



CAL STATE  
EAST BAY

# English 200

Proposed Semester Length Format

25800 Carlos Bee Blvd  
Hayward, CA 94542

p. 510.885.3151  
f. 510.885.4797

[www.csueastbay.edu/class/departments/english/](http://www.csueastbay.edu/class/departments/english/)

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# Course Description and Requirements

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## Course Description: 200 College Writing II (3 units)

Further work in expository writing with emphasis on argumentation and persuasion. Introduction to the preparation and writing of the research paper. Prerequisite: ENGL 101 or 102 with grade of C- or better.

## Minimum Writing Requirement (8000 final draft words):

- Diagnostic (750 words)
- A midterm and a final essay (500-750 words)
- A sequenced research essay (4,000 words) including a rhetorical analysis\* (1,000-1,500 words)
- See Essay Descriptions below and assignments in Appendix III

\* Rhetorical analysis may be substituted with optional essays (See appendix III)

## Methods of Instruction:

F2F - Three hours of classroom instruction per week. Classes may include guided and independent reading and writing, peer editing, small group work, and discussion of topics related to the readings.

Online - Students should expect to engage with content and assignments 12 to 16 hours per week.

## Online Platform:

All courses have an accompanying course site on Blackboard which contains assignments and handouts, dropboxes for assignments, plagiarism checkers, online testing capabilities, web links, movies and more.

For more information, contact [bbhelp@csueastbay.edu](mailto:bbhelp@csueastbay.edu)

## Student Challenge:

Students may challenge courses by taking examinations developed at the campus. Credit shall be awarded to those who pass them successfully. No instructor is obliged to offer credit-by-examination for a course.

The university recognizes that exceptional students, by reason of special studies or experiences, may already have achieved the objectives of certain courses in the basic program; therefore, students with this background may petition to receive credit in selected courses by special examination. Such an examination is normally from three to six hours in length and may be oral as well as written. Each course may be challenged only once (See Appendix V).

## Syllabi:

All instructors are required to provide a syllabus to students that lays out course requirements, objectives, grading, and assignments (See samples, Appendix I).

# Course Learning Objectives/Student Learning Outcomes

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## Course Learning Objectives (CLOs) for instructors:

By the time students complete English 200, they should

1. Critically read, discuss, and evaluate the rhetorical effectiveness of a written argument in terms of *ethos*, *pathos*, and *logos*, inductive and deductive reasoning, logical fallacies, audience appeal, strategies of support using evidence to support a claim (CLO 1);
2. Become familiar with primary and secondary research methods and protocol, including personal interviews, surveys, library searches, on-line searches, documentation format, note-taking, and annotated bibliography (CLO 2);
3. Generate well-reasoned and authoritatively supported argumentative essays in the form of rhetorical analysis of a range of texts, including argumentative essays, speeches, op-ed pieces, advertisements, film, and some literature (CLO 3);
4. Engage in the process of generating a major argumentative research essay that includes asserting a position on a debatable issue (e.g., political, social, or cultural issues) and persuasively support it with authoritative evidence acquired through research (CLO 4);
5. Show evidence of awareness of differing points of view and be able to address those points of view (CLO 5);
6. Refine writing skills to include audience awareness, pre-writing, thesis generation, outlining, essay organization, paragraph development, effective sentence generation, effective revision and proof reading (CLO 6);
7. Deepen familiarity with the conventions of academic writing, including demonstrating command of various documentation styles, such as MLA and APA (CLO 7).

## Student Learning Outcome (SLOs) for students:

In this class students will perform the following tasks:

1. Read various assigned texts and essays, written by both students and professionals, and identify and analyze the different components (SLO 1);
2. Write reading responses (SLO 2);
3. Practice a variety of journaling/discussion activities (SLO 3);
4. Practice collaborating with other students (SLO 4);
5. Write a mid-term and final essay (SLO 5);
6. Produce essays utilizing critical thinking and the entire writing process, from researching and prewriting to multiple drafts culminating in a polished final draft with emphasis on organization, structure, audience awareness, and clear purpose (SLO 6);
7. Acquire academic vocabulary appropriate for their audience (SLO 7);
8. Practice incorporating secondary sources into their own writing (SLO 8);
9. Write, revise, and edit essays in response to peer, tutor, and/or instructor criticism (SLO 9);
10. Produce a major argumentative research essay using relevant and sufficient evidence, appropriately documented, and free of plagiarism (SLO 10).

## RECOMMENDED TEXTS

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### Most textbooks available in print and as an eBook.

*Allyn & Bacon Concise Guide to Writing* (8<sup>th</sup> ed) (ISBN-10: 0-134-4265-2). Available to rent in print and as an eBook

*Allyn & Bacon Guide to Writing* (8<sup>th</sup> ed) (Also available on Revel, an interactive learning environment available at <https://www.pearsonhighered.com/revel/index.html>)

*Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings* by Sylvan Barnet, Hugo Bedau, John O'Hara. ©2017 Eleventh Edition Paper Text (ISBN-13: 9781319035471)

*Practical Argument: A Text and Anthology* (3<sup>rd</sup> ed) by Laurie G. Kirszner, Stephen Mandell (ebook and paper) (ISBN-13: 9781319028565)

*Reading Critically, Writing Well: A Reader and Guide*. Rise B. Axelrod; Charles R. Cooper; Alison M. Warriner, ©2017 | Eleventh Edition (ISBN-13: 9781319032753)

*Writing Arguments: A Rhetoric with Readings, 10/e* (Also available on Revel, an interactive learning environment available at <https://www.pearsonhighered.com/revel/index.html>)

### Handbooks and supplemental:

*Keys for Writers*, 8<sup>th</sup> ed., by Anne Raimes (Cengage 2018) (ISBN: 978-1-305-95675-9)

*They Say/I Say with Readings*, 3<sup>rd</sup> ed., Gerald Graff and Cathy Birkenstein (Norton 2014) (ISBN: 978-0 393-90534-2)

*A Writer's Reference*, Diana Hacker, Nancy Sommers (9<sup>th</sup> ed.) (Norton 2018) (ISBN-13: 9781319057442)

# MIDTERM AND FINAL OPTIONS

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## Midterms:

There are many options for in-class midterms including a practice WST test (See Appendix II). A practice WST is probably better suited for a midterm because students can receive feedback and also practice making an argument before their research paper.

Instructors can also have students produce a counterargument paper that would fit within the research paper sequence.

Counterargument midterm (750 words):

1. Bring an article to class that contains the counterargument to your research essay claim.
2. Write a paragraph that fairly and completely lays out the counterargument to your researched essay position including background information. Cite everything correctly.
3. Immediately following, write a paragraph that addresses why your position is stronger. If you need to concede to part of the counterclaim, do so and then address your position.
4. This exploratory draft will be the basis for the counterargument in your research paper.

## Finals:

An in-class WST practice test or a Reflective essay (in-class or out-of-class) are possible choices for a final exam (See sample assignments, Appendix II).

# ESSAY DESCRIPTIONS – SUGGESTED

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## Rubrics:

All assignments graded according to rubric specifications (see Appendix IV)

## Suggested Sequenced Essays for Research Project:

This is an overview of assignments, specific assignments can be found in Appendix III.

### **Essay: Prospectus/Exploratory essay (minimum 750 words)**

This paper should explain the topic and the position of your research project and the course you propose to follow to research your topic. Be sure to include the following 6 items in your prospectus: 1) your research question, 2) the significance of this topic, 3) the sources you expect to use, 4) your method for keeping track of the information, 5) opposing viewpoints have you discovered as part of your exploratory process, and 6) your working thesis for the research paper. This prospectus should be typed and double-spaced. Your paper should be typed in MLA or APA format

### **Essay: Annotated Bibliography (minimum 1,000 words)**

Once you have decided on a topic this writing project presents the sources that will be the basis for your research-based classical argument. Before you can write a researched argument, you must choose effective source material as evidence for your stance.

Sequence: Homework tasks/essay chunks, outline, rough draft/peer or tutor review, revision plan, final draft, reflection. (See sample assignment, Appendix III).

### **Essay: Rhetorical Critique with Summary (Multi-draft) (F/D 1,000 words)**

Choose an article that you find most valuable as a source for your research paper and write a rhetorical critique answering the prompt: Did the author write an effective argument?

Sequence: Article annotation, homework tasks/essay chunks, outline, rough draft/peer or tutor review, revision plan, final draft, reflection. (See sample assignment, Appendix III).

### **Essay: Counter Argument Essay (F2f or online) (could be in-class essay midterm) (750 words)**

This essay is a short essay (at least one page) where you write from a perspective that opposes your own position on your topic. Refer to your peer review draft and take one (or more) opposite stance(s) for this essay. This assignment should help you to anticipate and respond to counter arguments in your paper.

### **Essay: Multi-draft research paper (4000 words)**

Write an argument that takes a stand on an issue or ethical dilemma. Your introduction should present your issue, provide background, and state the claim you intend to support. The body of your argument should summarize and respond to opposing views as well as present reasons and evidence to support your own position. Your conclusion should do more than just summarize. (See sample assignment, Appendix III)

Sequence: Article annotations, homework tasks/essay chunks, outline, rough draft/peer or tutor review, revision plan, final draft, reflection. (See sample assignment, Appendix III).

