for this grade option.**

**10. Course Requires Consent for Enrollment?\_**

- Yes  No
- Faculty  Credential Analyst  Dean
- Program/Department/Director/Chair

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- Yes  No
- Faculty  Credential Analyst  Dean
- Program/Department/Director/Chair

**11. Course Can be Taken for Credit More than Once?**

- Yes  No
- If yes, how many times (including first offering)

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- Yes  No
- If yes, how many times (including first offering)

**12. Is Course Cross Listed:**  Yes  No

If yes, indicate which course

**Is Course Cross-listed?**  Yes  No

If yes, indicate which course and check "yes" in item #17 below.

**13. Prerequisite(s):**

**Prerequisite(s):**

**14. Corequisite(s):**

**Corequisite(s):**

**15. Documentation attached:**

- Syllabus  Detailed Course Outline

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**

*(Mandatory information – all items in this section must be completed.)*

**16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)?**  Yes  No

If yes, please specify:

**17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)** Check "yes" if the course is cross-listed.  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

\_\_\_\_\_  
Discipline \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Discipline \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
Signature \_\_\_\_\_ Date \_\_\_\_\_

**18. Reason(s) for changing this course:**

Executive Order 1110 requires significant changes to how all CSU campuses deliver first year courses in writing and math. The GEW program at CSUSM is shifting to implementing a "stretch" composition program where students have different pathways for satisfying the A2 requirement and GEW 101B is the second course in the "stretch" sequence. GEW 101B also functions as the one-semester course students will use to satisfy the A2 requirement, just as GEW 101 has always functioned on our campus. Stretch composition allows students to develop their writing over 2 semesters instead of requiring them to move at the accelerated pace required for a one-semester college writing class. Rhetorical and compositional specialists have confirmed that the stretch model of composition curriculum is more effective for students

CURRENT INFORMATION:

NEW INFORMATION:

because it provides different options for students at different levels of college readiness. The stretch model we are proposing here with GEW 101B would be compliant with the directives from EO 1110. The small changes to catalog descriptions, name, and number will clarify the relationship between the two courses in the stretch composition sequence.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Rebecca Lush

1. Originator (Please Print) Date

*Rebecca Lush* 12/13/17

2. Program Director/Chair Date

*[Signature]* 12/13/17

3. College Curriculum Committee Date

*Marta Stoddard-Holmes* 12/14/17

4. College Dean (or Designee) Date

5. UCC Committee Chair Date

6. Vice President for Academic Affairs (or Designee) Date

7. President (or Designee) Date