

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



GEW 101A

ORIGINATOR'S SECTION:

1. College: CHABSS CoBA
 CoEHHS CSM

Desired Term and Year of Implementation (e.g., Fall 2008):
 Fall 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* GEW 101A

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
Introduction to Writing as a Rhetorical Act

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 Intro Writing as Rheto Act

7. Number of Units: 3

8. Catalog Description: (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.)

Introduces writing as a process and provides an overview of rhetorical analysis tools and critical reading skills necessary for various kinds of college writing. Students will practice critical reading strategies, such as annotation, summary, explanation, synthesis, and response and apply these skills to their individual academic writing processes. Focus on writing skills that contribute to academic growth, such as learning to analyze texts and writing in relation to social constructions and power relations.

GEW 101A and GEW 101B may not be taken concurrently. Students in 101A are expected to pass the class with a C- or better before progressing onto GEW 101B.

9. Why is this course being proposed?

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 101A is the first course in the "stretch" sequence. 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 because it provides different options for students at different levels of college readiness. The stretch model we are proposing here with GEW 101A would be compliant with the directives from EO 1110.

10. Mode of Instruction*

For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. 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)

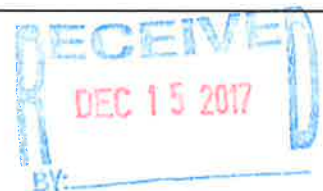
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No

Faculty Credential Analyst Dean Program/Department - Director/Chair

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

Tracker
RP
PS



14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? _____ (including first offering)

15. Is Course Crosslisted: Yes No
 If yes, indicate which course _____ and check "yes" in item #22 below.

16. Prerequisite(s): Yes No

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established?* every semester

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

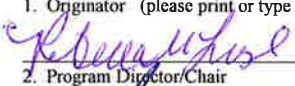


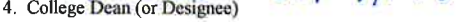
21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify: _____

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	Support _____	Oppose _____
Discipline _____	Signature _____	Date _____	Support _____	Oppose _____

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Rebecca Lush
 1. Originator (please print or type name) _____ Date _____

 2. Program Director/Chair _____ Date 12/13/17

 3. College Curriculum Committee _____ Date 12/13/17

 4. College Dean (or Designee) _____ Date 12/14/17


5. UCC Committee Chair _____ Date _____
 6. Vice President for Academic Affairs (or Designee) _____ Date _____
 7. President (or Designee) _____ Date _____

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

GEW 101A—Introduction to Writing as a Rhetorical Act
Tuesdays: 4:00-6:50
Markstein 107

Professor's Name Here

Office: XXX Markstein Hall

Office hours: 1:30-2:30 Tuesdays and by appointment

Email: [@csusm.edu](mailto:)

Office phone: 760-750-XXX

Introduces the writing process and provides an overview of rhetorical analysis tools and critical reading skills necessary for various kinds of college writing. Students will practice critical reading strategies such as annotation, summary, explanation, synthesis, and response and apply these skills to their individual academic writing processes. Focus on writing skills that contribute to academic growth, such as learning to contextualize texts and writing in relation to social constructions and power relations.

Required Texts:

1. Andrea Lunsford *EasyWriter* ISBN 978-1319050764
2. D'Arcy McNickle *The Surrounded* ISBN 978-0826304698

***special note on text books: Students must bring assigned readings for the day with them to class.**

GEW Program Student Learning Outcomes and Course Learning Outcomes:

At the completion of this course:

- 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
 - MLA documentation
- Students will be able to explain 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 use strategies of critical thinking to identify the values, assumptions, arguments in a text and recognizing an author's use of rhetorical strategies.

Course Objectives/Tasks:

Completing this class means all students will:

1. Consider writing as an ongoing process that includes critical reading, reflection, drafting, revision, and rewriting.
2. Produce several smaller ancillary papers that serve as scaffolded assignments to developing sustained inquiry on a larger college-level analysis paper.
3. Produce one major Analysis Paper.

Grade Requirements:

Participation*	10%
Peer Review workshops	20%
Comparison Paper	10%
Passage Analysis Paper	15%
Rhetorical/Literary Devices Analysis	20%
Major Analysis Paper	25%

*participation includes quizzes, in-class writing assignments, in-class contributions to discussions, and participation in message boards online.

Detailed assignment sheets will be distributed for all assignments and will be posted on Cougar Courses.

Late Paper Policy: Late work will be marked down one letter grade for each class day it is late. **Late work will not be accepted after 3 class periods.**

All University Writing Requirement: This class meets the campus all university writing requirement. Students must produce a minimum of **20** pages of **polished** writing in this course, **12** pages of which must be **revised writing**. There will be several short ancillary papers that will help you build towards your culminating major analysis paper. This minimum requirement **excludes** journal writing, in-class writing, and brief *informal* assignments. There is one major essay for this course of about 5-7 pages.

University Credit Hour Policy:

Campus policy states that are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. As a 3-unit class, students should expect to spend a minimum of six hours each week outside of classroom time reading, writing, and preparing for class.

Writing Center: All GEW students are required to visit the Writing Center at least twice during the semester.

Course Policies:

Email policies:

I usually respond to email within 24 hours Monday through Friday. If you have not received a reply to your message within 48 hours please resend to make sure I have received your inquiry. Remember to sign your name to your email messages. Always

read your syllabus closely before emailing me a question that is likely to be covered in your syllabus. You are expected to fully read your syllabus and adhere to all deadline.

An important part of academic professionalism is proper **email etiquette**. Please ensure that e-correspondence includes a clear subject line with the class title, a greeting, and a closing—this is good practice for establishing appropriate professional email protocol for your future careers.

