

ENGL 120Y: DATA LITERACY AND WRITING

In Workflow

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Approval Path

1. Thu, 29 Aug 2024 18:01:48 GMT
Hellen Lee (hellen.lee): Approved for ENGL Committee Chair
2. Wed, 18 Sep 2024 21:32:24 GMT
Nancy Sweet (nsweet): Approved for ENGL Chair
3. Wed, 16 Oct 2024 19:55:16 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
4. Mon, 21 Oct 2024 21:15:47 GMT
Nancy Sweet (nsweet): Approved for ENGL Committee Chair
5. Mon, 21 Oct 2024 21:16:27 GMT
Nancy Sweet (nsweet): Approved for ENGL Chair
6. Mon, 21 Oct 2024 22:02:41 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
7. Wed, 30 Oct 2024 21:32:19 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Course Proposal

Date Submitted: Mon, 21 Oct 2024 21:06:13 GMT

Viewing: ENGL 120Y : Data Literacy and Writing

Last edit: Mon, 21 Oct 2024 21:06:12 GMT

Changes proposed by: Angela Laflen (223000258)

Contact(s):

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Catalog Title:

Data Literacy and Writing

Class Schedule Title:

Data Literacy and Writing

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

English

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2025 (2025/2026 Catalog)

Subject Area: (prefix)

ENGL - English

Catalog Number: (course number)

120Y

Course ID: (For administrative use only.)

TBD

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Spring term only - odd years

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Data literacy, which is the ability to analyze and use data to solve problems, is increasingly necessary to participate in democratic society. For college students and faculty, the rise of big data necessitates new understandings of how information is processed and environments in which writing takes place. Even if data were only used in ethical ways to facilitate good decision-making, students would need to develop data literacy skills given the prevalence of data in the texts students commonly encounter in academic, professional, and personal contexts. However, today, students must contend with a seemingly endless flow of mis- and disinformation circulating in online contexts, with data often playing a role in the spread of information that infuses confusion into public discourse with serious implications for democratic decision-making processes. This course will fill a significant gap in the English department's current general education course offerings. An upper-level course, it will focus on helping students understand how reading and writing practices are changing in the era of Big Data and give them practice analyzing and composing data-based arguments.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Introduces data literacy skills to prepare students to analyze and compose data-based arguments in a variety of contexts. Building from a consideration of students' personal experiences with data, the course provides students with techniques to evaluate and critique data-based texts and arguments and with criteria to evaluate the social implications of data use.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Assess data literacy development	-Data Literacy Narrative -Portfolio
2	Explain the importance of data-based arguments and the social implications of data use encountered in public discourse	-Statistics Journal -Analysis of Data-Based Argument -Portfolio
3	Evaluate data-based texts and arguments	-Statistics Journal -Analysis of Data-Based Argument -Portfolio
4	Create data-based arguments	-Community-Based Research Project -Portfolio

Attach a list of the required/recommended course readings and activities:

ENGL 120Y syllabus 4-3.docx

For whom is this course being developed?

Majors in the Dept
General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Intellectual and practical skills
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

ENGL 120Y syllabus 4-3.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

This course builds on lower division GE/GR requirements in written communication (GE area A2) and composition by applying writing skills developed to data-based arguments.

The course must expand students' knowledge by examining complex issues.

This course examines and compares approaches to—and theories of—data literacy and the social implications of data use; in so doing, students gain a deeper understanding of the history and diversity of rhetoric/theories of writing as well as the cultural and personal significance of the various approaches.

The course must expand students' abilities to reason logically and to write clearly in prose.

The assignments listed below require students to improve their skills in reading and composing data-based arguments in a variety of different contexts, paying clear attention to audience and purpose. Students will do so by engaging with a variety of complex and sophisticated texts from this field.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

1. Data Literacy Narrative

You will explain your personal development of data literacy. (target length = 750 words)

2. Statistics Journal

Journal entries will be based on a different prompt each week and will prepare you for major course assignments. (200 words each; 2000 words total)

3. Analysis of Data-Based Argument

You will choose one of the arguments you identified for your journal and look more closely at it using the analysis framework presented in The data detective. (target length = 750 words)

4. Community-Based Research Project

This is a group project in which you will choose one of the domains discussed in Weapons of math destruction and write an essay exploring the use of big data in that domain in your local community. (target length = 1000 words)

5. Portfolio

You will revise assignments and compile them into a portfolio, with an accompanying cover letter (target length = 500 words) in which you explain how the contents of your portfolio demonstrate your mastery of course objectives.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

The attached syllabus indicates opportunities for drafting, feedback, and revision of a variety of writing assignments.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

The attached syllabus indicates due dates for writing assignments over the course of the semester; a minimum of 3000 words are due before the last two weeks of instruction.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

The attached syllabus indicates that almost the entirety of the students' grades in this course are based on instructor's assessment of their writing skills.

Section 2.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Reviewer Comments:

Rebekkah Mulholland (rebeccak.mulholland) (Wed, 16 Oct 2024 18:26:31 GMT): Thanks so much for your course change request. We have the following suggestions: - ELO #1- replace reflect with another term - ELOs 2 and 5 both use Explain - Please vary the assessment strategies for different ELO - Change SSWD to Disability Access Center - Make sure attached syllabus is active - On the syllabus: 1. Fill in Anticipated info: semester and year, meeting days and times, instructor name and information 2. ELOS listed under Course Objectives 3. Assignments- list corresponding ELOs 4. change Student Health and Counseling Services to Student Health, Counseling, and Wellness Services 5. Provide links to Academic Policies, University Policy Manual Page for academic Honesty Policy and Procedures, and Campus Library Webpage on Plagiarism, and Title IX. 6. Suggested language for ChatGPT: a. "In accordance with university policy, disruptive behavior in the classroom will not be tolerated. Disruptive behavior is defined as any actions that interfere with the process of teaching and learning. If behavior is perceived to be disruptive, you will be informed that your actions are disruptive and asked to cease the behavior. If the behavior continues, you may be dismissed from the class and referred to the Office of Student Conduct. If you fail to leave the class, the University Police Department may provide assistance. As a student, it is important to understand and abide by these policies in order to maintain a positive and productive classroom environment." The full policy can be found here: <https://www.csus.edu/umannual/student/stu-0112.htm>

Jacqueline Irwin (irwin) (Wed, 16 Oct 2024 19:55:16 GMT): Rollback: Dear Angela, Please see suggestions for revision from Rebekkah. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Key: 15032