**Essay: Reflective Essay (500 words)**

Discuss how your writing has improved over the course of English 200 and reflect on your process of writing the research paper. What assignment do you feel you excelled at and helped you most in the process of writing the research paper, and why? What assignment was your least favorite? Why? How do you think you can use elements of this course in other academic writing as well as writing you will do in your future career? How do you think you will change your own writing strategies to improve your learning both inside and outside the classroom?

# ESSAY DESCRIPTIONS – OPTIONAL

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## Rubrics:

All assignments graded according to rubric specifications (see Appendix IV)

## Optional Essays:

This is an overview of optional assignments. Some instructors may not want to do a rhetorical critique in the middle of the research essay sequence, so here are some alternate suggestions that can be done before you start the research project. Handouts for specific assignments can be found in Appendix III.

### **Optional/Alternative Essay: Diagnostic essay (1-draft Diagnostic) (F/D 500 – 750 words)**

Give students a couple of choices. These can be writing assignments from the beginning chapters of your textbook.

This is a short (two-page) diagnostic essay to get a writing sample and to familiarize students with dropboxes, SafeAssign, and/or Turnitin.

### **Optional/Alternative Essay: Problem/Solution Argument (Multi-draft 1000 words)**

This essay asks students to read a series of articles on a problem and to decide on a solution.

Example: Read the articles “Hey, Kids, Look at Me When We’re Talking” (*New York Times*, 17 April 2015), “The Flight From Conversation” (*New York Times*, 21 April 2012), and a college study entitled “The Effect of Technology on Face-to-Face Communication” (*Elon Journal of Undergraduate Studies*, Spring 2015) and then call your audience’s attention to the problem of distracted, or even absent, conversation with enough detail to show how it is a real problem. Propose a solution to this problem that connects to your college audience and a justification that persuades your audience that the benefits of your proposal outweigh the costs in time and money and why your solution is better than other proposed solutions to the problem.

Assignment sequence: Article annotations, homework task (counterargument), outline, rough draft/peer review, revision plan, final draft, reflection (see sample assignment, Appendix III).

### **Optional/Alternative Essay: Cause and Effect Argument (Multi draft 1000 final draft words)**

This essay asks students to read a series of articles and discuss causes and effects.

Sample prompt: *How have the Internet and computers changed the way we think and learn and what are the consequences and implications for society?*

Sources: “Is Google Making us Stupid” by Nicholas Carr (*The Atlantic* July/August 2008) and “Literacy Debate: Online, R U Really Reading?” by Motoko Rich (*The New York Times* 27 July 2008). Using the sources and your own personal experience, answer the prompt about the how the internet and computers have changed the way we think and learn and what you think may be the consequences to society.

Assignment sequence: Article annotations, outline, rough draft/peer or tutor review, revision plan, final draft, reflection (see sample assignment, Appendix III).

**Optional/Alternative Essay: Synthesis Argument (Multi draft; 1000 final draft words)**

This essay asks students to read a pair of articles, compare and contrast them, then synthesize and form their own opinion on a subject.

Sample prompt: *Should everyone go to college?*

There has been a lot of discussion over whether college is worth your time and money. Many believe college is expensive, it takes too long, and often students can accomplish their career goals with on-the-job training. But, on the other hand, is it worth it to avoid college? Will you make less money in the long run? Will you be able to compete with college-educated applicants? Will be able to find a well-paying, satisfying job?

You will examine two sources and write a synthesis paper that includes your own opinion about the subject. Your outline should follow one of the frameworks for a synthesis essay.

Sources: “Where are all the High-School Grads Going?” (*The Atlantic* 11 Jan. 2016) and “Is College Worth It?” (*The Economist* 5 April 2014).

Assignment sequence: Article annotations, homework, outline, rough draft/peer or tutor review, revision plan, final draft, reflection (see sample assignment, Appendix III).

**Optional/Alternative Essay: Rhetorical Analysis/Evaluation (Multi draft; 1000 final draft words)**

This essay asks students to perform a rhetoric critique on an assigned essay.

Sample prompt: *Does David Whalen write a rhetorically effective argument supporting the case for the liberal arts in “The Liberal Arts are Dead: Long Live the Liberal Arts”?*

Write a rhetorical analysis in response to “The Liberal Arts are Dead: Long Live the Liberal Arts” by David M. Whalen (16 Sept. 2016) that incorporates a 250-word summary (one page) of the article. You will focus on a rhetorical critique considering the author’s rhetorical strategies. Think of your response as an analysis about how the text tries to influence its readers rhetorically – while ignoring your FEELINGS about the article’s ideas.

Assignment sequence: Article annotation, homework, outline, rough draft/peer or tutor review, revision plan, final draft, reflection (see Sample Assignment, Appendix III).

# APPENDIX I: SAMPLE SYLLABI FACE-TO-FACE COURSE

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## Course Syllabus for English 200

Quarter Year

Rhetorical Analysis, Argumentation, and Research

Days:

Time:

Location: Rm.

**Instructor:**

**Email:**

**Office:**

**Office Hours:**

**Office phone:**

**Course Description:** 200 College Writing II (3 units)

Further work in expository writing with emphasis on argumentation and persuasion. Introduction to the preparation and writing of the research paper. Prerequisite: ENGL 101 or 102 with grade of C- or better.

**Minimum Writing Requirement (8000 final draft words):**

One rhetorical analysis essays (1,000-1,500 words) with required full revisions; a mid-term and final; and a final sequenced research essay (4,000 words).

**Student Learning Outcomes:**

In this class students will perform the following tasks:

1. Read various assigned texts and essays, written by both students and professionals, and identify and analyze the different components (SLO 1);
2. Write reading responses (SLO 2);
3. Practice a variety of journaling/discussion activities (SLO 3);
4. Practice collaborating with other students (SLO 4);
5. Write a mid-term and final essay (SLO 5);
6. Produce essays utilizing critical thinking and the entire writing process, from researching and prewriting to multiple drafts culminating in a polished final draft with emphasis on organization, structure, audience awareness, and clear purpose (SLO 6);
7. Acquire academic vocabulary appropriate for their audience (SLO 7);
8. Practice incorporating secondary sources into their own writing (SLO 8);
9. Write, revise, and edit essays in response to peer, tutor, and/o instructor criticism (SLO 9);
10. Produce a major argumentative research essay using relevant and sufficient evidence, appropriately documented, and free of plagiarism (SLO 10).

**Required Texts and Supplies:**

- *Writing Arguments* (9<sup>th</sup> ed.) by Ramage, Bean, and Johnson (WA) with **Revel**
  - Students can also purchase access directly at [www.pearsonhighered.com/revel](http://www.pearsonhighered.com/revel)
  - **Revel Print Upgrade Option:** With Revel, students also have the option to order a print upgrade once they've registered.
  - **Students can also rent the print book directly from MyPearsonStore:**

**Recommended Textbooks:**

- *Oxford Advanced American Dictionary*
- *Keys for Writers* (any edition) by Anne Raimes
- *They Say; I Say* by Gerald Graff and Cathy Birkenstein

**Required Materials:**

- An active Horizon student e-mail account with *Blackboard* access
- White 8 ½ by 11 note paper (no spirals please)
- A package of 3 x 5 cards (recommended)
- A folder for your Research Documentation Folder
- Two 8 ½ by 11 greenbooks
- A university copy card and/or extra funds for copying materials

**Course Requirements:**

All assignments are due at the beginning of class on the assigned due date unless it is a required digital submission. In that case the assignment is due on the day and time noted on the class schedule. If you must miss class the day an assignment is due, you may turn in your assignment *before* the due date. Late papers and assignments lose 10% of the grade points for each day of the class meeting that they are late. Note the **due date** and **time** for each essay (see below and on class schedule). **No essays will be accepted more than one week late.** If you don't turn a paper in because you are absent, it is still considered late. **In-class assignments, miscellaneous homework assignments, and quizzes cannot be made up.**

**Rhetorical Analysis Essay (1000 words) (100 pts)** Using one of the main sources for your research paper, you will write an essay that summarizes, analyzes, and evaluates the rhetorical strategies in the article. Your essay should include discussion of the intended audience, the writer's purpose, elements of rhetoric (i.e. ethos, pathos, logos) in the article, the types of evidence used, and the writer's style. Based on your thorough analysis, you will evaluate the article and the credibility of the source.

**Midterm (50 pts):** Your midterm will be a WST-type in-class essay. Please bring a **large greenbook** for the exam.

**Writing Arguments Revel Assignments (200 points):** See Revel interactive learning assignments.

**Research Project (600 total pts):** You will complete your research project in various stages by completing several project-related assignments throughout the quarter. (See below.)

