

English 105 Syllabus Template

*This syllabus is subject to change in the event of extenuating circumstances.
You are responsible for checking on changes made during your absence.*

ENGL 105, section
Spring 2013
Meeting Time:
Classroom:

Name
Email
Office:
Tel:

Catalogue Description

Instruction and practice in writing university-level expository and persuasive prose. The subject matter of the course will be thematic and variable. The focus of the course is development of proficiency in conceptualizing, analyzing and writing academic papers. Substantial writing is required.

Course Goals:

1. Critical Thinking: Students will achieve the following:
an ability to analyze written work
an ability to frame conclusions from a range of information
an ability to predict outcomes based on known information
2. Communication Skills: Students will achieve the following:
an ability to more clearly and more effectively write academic papers
an ability to effectively and convincingly verbalize their ideas
an ability to work effectively in group processes
3. Research Skills: Students will gain the following:
a familiarity with CSUCI library resources
a familiarity with major data bases
a proficiency with basic computing skills
an ability to discern valid research conclusions
ability to design, conduct and defend a research project
4. Self Development: Students will develop
an ability to cogently reflect on roles of learning on personal and intellectual growth

Expectations:

Students begin work immediately on college-level research and writing.
Students move quickly from study of their own processes to the development of finished products.
Students complete at least two substantial writing projects, involving research and documentation of sources.
Students work on multiple writing projects at the same time.

Requirements:

Writing and reading assignments, both in and out of class.
Collaborative work with other students.
Documentation of sources.
All out-of-class drafts typed or word-processed.
Campus email account and access to Blackboard.

Additional Expenses:

- Xeroxing copies of your papers for workshops and portfolio
- Folder for final portfolio
- Disks or portable disk driver to save all drafts

Disabilities Statement:

CSUCI is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

Principles of Learning:

- You will learn only as much, or little, as you choose to learn.
- Each of you has a unique learning style, so not every assignment will appeal to everyone--but the variety should provide you with a chance to show what you're capable of doing.
- The more often you collaborate with your classmates--in discussion, in study groups, on papers--the richer the experience will be for you.
- Writing, you will discover, is always a collaborative process.
- You will teach yourself more than I teach you.
- You will learn more from each other than you do from me.
- All of you are capable of succeeding in this class; my job is to help you succeed.

Evaluation:

Assigned papers will go through multiple drafts during the semester, with the final versions submitted (with all drafts attached) in an out-of-class portfolio at the end of the semester. The portfolio will be evaluated by the composition team using the Writing Criteria in the First-Year Writing Program at CSUCI (see attached). **Final grades for the course will be A through F and may include pluses and minuses.**

Portfolio	70%	(Graded by composition faculty)
Attendance & contribution	10%	(Graded by classroom teacher)*
Meeting draft deadlines	20%	(Graded by classroom teacher)*

* Instructor may combine into one category worth 30%

Throughout the semester, you will receive abundant feedback on your papers from your classmates, often in small groups, and your teacher, in conferences you arrange both in and out of class. You will have the entire semester to revise and polish these papers so they represent your best capabilities as a writer (CSUCI, *A Guide to Placing Yourself in the First-Year Course*). The same grading criteria the portfolio readers use at the end of the semester will guide class discussions of how to revise your papers. Remember: *most writing is rewriting--so we expect substantively revised and closely edited final papers.*

To receive credit for ENGL 105, you must complete ALL assignments, whether you include them in your portfolio or not. To fulfill CSUCI's first year writing requirement, you must pass the final portfolio.

Policies:

Attendance--"Students are expected to attend class regularly." (*CSUCI Catalog 2007-2008*). Students must notify instructors, in advance if possible, about any missed classes. Any and all absences will affect that portion of the final grade determined by "attendance and contribution." **More than one week (3 hours) of unexcused absences** may prohibit you from submitting a final portfolio, which will result in your failing the course, unless there are extenuating circumstances that you discuss with the instructor at the first available opportunity. According to the catalog, "It is the responsibility of the student to give advance notification, contact the instructor ... [and] submit assignments on time" (*Catalog*). If you are absent from any class, you are expected to be caught up with the work when you return to class.

Late Papers--If you keep up with the work, this class is not difficult. If you get behind, the workload may bury you. Although you won't assemble your final portfolio until late in the semester, you will nonetheless need to submit completed drafts of assigned papers on the dates set by your instructor in order to receive timely and helpful feedback from the instructor and your peers.

