

ENGL 1109.21 WRITING & RESEARCH

Instructor: Rebecca Penrose, rpenrose@csub.edu
Office: DDH B-105, (661) 654-2114
Class Time: T/Th – 11:30 a.m. to 12:45 p.m.
Place: T – CB 101, Th – DDH K-107
Texts: *Envision*, 5th edition, by Alfano and O'Brien
How to Become a Straight-A Student by Cal Newport
ONE BOOK SELECTION by XXXX

COURSE DESCRIPTION

Practice in expository writing, focusing on the college research paper. Includes frequent reading and writing assignments.

Prerequisite: A total English Placement Test score of 147 or higher OR one of the following: a grade of C- or higher in English 910/920 or its equivalent; a score of 500 or above on the critical reading section of the College Board SAT Reasoning Test; a score of 22 or above on the American College Testing (ACT) English Test; a score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement (AP); completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such course was completed with a grade of C or better; a result of Standard Exceeded: Ready for CSU or participating CCC college-level coursework in English on the CAASPP Early Assessment Program (EAP) exam; completion of an approved High School English class with a C or better for a CAASPP EAP status of standard met.

General Education: This course meets the A2 Written Communication requirement of the CSU Bakersfield General Education Program, including reading and writing foundational skills and reinforcement of the following General Education themes—**Theme Q:** Quality of Life; **Theme R:** Revolutionary Ideas and Innovations; and **Theme S:** Sustainability & Justice—through readings, discussions, and assignments.

Students must earn a grade of C- or higher in English 1109 to satisfy the General Education requirement for A2. This grade is also a prerequisite for upper-division composition courses and the Graduation Writing Assessment Requirement exam.

To be eligible for a C- in English 1109, students must earn a C- or higher on at least one in-class writing assignment and a C- average on all other course assignments.

COURSE LEARNING OUTCOMES

At the end of English 1109, students should be able to demonstrate the following skills:

Goal 1: Reading Skills

- 1A: Students will recognize the rhetorical devices and/or the choices writers make in a text (e.g., bias, word choice, tone, purpose, methods of development and organization, etc.).
- 1B: Students will analyze the effects a writer's choices and/or rhetorical devices have on the audience.

Goal 2: Writing Skills

- 2A: Students will create proficient thesis statements for various types of writing tasks.
- 2B: Students will use logical reasoning to develop and organize ideas.
- 2C: Students will use appropriate language and grammar as determined by the writing task.

Goal 3: Research Skills

- 3A: Students will find a variety of credible and relevant sources for an academic research paper.
- 3B: Students will evaluate a variety of sources for an academic research paper.
- 3C: Students will use summary, paraphrase, and direct quotes to synthesize sources into an academic research paper using proper documentation.
- 3D: Students will incorporate sources into an academic research paper without plagiarizing.

COURSE POLICIES

Attendance Policy

Because mastering skills in writing requires regular, sustained effort, students in English composition classes should attend class regularly and punctually. A student who has more than two absences should not expect to receive a passing grade.

Waiting List Policy

On a waiting list, you are eligible for a place in the class if you (1) come to every class and (2) turn in the work while you are there. Being on a waiting list does not guarantee you a place in the class. It simply means you are welcome to wait for an opening in the class if you so desire. If no one drops out of the course, then no students can add.

As a result, you should be aware of the last day to add and have a back-up choice if you need another class. This plan is especially important for financial aid recipients and for F-1 and J-1 visa holders, who must carry a full load to receive their financial aid. Being on a waiting list does not count as a class toward a full load.

Instructor-Initiated Drop Policy

Many students are trying to get into composition courses. As a result, this class is subject to the policy on instructor-initiated drops. If the class is full and has a waiting list, the instructor has the right to administratively drop you from class by the end of the second week of the term if you have missed three consecutive class sessions and have not contacted the instructor. However, you should not assume that you will be automatically dropped from this course if you have not attended.

Plagiarism/Academic Honesty Policy

"The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance."

For a complete state on the University's policy on academic honesty, go to www.CSUB.edu and search "Academic Integrity."

Turnitin.com

Turnitin.com is a tool to help you avoid plagiarism. Approximately two hours after you submit your paper to this online program, you can access a color-coded report with details about your use of sources in your paper. Because this site does not detect problems with paraphrasing that is not cited properly, you should use this site only as a guide. To use turnitin.com, you will need to create a "user profile" with the following information:

Class ID—XXXXXXX
Class Enrollment Password—xxxxxxx

After your profile is created, you can log onto and use this site.

Note: Submitting a paper to turnitin.com does not mean you have submitted your paper to your instructor; you must also hand in a hard copy of your paper to your instructor.