Academic Honesty:

The university takes seriously issues of academic honesty. For details on what constitutes plagiarism and other instances of academic misconduct please visit:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Suspected plagiarism will be forwarded to the Office of the Dean of Students and the GEW Director in accordance with mandatory university policy and a zero will be given for the assignment. Students must acknowledge the ideas of others through appropriate academic citation. Since this is a writing course students must adhere to MLA documentation style. Plagiarism includes copying the words and ideas of others without giving credit to the original author. Direct statements from research must be quoted and cited. Paraphrased ideas of others must also be cited. Failure to cite quotations, paraphrase, and other research will result in a zero. Plagiarism is not just limited to formal paper assignments—improperly copying ideas from others in online forums will also be reported to the Dean of Students.

Special needs: If you have a registered disability and wish to discuss accommodations, let me know within the first two weeks of class. Disabilities can be registered through the Office of Disabled Student Services. DSS is located in Craven Hall 5205 and can be reached at (760) 750-4905 or (760) 750-4909 (TTY). Please note that any disabilities must be registered through the Office of Disabled Student Services before any accommodations can be granted. If you have an accommodation or have questions about accommodations please meet with me during my office hours to ensure confidentiality of all medical information.

Religious Observance Absences: Inform me of any intended absences for the session in the first two weeks of class.

Medical Absences: It is your responsibility to contact me and to present proper documentation when you return to class and to make up any missing work within one week of your return.

Missed Material Policy: Do not ask me for my lecture notes or send me “what did we cover” emails if you miss class. It is your responsibility to ask a classmate for notes and to stay on top of the reading. I am more than happy to discuss questions you have about the material you miss during office hours, but you need to get and read a classmate’s notes first!

Class Conduct: In accordance with the campus Civility Statement, all students should conduct themselves "with care, respect, and empathy while acknowledging the culture and humanity of others." Class discussions are meant to be intellectually engaging and challenging, which may mean a variety of perspectives and opinions will be heard. Conversation is encouraged but please remember to pose criticisms and questions in a respectful manner.

Other policies: Laptops may be used for note-taking but should not be used for social networks, email, or any other use not related to the course. Cell phones should be silenced and put away. No texting in class. You *must* bring a copy of the text assigned with you to each class meeting.

****You cannot record class lectures or discussions without an accommodation note from DSS.****

Reading Schedule:

***please note that assignment dates and readings may be subject to changes as announced throughout the semester**

CC = Cougar Course

Week 1 Introduction to the class: Critical Reading as the foundation for Critical Writing. Self-assessment tool—"What's your current Writing Process?"

Week 2 Introduction to annotation and summary. Read Lunsford "Annotations of a reading" (7b) and Ch. 21 "Verbs and Verb Phrases"

Week 3 Introduction to reading for argument—inferences and reading between the lines. Read Lunsford Ch. 7 "Analyzing and Reading Critically"

Week 4 Comparing texts and making connections. Read D'Arcy McNickle, *The Surrounded* (1-43)

Week 5 Grammar Workshop and Introduction to the Peer Review Process; Peer Review Workshop for Comparison Paper. Read Lunsford Ch. 5 "Sharing and Reflecting on your Writing" and D'Arcy McNickle, *The Surrounded* (44-97)

Week 6 Topic Sentences and forming claims, Read Lunsford Ch. 22 "Nouns and Noun Phrases" and D'Arcy McNickle, *The Surrounded* (98-119)

Week 7 Thesis Statements and Paragraphing, Mini Peer Review Workshop on Thesis Statements, Read Lunsford Ch. 8 “Building Arguments” and D’Arcy McNickle, *The Surrounded* (120-142)

Week 8 Summary vs. Analysis, Tips for developing and expanding analysis, Mini Peer Review Workshop on Minimizing Summary and Expanding on Analysis, Read Lunsford Ch. 23 “Subject-Verb Agreement” and D’Arcy McNickle, *The Surrounded* (143-180)

Week 9 Prewriting and Invention Tactics. Read Lunsford Ch. 2 “Exploring, Planning, and Drafting” and D’Arcy McNickle, *The Surrounded* (181-202). Mid-semester check-in—“How Has your Writing Process Changed thus far?”

Week 10 Digging deeper with critical reading and analysis—writing to reflect and asking questions; Review Lunsford Ch. 7 “Analyzing and Reading Critically” Read Lunsford Ch. 24 “Adjectives and Adverbs” and “Close Reading of a Literary Text,” and D’Arcy McNickle *The Surrounded* (203-225). Mini-peer review workshop on close-reading a textual passage.

Week 11 Personal Voice and Academic Voice, Tone. Read Lunsford Ch. 19 “Varieties of Language,” “Reflective Writing (formal)” (5b, 9C), “Reflective Writing (informal)” (5b, 6b), and “D’Arcy McNickle *The Surrounded* (226-260).

Week 12 Quotations and College Writing—Selecting relevant and representative quotations, Mini-Peer Review Workshop on Effectively incorporating quotations. Read excerpt on Cougar Courses from *They Say, I Say*, Lunsford Ch. 15 “Integrating Sources and Avoiding Plagiarism,” and D’Arcy McNickle *The Surrounded* (261-280)

Week 13 Revision and Rewriting. Read Lunsford Ch. 4 “Reviewing, Revising, and Editing” and D’Arcy McNickle *The Surrounded* (280-297)

Week 14 Audience and Purpose, Lunsford Ch. 25 “Modifier Placement,” Ch. 26 “Pronouns.” Mini-peer review workshop—revising for tone and audience.

Week 15 Synthesizing ideas—how to make your analysis your own. Lunsford Ch. 27 “Prepositions and prepositional phrases” and Ch. 28 “Comma Splices and Fused Sentences”

Week 16 Peer Review Workshops—Final Analysis Paper.