Plagiarism--All work that students submit as their own work must, in fact, be their own work. If a paper presents ideas or information from other sources, it must clearly indicate the source. Word-for-word language taken from other sources -- books, papers, web sites, interviews, conversations, etc. -- must be placed in quotation marks and the source identified. Paraphrased material must be cited. In accordance with the CSU Channel Islands policy on academic dishonesty, students who knowingly plagiarize ideas or language will fail the course. Students are encouraged to consult with the instructor if they have questions about what might constitute an act of plagiarism or cheating.

Electronic Devices--Cell phones, PDAs, laptops and iPods can become a problem in the classroom. To prevent them from distracting us, we will abide by the following policies:

1. All cell phones will be turned off or set to vibrate before class begins.
2. If you must receive or make a phone call, leave the class to do so.
3. Since we will regularly be writing during class, you may wish to listen to music as you compose. Use ear phones and turn your volume low enough so that no one else in class can hear your music.
4. Listening to CDs or other devices during class, except when composing, is inappropriate.
5. You are encouraged to bring your laptops to class each week. We will use them to write and do internet research. However, during discussions, presentations, or lectures, it is inappropriate to have your laptops open.
6. **At no time during class is it appropriate to engage in social networking sites like Facebook, surf the net, play computer games, or read email.** Computers should be used only for class-related activities. **Likewise, texting or instant messaging during class is never acceptable**

Classroom Conduct—Respect for the rights of others seeking to learn and for the general goals of academic freedom must be maintained. Differences of viewpoint or concerns should be expressed in terms that show respect even in dissent. *Student conduct which disrupts the learning process will not be tolerated.*

Writing Center:

All successful writers get feedback from other writers. And while feedback from a teacher can be helpful, you need to develop other sources, peer sources, that you can rely on long after you graduate. You have a great opportunity here at CSUCI not only to receive help from University Writing Center tutors in class, but tutors are also available to meet with you in the University Writing Center. Writing Center tutors receive special training in order to help you work on your papers at any stage in the writing process from generating ideas to finalizing your works cited page—you can even come to see the tutors before you've started writing.

The University Writing Center is located on the north side of second floor of the Broome Library. Call 437.8409 for appointments, or if you have questions or concerns about the Center call or talk to the coordinator, Kathleen Klompfen (437.2762).

Conferences:

Conferences with instructors can be arranged ahead of time by contacting them during office hours or by email. Do yourself a favor and arrange a conference early in the semester. You'll be glad you did.

Important Dates:

3	Sept.	Labor Day
12	Nov.	Veterans Day Observed
22-23	Nov.	Thanksgiving recess
3-7	Dec.	Final portfolios due

Assignments:

Out-of-class papers become more challenging as the semester progresses. They provide experience with various kinds of writing, all of it intended to be read by an academic audience--university faculty, staff and students--the primary audience you will be writing for over the next few years. The focus in ENGL 105 is on using sources in academic writing, so out-of-class papers will typically involve some sort of research.

Final Portfolio:

Due the final week of classes. Because the scoring team begins reading portfolios immediately, no late portfolios can be accepted unless you've made arrangements ahead of time.

Includes your two best out-of-class papers, revised and edited several times, plus all the drafts demonstrating that the work is yours--not "borrowed" from other texts, students, or the internet.

Includes citation and documentation of sources in both papers. **In English 103, 105, 106, and 107, each portfolio paper must cite multiple sources (including in-text parenthetical citations and a works cited) using MLA or APA format.**

Writing Criteria in the First-Year Writing Program at CSUCI

6: Excellent writing

Addresses assignment clearly and responds effectively throughout. Selected topic original and highly appropriate to assignment.
Never simplistic or repetitive in thought, consistently explores complex ideas logically and analytically.
Tightly focused, coherently organized, richly developed with supporting ideas, examples, and details.
Extensive use of relevant outside sources which are integrated seamlessly where appropriate and strengthen the entire paper.
Effective, fluent style with sentence variety and precise word choice throughout.
Mastery of writing conventions, effortless and pleasurable to read.

5: Strong writing

Addresses assignment clearly, but may respond to some aspects more effectively than others. Selected topic highly appropriate to assignment.
Rarely simplistic or repetitive in thought, usually explores complex ideas logically and analytically.
Clearly focused and organized, supported by appropriate ideas, examples, and details.
Relevant outside sources are integrated appropriately and add to effectiveness of paper.
Effective style with some sentence variety and frequently precise word choice.
Generally free from lapses in convention, no interference with comprehension.

4: Adequate writing

Addresses assignment, slights some aspects. Selected topic appropriate to assignment.
Occasionally simplistic or repetitive, but more often than not explores complex ideas logically and analytically.
Adequately focused and organized, with some support.
Outside sources are used appropriately more often than not and add to effectiveness of paper more often than they detract from it.
Clear style with limited sentence variety but generally precise word choice.
Few lapses in convention that interfere with comprehension. Generally demonstrates control.