Individual, Drop-In Tutoring

Instructors may also require you to complete individual, drop-in tutoring for certain aspects of your writing, in which case you will receive a Tutor Referral Form with your graded essay. If you receive a referral form with a paper, you are required within one week to take the form and the paper to the Writing Resource Center for individual assistance. Instructors may withhold your essay grade until after you have completed this requirement.

Revision Policy

Required revisions are indicated on the course schedule. When you revise your writing for a possible grade increase, **the original essay must be submitted with the rewrite**. In order for a grade to improve, you need to do more than simply correct the instructor's marks on the original essay. In other words, rewritten papers should show extensive revision as well as editing.

Support Services for Students

To request academic accommodations due to a disability, you should contact the Office of Services for Students with Disabilities (SSD) as soon as possible. This office is located in SA 140, and they may be reached at 661-654-3360 (voice) or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting a disability, you should present it to me as soon as possible so we can discuss the specific accommodations you need for this class.

At times, school, work, and/or our personal lives can become overwhelming and difficult to handle. CSUB's Counseling Center is available to you with skilled and experienced counselors to guide you through the challenges of daily life. Contact 654-3366 for an appointment.

COURSE REQUIREMENTS

Writing Assignments—70%

Short Essays (20%): You will be required to write two short essays during the quarter in a timed, in-class environment. The dates of both in-class essays are clearly listed in the syllabus. You must pass at least one of the two in-class essays with a C- or better in order to pass this course.

Synthesis Essay (10%): You will be required to write a documented essay, synthesizing sources from research. We will discuss the prompt and guidelines in great detail as the dates approach.

Research Paper (40%): The largest percentage of your grade breakdown in this course will be based on the required research paper. We will complete this assignment in stages, and the deadlines for each of the stages are clearly listed in the Course Schedule. We will discuss ideas for specific paper topics during our first two weeks of class meetings. **The final draft will include at least 7 sources, incorporate one of the three GE Themes (Q, R, S), and be a minimum of 1750 words (6 pages).**

All of the research stages, including drafts, count toward your grade and **will not** be accepted late for full credit. The research paper assignments together comprise 40 percent of your course grade. A student who does not complete all of the research paper assignments cannot expect to pass this course, and you will benefit from my feedback on each stage.

Homework, Library Activities, Quizzes, Workshops, and In-Class Activities—25%

Homework: The chapters noted on the schedule refer to the textbook *Envision* and the reader *How to Become a Straight-A Student*. These chapters must be read **PRIOR** to the class meeting for which they are noted, so that we are all prepared to discuss them together. Additional assignments are also designated as "HW" and should be ready to be turned in at the beginning of the corresponding class meeting. Late assignments will not be accepted for full credit.

All supplemental grading rubrics, worksheets, handouts, instructions, and other materials are available online in a Blackboard course. We will access this material together during the first week of the semester as an orientation.

In-Class Activities: Attendance at class meetings is essential to your success in this course. We will be doing something during every class meeting, and your participation in these activities is included in the above-referenced 25 percent. Remember that in-class activities, workshops, quizzes, journals, group work, and discussions **CANNOT** be made up, so excessive absences will affect your overall course grade tremendously. Additionally, missing class meetings will greatly impair your understanding of the writing assignments and limit your ability to complete them correctly. Our in-class activities and discussions prepare you for the assignments written outside of class. Please make every effort to attend all class meetings.

MyWritingLabPlus – 5%

You are responsible for completing 10 MyWritingLabPlus topics in your English 1109 class. This requirement is worth 5% of your overall English 1109 grade. To receive full credit, you must (1) take the Path Builder and Mastery Check and (2) master approximately two of the assigned topics (listed below) per week, for a total of 15 topics by the end of the quarter according to the schedule below. To master a topic, you must earn a score of 80% or higher on the Recall 1, Recall 2, and Apply sections for each of the 10 topics.

Topics mastered in the Path Builder will count as mastery of those topics overall; however, I may ask you to complete the topic again if you do not demonstrate mastery of the topic in your writing.

These are the topics you will be required to master:

- Path Builder – Due 09/08
- Developing Thesis Statements – Due 09/15
- Reading Texts Critically – Due 09/15
- Finding Sources – Due 09/22
- Evaluating Sources – Due 09/29
- Avoiding Plagiarism – Due 10/06
- Integrating Sources – Due 10/13
- Run-Ons: Comma Splices and Fused Sentences – Due 10/20
- Building Sentences with Subordination and Coordination – Due 10/27
- Commas – Due 11/03
- Transitions – Due 11/10
- Mastery Check – Opened 11/17, Due 11/24

You will be held responsible for these new skills every week in your writing. Since this is an online workshop, you can work on these topics outside of class at your convenience, as long as you master approximately one topic per week, for a total of 10 topics. This means that if you wait until the end of the quarter to complete all 10 topics, you will not receive full credit and your essay will not benefit from your mastery of these skills.