**Research Subject Heading Choices:**

<b>Biotechnology</b>	<b>Criminal Justice</b>	<b>Racial Identity</b>	<b>Civil Liberty</b>
<b>Advertising/Media</b>	<b>Globalization</b>	<b>Environment</b>	<b>Teen and Young Adult Issues</b>
<b>Family Issues</b>	<b>US as Superpower</b>	<b>Education</b>	<b>_____ (your own) _____</b>

**Discover a Topic (10 pts): emailed in the body of an email (no attachments).**

Select a subject from the list above and develop a topic that relates to that subject heading. Your topic should focus on issues that are already somewhat familiar. Remember that this is an argument, not simply an exploratory or informative essay. Keep in mind that a workable topic must be debatable, researchable, and of some general relevance. As you search the library and other sources for material, keep an open mind. For full credit, you need to also explain why you chose this topic.

**Prospectus/Exploratory Essay (minimum 750 words) (60 pts): submitted on appropriate assignment link.**

Your prospectus/exploratory essay should be a 2-2½ double-spaced typed pages (minimum 1000 words). This paper should explain the topic and the position of your research project and the course you propose to follow to research your topic. Be sure to include the following 6 items: 1) why you are interested in this topic, 2) your research question, 3) the significance of this topic, 4) the sources you

expect to use, 5) your method for keeping track of the information, 6) opposing viewpoints have your discovered as part of your exploratory process, and 7) your working thesis for the research paper. This should be in MLA or APA format.

**Annotated Bibliography (1000 words) (100 pts): *submitted on appropriate assignment link.***

Your annotated bibliography should be titled. It should contain between 5 and 8 sources, a few of your original sources having been dropped out by this time and, perhaps, a few new sources having been added. By this time you will already have done a substantial amount of reading around your subject and should have a fairly specific idea of what sources you will be using for what purposes. Your annotated bibliography will be a continuously double-space typed list (in MLA or APA style) of those sources. After each bibliographic entry, you should include the following: 1) a brief paragraph comprised of a summary or description (3-7 complete sentences) of the contents, argument, plot, purpose, or main point of each source; and 2) a sentence or two to describe how each source will be used in your overall project. The annotated bibliography should help you to gain a thorough overview of your materials, allowing you to begin to evaluate each one critically. The annotated bibliography will help you to begin to crystallize and synthesize your ideas as you gather together and continue to amass information. **Each entry must specifically state the type of source that each source is. You must also state at the beginning of your annotated bibliography which documentation style you are using, either APA or MLA. If you do not state the specific type of source, i.e. book, website of an organization, online or print newspaper, etc., you will NOT receive any credit for your annotated bibliography.**

**Note Cards (optional):** For research papers, many students use a system of 3 x 5 cards for bibliographical information and 5 x 8 cards for notes (you may combine all information on one card if desired). It is much easier to take good notes if you have your issue question clearly formulated. Sometimes you will need to write an accurate summary of a whole article as part of your research notes; at other times, you may want to copy a passage word for word as a potential quotation, write a brief paraphrase of a particular passage, or record specific facts or data. Always remember to cite each source carefully for possible inclusion in your final draft.

**Rough draft (minimum 1000 words) (40 pts): *submitted in hard copy***

This draft presents your side of the issue, incorporating as much evidence as you have so far. It should be 2- 2&1/2 double-spaced pages with 12-point font and a fully developed argument with an introduction, claim, reasons, and supporting evidence. **Make sure that you underline your thesis on your rough draft.**

**A typed formal outline of your complete second draft (peer review draft) with complete introductory and counterargument paragraphs (40 pts): *submitted on appropriate assignment link***

Looking at your formal outline, I will evaluate your thesis, topic sentences, and the organization of your main reasons and supporting evidence. I will evaluate your counterargument paragraph. I will assign a grade to this outline and provide comments for you to continue toward your final product.

**Peer Review (minimum 2500 words) (40 pts): *submitted in hard copy—bring 3 drafts***

I expect each student to participate in a peer review session to provide feedback on your fellow classmates' drafts and receive valuable feedback on your own writing. Remember that your peers are a significant part of your audience and their comments often provide a new and significant perspective. You should bring three unmarked copies of your draft on the assigned day. You will need to print two peer review sheets from our *Bb* class site, which should be included with your final project. You may not participate in the peer review session if you do not bring your drafts to class. The minimum length for this draft is 5 typed, double-spaced pages with 12-point font. If you miss peer review day, you will need to go the SCAA with a draft and bring verification that you had tutoring. You will also only earn  $\frac{1}{2}$  of the possible points for this draft.

**Counter Argument Essay (50 pts) (minimum 500 words): *submitted in hard copy—bring 3 drafts***

This essay is a short essay where you write from a perspective that **opposes** your own position on your topic. Refer to your peer review draft and take one (or more) opposite stance(s) for this essay. This assignment should help you to anticipate and respond to counter arguments in your paper. **Make sure**

that you underline your thesis on your counter argument essay. It should be opposite your thesis in your actual paper. You will need to print two counterargument peer review sheets from our *Bb* class site and bring to class that day.

**One 15-minute conference with me to discuss your research paper (30 pts):** This conference is an important requirement. I will meet with each student and go over a draft of his or her paper. This is where I can really help you with shaping your position and the design of your argument. **You will need to prepare for your conference with me.** The conference time is not the time to show me a draft and expect me to go through all of it, nor is it the time for me to proof read for grammar errors since that is your job. Rather, you need to come prepared with questions about your draft and to show me specific areas that you need feedback on. You should bring a clean draft that is at the current state the paper is in. You should indicate areas that you want me to look at with wavy lines next to the margins. Please note that we will *not* have time to go through an entire draft, so you will need to be selective and prudent in how you want to use this time. Remember to come 10 minutes before your scheduled time. Although you are welcome to come to my office hours to discuss your draft, you will not earn any points if you miss your scheduled conference time.

**A Research Documentation Folder (30 pts): *submitted in hard copy***

This folder should contain copies of your notes as well as **copies of the first page of all research material** (including web pages) you used in this assignment. It can also include brainstorming notes, outlines, and rough drafts that I have not already seen. The material should be in a simple pocket folder. There is a checklist of requirements for this and the research paper under “Course Materials” on our *Bb* class site. This will not be returned to you. **NO BINDERS, PLEASE.**

**Final draft (4000 words) (200 points) *submitted on appropriate assignment link.***

Your final paper should be 8-10 pages long, not including the Works Cited page. With the Works Cited page, your final paper should be 9-11 pages long. This draft must be emailed to me by **11:59 pm** on the due date. **Note: I will not accept your final draft unless you have submitted all previous pieces of the research project**, including a prospectus, an annotated bibliography, two peer review sheets, the required drafts (your 1<sup>st</sup> draft, your 2<sup>nd</sup> draft), your typed formal outline, your counter argument essay, and your research documentation folder.

**Note:** You must have at least one visual component in your paper: a chart, table, photograph, etc. The visual component must be incorporated into your text and commented on; it must also be correctly labeled and documented both with an in-text citation as well as included on your bibliography. **The visual does not count in the required number of pages.**

**Final: Reflective Essay (minimum 500 words) (50 pts): *submitted in hard copy***

After you have finished your paper you will write an in-class reflection describing the best peer review advice you received, what you learned from writing this paper, and how this knowledge can be carried to your other classes and/or professional field.

**Grading/Assignments:**

Rhetorical Analysis Essay	100
Midterm (WST-type in-class essay)	50
Final (Reflective essay)	50
<i>Writing Arguments</i> Revel assignments (20% of total grade)	200

**Research Project (600 points total):**

Topic	10
Prospectus/Exploratory Essay	60
Annotated Bibliography	100
Rough Draft	40
Typed Formal Outline	40
Peer Review	40
Counter Argument Essay	50
Conference	30
Research documentation folder	30

Final paper (8-10 pages)

200

**Total**

1000

**Note:** To receive credit for this class, you must complete the required work. Anyone who earns less than 70 percentage points or receives less than 700 points will not receive credit for the course.

**Late Paper Policy:** Late papers and assignments lose 10% of the grade points for each day of the class meeting that they are late. Note the **due date and time** for each essay (see class schedule). **No essays will be accepted more than one week late. No exceptions!** If you don't turn a paper in because you are absent, it is still considered late.

### Grading Scale

930-1000	A		730-769	C
900-929	A-		700-729	C-
870-899	B+		670-699	D+
830-869	B		630-669	D
800-829	B-		600-629	D-
770-799	C+		599 and below	F

### Attendance Policy:

You are expected to attend every class meeting. Two late entries (5-10 minutes) for a T/Th class count as one absence. Students who come to class more than 10 minutes late (or leave more than 10 minutes early) will receive a half absence. More than two absences for a T/Th class will result in a drop of one grade level. You cannot pass this class simply by turning in the papers.

**Absences:** You are responsible for knowing what went on in the class if you are absent; therefore, you should make arrangements with one or two students in the class and have them get any handouts and notes that you missed while absent.

### Participation:

If you do not plan to participate, drop this class now!! Participation means coming to class prepared, ready to write and ready to comment on the topic of the moment. Your input is critical to the success of the course. I plan to spend very little time lecturing; your ideas are a lot more interesting. Remember, this is a group effort, so plan to participate.

### Requirements for Out-of-class Essays:

All work (except pre-writing & research notes) must be word-processed, size 12 font.

