

CALIFORNIA STATE UNIVERSITY, EAST BAY  
APPLICATION OF NEW OR EXISTING COURSE TO THE  
UNIVERSITY WRITING SKILLS REQUIREMENT

Quarter: \_\_\_\_\_ Year: \_\_\_\_\_ Catalog: \_\_\_\_\_ Date Submitted to APGS: \_\_\_\_\_  
*„First Quarter/Year of Offering “ „Catalog in which new course will first appear “*

1. **DEPARTMENT** *[Name of department or program which will offer the course]:* \_\_\_\_\_

2. **ALPHABETICAL PREFIX** *[Type all letters in CAPS]:* \_\_\_\_\_ **COURSE NUMBER:** \_\_\_\_\_  
*[Copy from New Course Request or course inventory. Check with Department chair, Dean/Associate Dean, or College Curriculum Coordinator.]*

**FULL TITLE:** \_\_\_\_\_  
*[Copy from New Course Request or course inventory. Check with Department chair, Dean/Associate Dean, or College Curriculum Coordinator.]*

**SHORTENED TITLE FOR CLASS SCHEDULE:** \_\_\_\_\_ **UNIT VALUE** of course: \_\_\_\_\_  
*[Copy this information from New Course Request or course inventory. Check with Department chair, Dean/Associate Dean, or College Curriculum Coordinator.]*

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Effective Fall Quarter, 2000, (revised Spring, 2003) to satisfy the second-tier requirements, a course must meet the following criteria:

- **A minimum of 8000 words of writing in the quarter.** Included are all kinds of writing assignments—in-class, out-of-class, informal and formal.
- **A minimum of two pages per week of writing done outside of class.** This writing may be formal or informal or a combination of the two.
- **Specific weekly writing assignments, either in class or on Blackboard, preferably at least 15 minutes' worth.** When writing is encouraged in class or online, professors demonstrate its importance to the learning process and also that it is a valued academic activity. Students who are encouraged to write rough drafts or who write informal assignments that enhance learning not only learn to write more successfully but also learn material more successfully.
- **Three multiple-draft writing assignments.** The drafts may include informal and formal writing, in-class writing, and different types of writing, culminating in a final draft.
- **Three different kinds of writing assignments according to the demands of the major.** Examples include, but ought not be limited to, observational writing, reports, responses to reading assignments, analyses of texts, arguments on issues in the field, and explanations of processes. These may be part of the three writing assignments.
- **A minimum of thirty minutes of writing instruction per week.** This instruction gives students guidelines about writing in the major.
- **Written feedback to students on improving their writing.** This may, but ought not be limited to, comments in the margins, final comments, or a combination of the two. In addition, instructors may want to use rubrics, models, and/or peer-editing sheets. All of these may be done electronically as well. Individual conferences may supplement written comments.

Please attach copies of the following:

- a. **Approved New Course Request** if this is a new course. If this is an existing course, the original New Course Request and any subsequent approved Course Modification Request forms. Your College Curriculum Coordinator should have these forms on file.

- b. **Cover sheet** listing each criterion above and how, specifically, your course met that criterion.
- c. **Syllabus** and, if not on syllabus, list of required and recommended readings. Also copies of a representative sample of handouts.
- d. **All written assignments**, copies or descriptions, including in-class writing or documentation of Blackboard writing.
- e. **A description of the writing instruction** given. Include guidelines about writing in the major. Include a course outline that indicates days when certain features of writing are covered, such as the writing process, revision, editing, documentation, analysis, argument, etc.
- f. **All examinations** (copies) if applicable.
- g. **Representative copies (2 minimum) of comments on drafts** and/or comments on a progression of drafts to the final. Or, if using rubrics, a copy of the rubric and how it's used, attached to a paper.

**Note:** Instructors of second-tier writing courses are required to submit their course materials for evaluation at the end of the first quarter of instruction.

3. **CONSULTATION** with other affected departments and program committee:

- a) The following **department(s)** has (have) been consulted and raise **no objections**:  
 [If there were no objections to this curriculum request after listing it on the Curriculum Sharepoint site for five working days, type in the following: All Academic Departments and Programs at CSUEB were consulted using the Sharepoint Curriculum site and there were no objections.]

- b) The following **department(s)** has (have) been consulted and **raise concerns**:

4. **CERTIFICATION OF DEPARTMENT APPROVAL** by the chair and faculty.

Chair: original signed by \_\_\_\_\_ Date: \_\_\_\_\_  
*[Print Department Chair's name here. A hard copy shall be signed for the College Office files.]*

5. **CERTIFICATION OF COLLEGE APPROVAL** by the dean/associate dean and college curriculum committee.

Dean/Associate Dean: original signed by \_\_\_\_\_ Date: \_\_\_\_\_  
*[Print the Dean or Associate Dean's name here. A hard copy shall be signed for the College Office files.]*

6. **CERTIFICATION OF COLLEGE APPROVAL** by the Chair of the Writing Skills Subcommittee of CIC.

Chair: original signed by \_\_\_\_\_ Date: \_\_\_\_\_  
*[The University Curriculum Coordinator will obtain this signature before it is sent on to CIC for review.]*