You will need the following information to use the site:

Website URL: <http://csub.mylabsplus.com>

Username: Student ID# (e.g., 000123456)

Password: The first time you log in, your password will be your full birth date (e.g., if your birthday is November 9, 1993, then your password would be 11091983). You can change this password after you log in the first time.

For additional information about the program, please go to the following website: www.csub.edu/mwl

Unlocking a topic at MWLP Headquarters: Students can fill out an online unlock form at www.csub.edu/mwl or stop by CB 100 and get their topics unlocked.

Study Skills Topics and Pearson Tutor Services: These resources are available to students; however, they are not required. Study Skills teaches students about note taking, exam preparation, time management, and other similar topics. Pearson Tutor Services allows students to submit up to 6 papers (up to 15 pages long) on any subject and have personalized feedback from a person with a Master's or PhD in that subject area within 48 hours.

Grade Breakdown

5% MyWritingLabPlus

20% Two In-Class Essays

10% Synthesis Essay

25% Homework, Library Activities, Quizzes, Workshops, and In-Class Activities

40% Research Paper

20% Process (Research Freewrite, Source Evaluations, Outline, Drafts)

20% Final Draft

COURSE SCHEDULE

Week One

- 08/28: Introduction to Course Textbook (*Envision*) and Reader (*Straight-A Student*)
- 08/30: *Straight-A Student* Part 1, Steps 1-2, Time Management Workshop

Week Two

- 09/04: *Straight-A Student*, Part 1, Step 3 Quiz
- 09/06: Group Work on *ONE BOOK* Project
Straight-A Student, Part 2, Step 1 Note-Taking Workshop Assignment Due

Week Three

- 09/11: *Envision* Chapter 1—Analyzing Texts
HW: Chapter 1 Worksheet Due
- 09/13: *Envision* Chapter 2—Understanding Strategies of Persuasion
HW: Chapter 2 Worksheet Due

Week Four

- 09/18: **In-Class Essay #1**
- 09/20: Fallacy Workshop in class
Envision Chapter 3—Composing Arguments
HW: Chapter 3 Worksheet Due

Week Five

- 09/25: ***ONE BOOK* Chapters 2 and 3 Projects Due**
Research Freewrite Due
- 09/27: *Straight-A Student*, Part 2, Steps 2-5 Memorizing Activity in class
***ONE BOOK* Chapters 4 and 5 Projects Due**

Week Six

- 10/02: Library Workshop in class
Straight-A Student, Part 2, Step 6 Test-Taking Assignment Due
- 10/04: *Envision* Chapter 5—Finding and Evaluating Research Sources
HW: Chapter 5 Worksheet Due
***ONE BOOK* Chapters 6, 7, and 8 Projects Due**

Week Seven

- 10/09: *Straight-A Student*, Part 3, Steps 1-4 Prewriting Assignment Due
Envision Chapter 6—Organizing and Writing Arguments
HW: Chapter 6 Worksheet Due
- 10/11: **HW: Source Evaluations #1 Due + Copies of Sources**

Week Eight

- 10/16: Outline Workshop in class
- 10/18: *Straight-A Student*, Part 3, Step 5 Outlining Assignment Due

Week Nine

- 10/23: **Synthesis First Draft Due**
Peer Revision Workshop in class
- 10/25: **Synthesis Final Draft Due**
Straight-A Student, Part 3, Steps 6-8 Revision Assignment Due

Week Ten

- 10/30: **HW: Source Evaluations #2 Due + Copies of Sources**
Integrating Sources Workshop in class
- 11/01: Outline Review in class

Week Eleven

- 11/06: **HW: Research Paper Outline Due**
- 11/08: **In-Class Essay #2**

Week Twelve

- 11/13: **Research Paper First Draft Due**
Peer Revision Workshop in class
- 11/15: Documentation Review in class

Week Thirteen

- 11/20: **Research Paper Second Draft Due**
- 11/22: **No Class—THANKSGIVING**

Week Fourteen

- 11/27: Conferences—Second Drafts returned
- 11/29: Conferences—Second Drafts returned

Week Fifteen

- 12/04: Conferences—Second Drafts returned
- 12/06: **Research Paper Final Draft Due**

FINAL EXAM: Tuesday, December 18, 11 a.m. to 1:30 p.m.