- Essay peer review and final drafts must be word-processed, size 12 font, either Times Roman or Arial, double-spaced, 1-inch margins top, bottom, and sides, and in MLA or APA format. Certain assignments must be submitted digitally on Blackboard (*Bb*) under "Assignments" under the appropriate assignment link—see details elsewhere in the syllabus. Please refer to the handout and/or video on *Bb* under "Course Materials" for how to submit on the assignment links of *Bb*. The grading rubric for these can be viewed there as well.
- When turning in peer review drafts, please do NOT put them in a folder, just staple the pages together. You will revise and polish each subsequent draft of each essay according to the feedback that you receive on drafts and outlines.
- Handwritten drafts (except in-class drafts) will not be accepted.

**Note:** If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact the professor as soon as possible.

**Extra Credit:** If you attend a workshop at the SCAA and bring back verification of attendance, you will receive 10 points extra credit. However, you can only get extra credit for one workshop attendance.

### **Academic Dishonesty (Cheating and Plagiarism):**

- *Cheating* includes using unauthorized notes during a quiz, copying another student's work, or submitting an assignment completed by someone else.
- *Plagiarism* is taking the words or substance of another and either copying or paraphrasing the work without giving credit to the source (e.g. through footnotes, quotation marks, reference citations). The first instance of plagiarism will result in a failing grade (0 points) on the assignment, including the peer review and final review drafts, but the student will be allowed to rewrite the essay for a passing grade. However, the highest grade that a student can earn on the re-write is a C. If the student fails to rewrite the essay or if plagiarism occurs a second time, the student will be reported to the Academic Dishonesty Committee and may fail the course. **Note: Students agree that by taking this course all required papers might be subject to submission for textual similarity review to SafeAssign for the detection of plagiarism. All papers submitted will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers. Use of the SafeAssign service is subject to the terms of use agreement posted on the SafeAssign site.**

### **Student Grievance Procedure:**

All student grievances concerning grading or other areas are to be brought to the attention of the course instructor before any other action is taken. Students who continue to feel, after conferring with their instructor, that they have been treated unfairly will be advised by the instructor to confer with the appropriate supervisor.

### **In-class Etiquette:**

- Be on time. It is rude to come to class late. It disrupts your classmates and your instructor.
- Show respect for your classmates even if you disagree with their opinions.
- Use appropriate language during discussions.
- Refrain from expressing disgruntlement in class. (See me outside of class about any concerns).
- Do not bring distracting items to class (large meals, etc.). **Please turn off cell phones.**
- Avoid distracting behavior. Do not sort through backpacks or binders during class discussions.
- Allow other class members an opportunity to participate in discussions.
- Do not engage in private conversations with other students while the instructor or other class members are talking.

**Electronics policy:** According to university policy, it is a violation to film, take pictures, or record during class without the permission of the instructor and all students in the class. Violations in student conduct are matters for the office of judicial affairs.

*Note: The syllabus is subject to change without notice.*

***I am looking forward to a fun and productive quarter. Welcome!***

# APPENDIX I: SAMPLE SYLLABI ONLINE COURSE

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English 200

*Syllabus subject to change without notice*

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## College Writing II

Meetings: Online

Instructor: Professor Name

Office: CSUEB

Hours: Office hours

Telephone: Your office number  
Hayward: English Dept. 510.885.3151 FAX: 510.885.4797

Email: email.csueastbay.edu

I answer emails within 24 hours

Email syllabus, general course questions **ONLY AFTER** you have checked the course discussion board FAQ

Required text (for example): Allyn & Bacon *Concise Guide to Writing* (8<sup>th</sup> ed) (ISBN-10: 0-134-4265-2). Available to rent in print and as an eBook at:

<http://www.mypearsonstore.com/bookstore/allyn-bacon-guide-to-writing-concise-edition-9780134407654>

### CATALOG COURSE DESCRIPTION:

#### **College Writing II (English 200)**

Further work in expository writing with emphasis on argumentation and persuasion. Introduction to the preparation and writing of the research paper. *Prerequisite: ENGL 100 with grade of "C-" or better.*

### ENGLISH 200 STUDENT LEARNING OUTCOMES (SLOs):

In this class students will perform the following tasks:

1. Read various assigned texts and essays, written by both students and professionals, and identify and analyze the different components (SLO 1);
2. Write reading responses (SLO 2);
3. Practice a variety of journaling/discussion activities (SLO 3);
4. Practice collaborating with other students (SLO 4);
5. Write a mid-term and final essay (SLO 5);
6. Produce essays utilizing critical thinking and the entire writing process, from researching and prewriting to multiple drafts culminating in a polished final draft with emphasis on organization, structure, audience awareness, and clear purpose (SLO 6);
7. Acquire academic vocabulary appropriate for their audience (SLO 7);
8. Practice incorporating secondary sources into their own writing (SLO 8);

9. Write, revise, and edit essays in response to peer, tutor, and/o instructor criticism (SLO 9);
10. Produce a major argumentative research essay using relevant and sufficient evidence, appropriately documented, and free of plagiarism (SLO 10).

### COLLEGE READING, THINKING, AND WRITING

College-level essay standards. You are expected to write essays using standard grammar and critical thinking conventions for college-level writing (see rubric in essay standards handout).

Critical Thinking. You should be able to take concepts and logically apply them to the outside world. As a college student you want to move from “remembering” to “creating.” You will be graded on your critical thinking abilities.

Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.

Reading with a pencil. When reading an academic text take notes either in the margins of your source (textbook) or on a separate sheet as you read. Highlighting a text is good for memorization; however it does not encourage critical thinking. Putting the text in your own words helps you to understand the text better.

Reading to Writing in Standard English. Proper grammar and spelling must be practiced through your own writing to help you absorb correct usage of Standard English.

Reading for Writing. DO READINGS BEFORE HOMEWORK. Since this is an online class, most of your learning will be acquired through course readings. This class is reading heavy in the beginning and writing heavy at the end.

Writing from readings. Good writers read a lot. Emulating the style of an author you enjoy will help you in your own writing.

Writing is a process. Clear, intelligent prose doesn't just flow onto the page. Writers need to take the time to come up with ideas, develop support, and revise (composing in multiple drafts). Writing is a recursive process and the process of revision is built into the framework of this course.

Writing for an audience. Occasionally you will share your writing with tutors and classmates. **DO NOT** write something you don't want to share with the entire class.

### COURSE REQUIREMENTS/POLICIES

Syllabus and Schedule: The syllabus and schedule are subject to change without notice.

Academic Honesty: Cheating and plagiarism are not tolerated at the university and, if discovered, will result in severe disciplinary action.

#### **Academic Dishonesty includes, but is not limited to:**

- cheating, which includes possessing unauthorized sources of information during examinations, copying the work of others, permitting others to copy your work, submitting work done by others, completing assignments for others, altering work after grading and subsequently submitting it for re-grading, submitting the same work for two or more

classes without the permission of all instructors involved, or retaining materials that you have been instructed to return to your instructor;

- plagiarism, which includes taking the words, ideas, or substance of another and either copying or paraphrasing the work without giving credit to the source through appropriate use of footnotes, quotation marks, or reference citations;
- providing materials to another with knowledge they will be improperly used;
- possessing another's work without permission;
- selling, purchasing, or trading materials for class assignments (includes purchasing term papers via the World Wide Web);
- altering the work of another;
- knowingly furnishing false or incomplete academic information;
- altering documents that make up part of the student record;
- forging signatures or falsifying information on any official academic document;
- inventing data or falsifying an account of the method through which data was generated.

By enrolling in this class you agree to uphold the standards of academic integrity described in the catalog at: <http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html>

Adult content: **WARNING:** This class, including books, movies, lectures, videos, and/or blackboard discussions will concern adult themes and content and you are expected to deal with any adult topic in a mature way.

Attendance: There isn't an attendance policy for online classes, which for many students is the main reason they are taking an online course. However it can also be a problem for students who are not good at time management or procrastinate. You need to stay on top of reading and getting all assignments turned in on time. NOTE: Not everything is due on Sunday, so be aware.

Challenging English 200: Students may challenge courses by taking examinations developed at the campus. Credit shall be awarded to those who pass them successfully. No instructor is obliged to offer credit-by-examination for a course.

The university recognizes that exceptional students, by reason of special studies or experiences, may already have achieved the objectives of certain courses in the basic program; therefore, students with this background may petition to receive credit in selected courses by special examination. Such an examination is normally from three to six hours in length and may be oral as well as written. Each course may be challenged only once.

If you wish credit under this plan, you must register during registration for the units to be earned by the examination. The class being challenged for credit must be listed in the class schedule for the particular quarter. Obtain a petition for credit by examination from the office of the department offering the course, and get the permission of both the instructor and department chair. The examination must be administered during the first two weeks of the quarter and the results, in grade form, must be submitted to the Records Office by the end of the fifth week. The instructor is responsible for notifying you of the results of the examination.

Online Etiquette: In discussions, remember that even though you may not agree with all that you read you need to give others the respect and the hearing that you would want them to give you.

- No opinion is to be ridiculed.
- Use appropriate language in online discussions.
- Refrain from disgruntlement.
- If you have a complaint, email me privately.