3: Marginal writing

Neglects some aspects of assignment. Topic may be somewhat appropriate, but not clearly connected to assignment.
Often simplistic or repetitive. Occasionally explores ideas in complex, logical or analytical ways, but not consistently.
Loosely focused and loosely organized, with marginally supported generalizations.
Outside sources seem perfunctory, obligatory, do not serve message.
Sometimes clear and precise, sometimes confusing. Little sentence variety, often imprecise word choice.
Accumulation of lapses in convention, but only occasionally interfering with comprehension.

2: Weak writing

Distorts significant aspects of assignment, neglects others. Selected topic not as appropriate to assignment as it should be.
Repeatedly simplistic in its thinking, occasionally confused.
Unfocused, poorly organized and poorly developed, with inappropriate or simplistic support.
Outside sources inadequate, distract from message and effectiveness of paper.
Sentence and word choice problems occasionally interfere with comprehension.
Frequent lapses in convention interfering with comprehension.

1: Unacceptable writing

Does not respond meaningfully and/or appropriately to assignment. Inappropriate topic selected.
Often fails to communicate its ideas. Occasionally illogical or incomprehensible.
Unfocused, disorganized, undeveloped, and significantly lacking support.
Lack of outside sources weakens paper.
Repeated sentence and word choice problems make comprehension difficult.
Serious and persistent lapses in convention making comprehension difficult.

Writing Criteria in the First-Year Writing Program at CSUCI

Response to assignment and selection of topic

- 6—Addresses assignment clearly and responds effectively throughout. Selected topic original and highly appropriate to assignment.
- 5—Addresses assignment clearly, but may respond to some aspects more effectively than others. Selected topic highly appropriate to assignment.
- 4—Addresses assignment, slight some aspects. Selected topic appropriate to assignment.
- 3—Neglects some aspects of assignment. Topic may be somewhat appropriate, but not clearly connected to assignment.
- 2—Distorts significant aspects of assignment, neglects others. Selected topic not as appropriate to assignment as it should be.
- 1—Does not respond meaningfully and/or appropriately to assignment. Inappropriate topic selected

Quality and clarity of thought

- 6—Never simplistic or repetitive in thought, consistently explores complex ideas logically and analytically.
- 5—Rarely simplistic or repetitive in thought, usually explores complex ideas logically and analytically.
- 4—Occasionally simplistic or repetitive, but more often than not explores complex ideas logically and analytically.
- 3—Often simplistic or repetitive. Occasionally explores ideas in complex, logical or analytical ways, but not consistently.
- 2—Repeatedly simplistic in its thinking, occasionally confused.
- 1—Often fails to communicate its ideas. Occasionally illogical or incomprehensible.

Organization, development, support

- 6—Tightly focused, coherently organized, richly developed with supporting ideas, examples, and details.
- 5—Clearly focused and organized, supported by appropriate ideas, examples, and details.
- 4—Adequately focused and organized, with some support.
- 3—Loosely focused and organized, with marginally supported generalizations.
- 2—Unfocused, poorly organized and poorly developed, with inappropriate or simplistic support.
- 1—Unfocused, disorganized, undeveloped, and significantly lacking any support.

Research

- 6—Extensive use of relevant outside sources which are integrated seamlessly where appropriate and strengthen the entire paper.
- 5—Relevant outside sources are integrated appropriately and add to effectiveness of paper.
- 4—Outside sources are used appropriately more often than not and add to effectiveness of paper more often than they detract from it.
- 3—Outside sources seem perfunctory, obligatory, do not serve message.
- 2—Outside sources inadequate, distract from message and effectiveness of paper.
- 1—Lack of outside sources weakens paper.

Control of language and sentence structure

- 6—Effective, fluent style with sentence variety and precise word choice throughout.
- 5—Effective style with some sentence variety and frequently precise word choice.
- 4—Clear style with limited sentence variety and generally precise word choice.
- 3—Sometimes clear and precise, sometimes confusing. Little sentence variety, often imprecise word choice.
- 2—Sentence and word choice problems occasionally interfere with comprehension.
- 1—Repeated sentence and word choice problems make comprehension difficult.

Grammar, usage and mechanics

- 6—Mastery of writing conventions, effortless and pleasurable to read.
- 5—Generally free from lapses in convention, no interference with comprehension.
- 4—Few lapses in convention that interfere with comprehension. Generally demonstrates control.
- 3—Accumulation of lapses in convention, but only occasionally interfering with comprehension.
- 2—Frequent lapses in convention interfering with comprehension.
- 1—Serious and persistent lapses in convention making comprehension difficult.