Class Syllabus, Schedule, Videos, PPTs, and Handouts: Instructors are now required to use BlackBoard as a way of getting class material to students. You are required to do all readings and watch power point presentations, and videos for week as required.

- *The syllabus and schedule are subject to change without notice.*
- I will also use email to inform you of sudden changes, important information and/or date changes.

Counseling. All currently registered students of CSU East Bay are eligible for counseling services at Student Health and Counseling Services (SHCS). Please note that all of our counselors are "generalist" trained to work with students on any personal issue. In addition, there are individual, couples, and group counseling options. To make a counseling appointment at SHCS Counseling Services please call our front desk at 510-885-3735, stop by or visit their website at: <http://www.csueastbay.edu/shcs/>

#### Discrimination Policy:

A Note on Discrimination, Harassment, and Retaliation (DHR) Title IX and CSU policy prohibit discrimination, harassment and retaliation, including Sex Discrimination, Sexual Harassment or Sexual Violence.

- CSUEB encourages anyone experiencing such behavior to report their concerns immediately.
- CSUEB has both confidential and non-confidential resources and reporting options available to you.
- Non-confidential resources include faculty and staff, who are required to report all incidents and thus **cannot** promise confidentiality.
- Faculty and staff must provide the campus Title IX coordinator and or the DHR Administrator with relevant details such as the names of those involved in an incident.
- For confidential services, contact the Confidential Advocate at 510-885-3700 or go to the Student Health and Counseling Center. For 24-hour crisis services call the BAWAR hotline at 510-845-7273.

For more information about policies and resources or reporting options, please visit the following websites:

<http://www.csueastbay.edu/af/departments/risk-management/investigations/register-complaints.html>  
<http://www.csueastbay.edu/titleix>

#### Due Dates:

- All discussion posts are due by Thursday at midnight each week. All responses due by Sunday midnight.
- All out-of-class work is due on Sunday at midnight each week.
- All work is listed on the schedule, which is available on Blackboard.
- Due dates are subject to change without notice. (Due dates may change based on my assessment of class needs or due to unforeseen circumstances).

Due dates may be the hardest item for you to deal with in an online class. Do NOT wait until 9:00 p.m. on Sunday to check what work is due by midnight. You need to set up your schedule to stay caught up on work—that includes readings, quizzes/tests, and out-of-class assignments.

Electronics Policy/Computer: According to university policy, it is a violation to film, take pictures, or record during class without the permission of the instructor and all students in the class. Violations in student conduct are matters for the office of judicial affairs. This includes Bb discussions.

Information on the minimum computer hardware and software specifications may be found at: <https://en->

Email/Questions:

- Do NOT email me with questions about how this class operates BEFORE you have read the syllabus, schedule, general essay requirements and the discussion board FAQ.
- Do post your general course questions on the discussion board FAQ (There may be other students with the same question).
- Check the FAQ daily (I answer all questions once a day).
- Do answer a question on the FAQ if you can. You will earn **2 points of extra credit** (25 point EC maximum).
- Students are required to check their Horizon email accounts regularly (once a day).

Emergency Information: California State University, East Bay is committed to being a safe and caring community. When you are on campus, your appropriate response in the event of an emergency can help save lives. Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at: <http://www20.csueastbay.edu/af/departments/risk-management/ehs/emergency-management/index.html> (Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.)

English Tutoring/Tutor Reviews: English tutors help students develop, clarify, and organize their ideas as well as learn how to find and correct errors in English usage. English tutors can also help students develop effective reading strategies and good study skills.

- The SCAA (Student Center for Academic Achievement) is a free service available to all CSUEB students through its Online Writing Lab (OWL) at <http://library.csueastbay.edu/scaa/online-tutoring/online-writing-lab/>.
- You will be required to get rough draft reviews from the SCAA tutors from time-to-time.
- The SCAA also offers many workshops on things like thesis statements, plagiarism, and the WST. If you attend a SCAA workshop you can earn extra credit.

Grievance Policy: The California State University, East Bay Student Grievance Guidelines for the Department of English states, "Students who believe they have been graded unfairly, or have been otherwise treated unfairly by their instructor, are to discuss the matter with the instructor first—before consulting any other member of the department. Most student grievances result from miscommunication and, once the miscommunication has been clarified, can easily be settled" (Compfac Handbook).

Homework: All homework due each week must be submitted to the appropriate dropbox by Sunday midnight. It is a good idea for you to check the homework due for the week early in the week because there are usually a few assignments. All homework is listed on the schedule in the order it should be accomplished. This is necessary since most assignments build on prior assignments.

Turn in homework throughout the week as you finish it and not just on Sundays. In this way you can get feedback on assignments. For example, in one week there may be an essay outline and SCAA review due by Sunday, but you would probably want some feedback on the outline before you attempt the rough draft

Late Work: Deadlines are a fact of life at home, the workplace, and school is no exception. This is often the hardest thing for students to deal with in an online class. You need to stay on top of your time management.

If you know you are going to have difficulty with a due date:

- Take a test EARLY by contacting me to make arrangements.
- Late work will receive a TEN PERCENT deduction for EVERY DAY it is late.

Out-of-Class Writing:

- All outside writing assignments must be typed using the appropriate MLA format for the assignment.
- If you use outside sources, include a "Works Cited" page for any/all outside sources.
- Submit all out-of-class work to the appropriate dropbox or portal on Blackboard.
- All out-of-class writing for the week is due at midnight on Sunday.

Prerequisites and IDs:

- Students who have not met the prerequisites for this class will be disenrolled.
- Students need to be able to show proof of identification upon request.
- Anyone who misrepresents himself or herself in order to earn credit in this course faces serious judicial consequences.

Similarity Ratings/Turnitin/Safe Assign: All essays are run through a similarity checker which is integrated into the dropbox where your assignments are turned in online. **DO NOT go to Turnitin.com.** Turnitin/Safe Assign is a part of the CSUEB course experience and is included in Bb. After submitting your paper to a dropbox, you can go back and check your similarity rating. Similarity ratings should be ten percent or less.

All ideas that are not your own (including paraphrases) must be properly cited and included on a Works Cited page.

Student Disabilities Policy: In the Blackboard course under the category Student Support Services, you'll find links to all of the services available to you from the university, including accessibility and tutoring services, and university policies on accessibility.

If you have a documented disability and wish to discuss academic accommodations, or if you need assistance in the event of an emergency evacuation, please contact me as soon as possible.

Students with disabilities needing accommodation should speak with the Accessibility Services. For more information visit: <http://www20.csueastbay.edu/af/departments/as/>

Student Participation: English 200 is an advanced 4-unit English composition course focused on research and critical thinking. Students should expect to engage with content and assignments 12 to 16 hours per week.

Student Support Services: Information on academic services is located on Bb under the "Student Support Services" tab and includes information on

- course quality assurance
- technology support services
- accessibility services
- registering complaints
- library
- academic support services
- assistive technology services
- counseling services
- testing offices
- mandatory sexual assault prevention training

Technical Info: If you need any ADA compliant videos, screen reader help, captions, etc. contact me. Information on how Bb functions is located under the "Hints and Technical Info" tab and includes information on:

- accessibility
- how to use discussion boards
- taking online tests in Bb
- Turnitin status page
- blackboard help
- submitting documents to Bb
- communicating with classmates
- computer settings and supported browsers

## GRADING

Grading Analysis: Grading analysis is done online through Blackboard. In order to view comments on your work go to Gradebook and hover over the grade and a speech bubble will appear. Click on (or hover) and you will see the comments based on the rubrics for this class (see essay guidelines handout for rubrics).

Check your grades often. If you have questions about your grades, email me immediately.

All feedback and grades for preliminary drafts and homework that is built into essay assignments will be graded within 48 to 72 hours in most cases. Grades for final drafts and tests may take up to a week for grading.

Your final grade will be based on the assigned work during the quarter and on your class participation.

In addition you can earn up to 25 points in extra credit work.

Your grades will be posted on BlackBoard and your final grade will be based on the percentage earned.

90 to 92.99 percent = A-	93 to 100% = A	
80 to 82.99 percent = B-	83 to 87.99 percent = B	88 to 89.99 percent = B+
70 to 72.99 percent = C-	73 to 77.99 percent = C	78 to 79.99 percent = C+
60 to 62.99 percent = D-	63 to 67.99 percent = D	68 to 69.99 percent = D+

I strictly follow the above percentages. A 92.97 is an A-, so do not email asking me to GIVE you an A, when you EARNED an A-. This is unfair to every other student in the class.

Any percentage below 70 percent constitutes a N/C (no credit). "Units that you earn in courses taken under the C/NC grading pattern will apply to your degree requirements as long as they are not remedial courses (courses numbered 0800 - 0999). "CR" signifies you mastered the material at the level of "C-" or higher. "NC" signifies a work level of "D+" or lower. Faculty use of "+" or "-" is optional" (CSUEB Catalog). None of the assignments are weighted: one point equals one point.

## COURSE ASSIGNMENTS

### Discussion Posts:

Discussion posts are a way for you to explore your writing through interaction with your cohorts. You are required to post an answer to the weekly discussion by Thursday and respond to two of your classmates' answers by Sunday.

### Quizzes:

Quiz 1 (50 pts): Twenty questions, five points each consisting of True/False, fill-in, and multiple choice on the syllabus, schedule, and general essay requirements. This is a timed quiz (one hour).

Quiz 2 (50 pts): Ten question, five points each consisting of multiple choice quiz on logical fallacies. This is a timed quiz (1 hour).

**Midterm:**

Twenty-five questions, two points each consisting of true/false, fill-in, and multiple choice questions on MLA, grammar and rhetoric. This is a timed midterm (1 hour).

**Final Exam:**

Finals Week - The final exam is based on the Writing Skills Test (WST) offered at CSUEB. This is one of the ways students can fulfill the University Writing Skills Requirement (UWSR). The actual test is a timed essay exam (2 hours). In the case of the final, you get one attempt that you will submit to Safe Assign for a similarity check. If your similarity rating is high, you could risk failing this course.

If you have already taken and passed the WST, contact me immediately.

**Essays:**

- All outside sources must be properly referenced.
- All final drafts will be submitted to the Safe assign portal and will have a similarity rating of ten percent or less.
- ***Failure to produce a final draft of any essay will result in failing this course.***

**Essay No. 1: Thinking Personally (1-draft Diagnostic) (F/D 750 words)**

The prompt (with due dates) will be available on Bb when released.

**Essay No. 2: Summary/Rhetorical Response (F/D 1,000 to 1,250 words)**

The prompt (with due dates) will be available on Bb when released. All due dates are also listed on the schedule.

**Essay 3: Annotated Evaluative Bibliography for Research Project (1,000-1,250 words)**

The prompt (with due dates) will be available on Bb when released. This project will be used as the research for essay 4 – a classical argument. All due dates are also listed on the schedule.

**Essay 4: Classical Argument - Researched (F/D 4,000 minimum)**

The prompt (with due dates) will be available on Bb when released. All due dates are also listed on the schedule.

## APPENDIX II: SAMPLE MIDTERMS AND FINALS

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### Midterm:

#### Counter Argument Essay for F2F or online classes (could be in-class essay midterm)

This essay is a short essay (at least one page) where you write from a perspective that opposes your own position on your topic. Refer to your peer review draft (F2F) and take one (or more) opposite stance(s) for this essay. This assignment should help you to anticipate and respond to counter arguments in your paper.

### Midterm or Final:

#### WST Practice Test (F2F/Online)

The Writing Skills Test consists of an analytic essay that requires you to demonstrate that you can think and write critically. Most four-year colleges have some form of a writing skills test that demonstrates that you can write and THINK at the college level.

For purposes of this final, you will be following the CSU East Bay model. Take a few minutes to plan your essay and the rest of the class to write your essay (prewriting is a requirement). In all cases you are being asked to write an argument, so think about the components of a good argument: A debatable thesis (claim), backed up by relevant reasons, examples (facts, statistics, quotes, anecdotes) and explanations and a conclusion that does MORE than just restate the introduction. Your conclusion should add to the argument and in the case of a personal argument (like this one), you should convey to your readers why they should believe you, in other words how does your argument relate to them (college students) or society at large?

You should back up all claims that you make with evidence and while that evidence will be personal knowledge, try to give credit to where you saw, or from whom you heard, such evidence. For example, you can write something like “In my psychology class, I learned X,” or “In a recent news report on television, I saw Y” or “My brother told me about Z”. In this way you are providing citations for your claims giving your argument ethos.

In addition, keep in mind that once time is called, your essay is finished, so this may be the one time you will want to begin an essay with your strongest argument.

#### Choose one of the following prompts and write ONE complete essay:

1. Some people believe that everyone should engage in one or more years of compulsory public service, be it military, educational, environmental, or some other form of service. Other people believe that mandatory service violates individual rights to pursue daily activities. Should everyone be required to perform public service? Make sure you support your position with reasons, explanations, and examples.
2. As people rely more and more on technology to solve problems, the ability of humans to think for themselves will surely deteriorate.

Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position. Make sure you support your position with reasons, explanations, and examples.

## **Final:**

### **Reflective Essay Final** (F2F/Online) (Research Paper)

Write a reflective essay that describes and reflects on your process of writing the research paper from the initial researching stage through the final draft. You also need to describe the best peer review advice you received, what you learned from writing this paper, and how this knowledge can be carried to your other classes and/or professional field

### **OR Reflective Essay** (F2F/Online) (Whole class)

Discuss how your writing has improved over the course of English 200 and reflect on your process of writing the research paper. What assignment do you feel you excelled at and helped you most in the process of writing the research paper, and why? What assignment was your least favorite? Why? How do you think you can use elements of this course in other academic writing as well as writing you will do in your future career? How do you think you will change your own writing strategies to improve your learning both inside and outside the classroom?

## Appendix III: Sequenced Essay Assignments

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### Sequenced Essays: Research Paper

#### **Annotated Bibliography (1000 words):**

Your annotated bibliography should be titled. It should contain between 5 and 8 sources, a few of your original sources having been dropped out by this time and, perhaps, a few new sources having been added. By this time you will already have done a substantial amount of reading around your subject and should have a fairly specific idea of what sources you will be using for what purposes. Your annotated bibliography will be a continuously double-space typed list (in MLA or APA style) of those sources. After each bibliographic entry, you should include the following: 1) a brief paragraph comprised of a summary or description (3-7 complete sentences) of the contents, argument, plot, purpose, or main point of each source; and 2) a sentence or two to describe how each source will be used in your overall project. The annotated bibliography should help you to gain a thorough overview of your materials, allowing you to begin to evaluate each one critically. The annotated bibliography will help you to begin to crystallize and synthesize your ideas as you gather together and continue to amass information. Each entry must specifically state the type of source that each source is. You must also state at the beginning of your annotated bibliography which documentation style you are using, either APA or MLA.

*This will be reviewed, commented on, and graded by the teacher.*

\* Optional: A typed formal descriptive outline of your complete second draft with complete introductory and counterargument paragraphs .

*This will be reviewed, commented on, and graded by the teacher.*

#### **Rhetorical Analysis of a Source Article for the Research Paper (1000 words) (Optional):**

Write a critical rhetorical analysis of one of the source articles that you will be using for your research paper and find most valuable. In this essay, you will write an essay that summarizes, analyzes, and evaluates the rhetorical strategies in the article. Your essay should include discussion of the intended audience, the writer's purpose, elements of rhetoric (i.e. ethos, pathos, logos), the types of evidence used, and the writer's style. Based on your thorough analysis, you will evaluate the article and the credibility of the source.

Guidelines:

**Introduction:** Your introduction should include a description of the article and a summary of the main ideas. You should also include your *evaluative thesis* which tells the reader what the focus of your analysis is and what you intend to discuss in the essay.

**Body of essay:** You will analyze rhetorical features, such as the intended audience, the writer's purpose, elements of rhetoric (i.e. ethos, pathos, logos), the types of evidence used, and the writer's style. Based on your thorough analysis, you will evaluate the article and the credibility of the source.

**Conclusion:** Conclude what your analysis has shown, re-cap your evaluation of the article, the content, and, if applicable, the experiment/research, based on your analysis. You can also comment on how the article or the research could have been improved.

*This will be reviewed, commented on, and graded by the teacher.*

### **Peer Review Draft (minimum 2000 words)**

I expect each student to participate in a peer review session to provide feedback on your fellow classmates' drafts and receive valuable feedback on your own writing. Remember that your peers are a significant part of your audience and their comments often provide a new and significant perspective. You should bring three unmarked copies of your draft on the assigned day. You will need to print two peer review sheets from our *Bb* class site, which should be included with your final project. You may not participate in the peer review session if you do not bring your drafts to class.

### **Counter Argument Essay for F2F classes (500 words)**

(This could be the midterm as an in-class essay or could be an out-of-class essay)

This essay is a short essay (at least one page) where you write from a perspective that opposes your own position on your topic. Refer to your peer review draft and take one (or more) opposite stance(s) for this essay. This assignment should help you to anticipate and respond to counter arguments in your paper.

\*Optional: One 15-minute conference to discuss your research paper (might only work for F2F classes): This conference can be helpful where the teacher help students with shaping their position and the design of their argument. Students will need to prepare for their conference with the teacher, so students need to come prepared with questions about their drafts and indicate specific areas that they need feedback on. Students should bring a clean draft that is at the current state the paper is in. They should indicate areas that you want me to look at with wavy lines next to the margins.

\* Optional: A Research Documentation Folder for F2F classes: This folder should contain copies of your notes as well as copies of the first page of all research material (including web pages) you used in this assignment, and a reflective essay where you describe the best peer review advice you received, what you learned from writing this paper, and how this knowledge can be carried to your other classes and/or professional field. It can also include brainstorming notes, outlines, and rough drafts that I have not already seen.

### **Reflective Essay (500 words) (This could be the final as an in-class essay or an out-of-class essay).**

After you have finished your paper you will write a reflective essay that describes and reflects on your process of writing the research paper from the initial researching stage through the final draft. You also need to describe the best peer review advice you received, what you learned from writing this paper, and how this knowledge can be carried to your other classes and/or professional field

### **Final Paper (4000 words)**

Your final paper should be 8-10 pages long, not including the Works Cited page. With the Works Cited page, your final paper should be 9-11 pages long.

\* Optional: You must have at least one visual component in your paper: a chart, table, photograph, etc. The visual component must be incorporated into your text and commented on; it must also be correctly labeled and documented both with an in-text citation as well as included on your bibliography. The visual does not count in the required number of pages.

\*Optional components to be assigned at teachers' discretion

## Appendix III: Alternate/Optional Assignments

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Some instructors may not want to perform a rhetorical analysis within the Research Essay Sequence. Here are some optional assignments.

### Optional Essays:

#### **Prospectus/Exploratory Essay (F/D 1,000 words)**

Your prospectus/exploratory essay should be a 2-2½ double-spaced typed pages (minimum 1000 words). This paper should explain the topic and the position of your research project and the course you propose to follow to research your topic. Be sure to include the following 6 items: 1) why you are interested in this topic, 2) your research question, 3) the significance of this topic, 4) the sources you expect to use, 5) your method for keeping track of the information, 6) opposing viewpoints have you discovered as part of your exploratory process, and 7) your working thesis for the research paper. This should in MLA or APA format.

#### **Rhetorical Analysis (F/D 1,000 words)**

Sample Assignment: The word “analysis” is derived from an Ancient Greek word meaning to “loosen” or “undo.” A good analysis should undo the parts of an argument and synthesize them into a new whole—your essay. An analysis succeeds when it produces useful, interesting, or significant conclusions, and when it teaches the reader something about the text being analyzed.

The purpose of this essay is to create an argument, an analysis, of a written textual argument. For this assignment please analyze a single element, or a set of elements in an argument (claim, support, warrant, logical fallacy, inductive or deductive logic, etc.) or a single rhetorical strategy or set of complementary strategies (the author’s use of metaphor, irony, definition, biased diction, etc.) from one of the articles in your reader. You may closely analyze either a text that we have discussed in class or not. Your essay should be 4-6 double-spaced, typed pages (1000-1,500 words). (CSUEB Compfac Handbook 2003).

## Essay: Summary with Rhetorical Analysis (w/sequenced assignments) (Final Draft 1,000 words)

Instructors can use any number of articles for this critique.

Sample Prompt: *Does David Whalen write a rhetorically effective argument supporting the case for the liberal arts in “The Liberal Arts are Dead: Long Live the Liberal Arts”?*

Write a rhetorical analysis in response to “The Liberal Arts are Dead: Long Live the Liberal Arts” by David M. Whalen (16 Sept. 2016) that incorporates a 250-word summary (one page) of the article. You will focus on a rhetorical critique considering the author’s rhetorical strategies. Think of your response as an analysis about how the text tries to influence its readers rhetorically – while ignoring your FEELINGS about the article’s ideas. DO NOT use words like “agree” or “disagree” – they signal an ideas response.

Your thesis should examine how the author uses rhetoric, not what the article says. For example the thesis could look something like: In “The Liberal Arts are Dead: Long Live the Liberal Arts” David Whalen uses ethos, pathos, and logos effectively to make his argument that the sciences must learn the art of rhetoric in order to create sound hypotheses.”

As you work with the text, remember to use attributive tags, quotation marks for any quoted passages, and MLA documentation to distinguish your own points about the text and the author’s ideas or language.

In your conclusion decide whether or not the author was effective in his use of rhetoric and why.

Your similarity rating must be 10 percent or less. When writing keep in mind the class rubrics in general essay requirements for essay organization, development, and language as well as critical thinking.

DO NOT STRING QUOTES or PARAPHRASES TOGETHER. Every time you quote or paraphrase you must follow that sentence with analysis. You need to provide your reader with some explanation as to why that material is important and/or relevant to your topic or thesis. You can analyze by connecting the quote/paraphrase to your idea or topic. In other words, how does it support your position? Interpret the source if it is jargon-filled or hard to grasp, how does your quote show logic, ethos, or pathos?

Checklist for a summary strong rhetorical response:

- effective introduction that presents the topic/problem/question the article addresses
- appropriate summary of the article
- thesis statement that presents two or more rhetorical points that you will be analyzing and possibly a roadmap of the critique giving readers a clear sense and scope of essay –
- brief examination of the audience and the purpose of the essay
- a brief look at how the genre shapes the text’s style, structure, and use of evidence
- analyze the effect of the author’s language choices and complexities
- analyze the author’s appeals to ethos, pathos, and logos
- analyze the author’s use of evidence (appropriate, relevant, etc.)
- analyze the author’s angle of vision
- effective conclusion that wraps up the analysis to leave readers thinking about both the author’s piece and whether or not the author’s use of rhetoric was effective
- a works cited page

Essay Task 1: Annotations Due. Annotate the article completely. In other words, read it like you would read a peer review and make at least seven comments per page that add to, argue with, agree/disagree with the article.

Essay task 2: Summary. Begin by carefully annotating the article “The Liberal Arts are dead: Long Live the Liberal Arts.” Once you finish, write a 250 (one-page) word summary with appropriate in-text citations. Be sure you include a “Works Cited” page. Remember: a summary DOES NOT contain any analysis or opinion. It is a fair review of an article that provides your readers background so they can follow the point of your essay. If

you find yourself using words like “ethos,” “pathos,” or “logos” you are not writing a summary, you are writing an analysis (25 pts).

Essay Task 3: Question-Asking Strategies. Answer the following “Question-Asking Strategies for Writing a Rhetorical Critique.” Your answers should be stand alone paragraphs and MUST be used in your essay.

1. In five to six sentences describe David Whalen’s intended audience in “The Liberal Arts are Dead” and describe his purpose in writing the article. Why does he want people to support the liberal arts? How well do Whalen’s references to classic texts, famous authors, and philosophical ideas suit his purpose and audience? How does Whalen’s own angle of vision shape his perspective?

2. Describe how Whalen’s word choices appeal to pathos? Write a paragraph describing how the author’s language choices, sentence length and complexity support the idea that the arguments STEM people use to support teaching the sciences actually demonstrate the need for a rhetoric-based education in the arts?

3. In five to six sentences make a list of the factors that demonstrates Whalen’s appeal to *ethos*. How well does the author persuade readers that he is knowledgeable, reliable, credible, and trustworthy? Does he speak to your experience of disputing ideas over writing a well-constructed powerful argument?

4. Write a paragraph describing how Whalen has (or has not) created a reasonable, logically structured argument? Paraphrase some of his reasons including the value of an arts education, how the liberal arts sharpens thinking, the undermining of the liberal arts by “poor practitioners,” and how STEM subjects as the antecedents to scientific thinking show the need for properly trained arguers (rhetoricians). What evidence does he employ to support these ideas?

Essay Task 4: Structured Outlines. After freewriting, focused freewriting, idea mapping, and/or believing and doubting complete a structured outline. NO COMPLETE SENTENCES – use bullet points or a formal structure. Do NOT write an essay disguised as an outline. These will NOT be accepted late under any circumstances. Submit to appropriate dropbox.

You MUST have a preliminary thesis statement at the top of the page (this will change by your final draft), but I need to see where you are starting from.

Peer review/Rough Draft (1000 words). Complete an in-class peer review (F2F) or tutor review (online).

Revision Plan (F2F). After your paper has been peer reviewed, write a detailed revision plan before you leave class and submit to me.

Final draft (1,000 to 1,250 words). Revise your final draft using the comments you received on your outline, strategy asking questions, and during your SCAA review, then submit your final essay to the SafeAssign dropbox. You must have a similarity rating of 10 percent or less. You must have made changes to your SCAA draft, if you have not you will receive a zero (Online).

Essay Reflection. After you have finished your paper you will write an in-class reflection describing the best peer review advice you received, what you learned from writing this paper, and how this knowledge can be carried to your other classes and/or professional field. (Excerpted from *Allyn & Bacon Guide to Writing*)

## **Essay: Cause and Effect Essay (F/D 1,000 words)**

Instructors can use any number of articles for this cause and effect essay.

Sample Prompt: *How has the Internet and computers changed the way we think and learn and what are the consequences and implications for society?*

Outside Sources: Other than your own personal experience, the only outside sources are those provided on Blackboard, “Is Google Making us Stupid” by Nicholas Carr (*The Atlantic* July/August 2008) and “Literacy Debate: Online, R U Really Reading” by Motoko Rich (*The New York Times* 27 July 2008).

Think abouts: Are you a digital native or a digital immigrant? Does your instructor (or parents) speak a different language than you do? Do you feel your thinking patterns have changed because of the Internet? Are you a game-playing learner? Can you read long articles or books?

Nicholas Carr wrote an essay about the influence of the Internet on our thought processes, writing that this global network “promises to have particularly far-reaching effects on cognition.” And these effects, he worried, are not good. Although we have easy access to more information than at any point in human history, Carr writes, our thinking is perhaps more shallow than it once was as a result of our constantly hopping from one tidbit of information to another. The author of “R U Really Reading” agrees, saying the Internet provides “no measurable substitute for the intellectual and personal development initiated and sustained by frequent reading” while at the same time saying “strong readers on the Web may eventually surpass those who rely on books.”

Annotated Texts: Annotate both texts completely writing five to seven comments per page. Avoid underlining and highlighters.

Thesis statement/outline: Submit to appropriate dropbox on Bb BEFORE class starts.

Peer Review/Rough Draft: 750 words minimum. Bring the peer review worksheet to class.

Revision Plan. Once you finish your peer review, write a detailed, point-by-point revision plan based on the comment you received (F2F) and submit to me before leaving class.

Final Draft: The 1,000 word final draft will be polished, free of grammatical errors, and complete. Submit to appropriate dropbox. Your similarity rating must be ten percent or less.

Reflection. After you have finished your paper you will write an in-class reflection describing your best peer review advice, what you learned from writing this paper, and how this knowledge can be carried into your other classes or professional field.

## Problem/Solution Essay (F/D 1,000 words)

Instructors can use any number of articles for this problem/solution essay.

I once had a student write that her biggest fear was having a face-to-face conversation with another person. She also said she was more comfortable just texting with her friends and had many friends on social media that she would avoid talking to if she met them in the quad. In a world where your most important face-to-face conversation will arrive soon after college graduation, the job interview, it is unfathomable that some students may be unable to engage.

Sample Prompt: *What has led to the collapse of face-to-face conversation? Do you fear face-to-face conversations? Are you unsure how to engage in face-to-face conversations?*

Sources: This essay asks you to read the articles “Hey, Kids, Look at Me When We’re Talking” (*New York Times*, 17 April 2015), “The Flight From Conversation” (*New York Times*, 21 April 2012), and a college study entitled “The Effect of Technology on Face-to-Face Communication” (*Elon Journal of Undergraduate Studies*, Spring 2015) and then call your audience’s attention to the problem of distracted, or even absent, conversation with enough detail to show how it is a real problem. Propose a solution to this problem that connects to your college audience and a justification that persuades your audience that the benefits of your proposal outweigh the costs in time and money and why your solution is better than other proposed solutions to the problem.

You must cite all three articles. DO NOT STACK YOUR SOURCES. In other words, you must cite multiple sources in each paragraph – this is synthesis. As you work with the texts, remember to use attributive tags, quotation marks for any quoted passages, and MLA documentation to distinguish your own points about the text from the author’s ideas and language (106). For further information see the handout on general essay requirements and rubrics.

A problem/solution essay presents:

- an introduction that describes the problem and gives background of the problem.
- a thesis statement that captures your overall problem and clearly proposes a solution to the problem.
- justification for acting on the proposal.
- anticipation and addressing of opposing views and/or alternative solution.
- persuasion that the benefits of the proposal outweigh the costs in time and money.
- a conclusion that asks readers to act on your solution.

Annotated Articles. Annotate “Hey, Kids,” “Flight from Conversation,” and “Effect of Technology” completely and submit to me on the appropriate due date.

Essay Task : Overcoming Special Challenges/Developing Justification. Write a complete paragraph (eight to nine sentences) where you anticipate and address opposing views. In the case of a problem/solution essay, opposing views usually relate to your solution. What other solutions are there? Then immediately write another paragraph that explains why your solution is better? Provide complete answers. These paragraphs should stand alone and should be used in your essay.

Structured Outlines. Using the essay framework found in the book as the basis for an outline, write a 1-page outline that includes your tentative thesis and BRIEF topics, examples, analysis. Submit your outline before

class, and I will read, comment and return during class. Outlines will NOT be accepted late under any circumstances.

Peer review (750 words). Print and bring two copies of a peer review draft, typed, double-spaced, MLA format. You will give two peer reviews, and get two peer reviews based. Number your paragraphs and underline your thesis statement (F2F). Online students: submit your paper to the OWL or go into the SCAA for a F2F review. Be sure to bring your essay prompt and have questions ready for your tutor. Submit the marked up document to me.

Revision Plan. Once you finish your peer review, write a detailed, point-by-point revision plan based on the comment you received (F2F).

Final draft (1,000 words). After revising your draft using the comments you received during your peer review, submit your paper to the appropriate dropbox. Your similarity rating must be ten percent or less.

Reflection. After you have finished your paper you will write an in-class reflection describing your best peer review advice, what you learned from writing this paper, and how this knowledge can be carried into your other classes or professional field. (Excerpted in part from *Allyn & Bacon Guide to Writing*).

### **Alternate/Optional Essay: Synthesis Essay (F/D 1,000 words)**

Instructors can use any number of articles for this synthesis essay.

Sample Prompt: *Should everyone go to college?*

There has been a lot of discussion over whether college is worth your time and money. College is expensive, it takes too long, and often students can accomplish their career goals with on-the-job training. But is it worth it to avoid college? Will you make less money in the long run? Will you be able to compete with college-educated applicants? Will be able to find a well-paying, satisfying job?

Sources: You will examine two sources and write a synthesis paper that includes your own opinion about the subject. The sources for this essay are: “Where are all the High-School Grads Going?” (*The Atlantic* 11 Jan. 2016) and “Is College Worth It?” (*The Economist* 5 April 2014).

#### Checklist for a strong synthesis paper:

- an effective introduction that presents the synthesis question and hooks readers
- a statement of the synthesis question that shows your interest in the texts and presents this question as problematic and significant
- A thesis that indicates how you have analyzed and synthesized the readings to arrive at a new perspective
- SHORT, yet accurate summaries of these texts to give your readers a sense of the readings you are working with.
- a discussion between the two sources that includes some analysis
- Finally, your analysis/synthesis of key points in these texts is determined in part by the synthesis question and includes your opinion on the issue.
- a conclusion that does more than summarize. It should reiterate the values and limitations of the texts you have analyzed, pulls together your new insights, and leave readers thinking about your views.

Annotated Articles. Annotate each article completely. In other words, read it like you would read a peer review and make at least seven comments per page that add to your conversation about the subject.

Synthesis/analysis exercise. Write a paragraph exploring how a college student’s school choice affects the value of their education. (Hint: most people would claim that *The Atlantic* has the overall idea (“Where are all the High School Grads Going?”), while *The Atlantic* (“Is College Worth It?”) offers specific examples. You must quote or paraphrase from the articles, do not just quote whole sentences – selectively quote ONLY the part that supports your point. Remember that whether you paraphrase or quote, you also have to explain/analyze the information in terms of what it means. Don’t just assume that the reader will respond to the information the way you expect them to without your explanation of what you think it proves or means. This exercise should show up somewhere in your paper. Submit to dropbox on appropriate due date.

Structured Outlines. After freewriting, focused freewriting, idea mapping, and/or believing and doubting complete a structured outline. NO COMPLETE SENTENCES – use bullet points or a formal structure. Do NOT write an essay disguised as an outline. These will NOT be accepted late under any circumstances. Submit to appropriate dropbox BEFORE CLASS.

Peer review/Rough Draft (750 words). You will be conducting a peer review with two of your classmates. Record student comments on your peer review worksheet (on Bb). You will give two peer reviews, and get two

peer reviews – five to seven constructive comments per page. Number your paragraphs and underline your thesis statement. Turn in peer review draft and worksheet on final draft due date (F2F).

Revision Plan. After your paper has been peer reviewed, write a detailed revision plan before you leave class.

Final draft (1,000 words). After revising your draft using the comments you received during your peer review, submit it to the appropriate dropbox. Your similarity rating must be ten percent or less and all sources must be properly cited.

Reflection. After you have finished your paper you will write an in-class reflection describing the best peer review advice you received, what you learned from writing this paper, and how this knowledge can be carried to your other classes and/or professional field. (Assignment excerpted in part from *Allyn & Bacon Guide to Writing*).

## Appendix IV: Essay Rubric

### Essay Rubric

<b>Organization</b>	<b>Development</b>	<b>Language</b>
A = Excellent Essay		
<ul style="list-style-type: none"> <li>• The thesis is clearly stated, debatable, and answers appropriate question(s).</li> <li>• The body paragraphs support the thesis, carry out the writer's intended idea, and work together to build a logical argument.</li> <li>• Transitions and other coherence devices link paragraphs and ideas within paragraphs.</li> <li>• Effective counterargument</li> <li>• The introduction engages the reader's interest and leads to the thesis.</li> <li>• The conclusion is effective and does more than summarize.</li> </ul>	<ul style="list-style-type: none"> <li>• Each body paragraph is focused on one topic.</li> <li>• Body paragraphs carry out the thesis through thoughtful, logical analysis and compelling concrete evidence.</li> <li>• The introduction and conclusion are adequately developed.</li> <li>• An accurate summary of the reading passage(s) is included if required by the question.</li> <li>• Material from the reading(s) (quotes/paraphrases) are used effectively as support.</li> <li>• Counterargument addresses naysayers, refutes</li> </ul>	<ul style="list-style-type: none"> <li>• The writer uses language fluently.</li> <li>• The essay contains few serious grammar errors (i.e., verb tense and form, passive voice, sentence structure, logical connectors) but may have some less serious errors.</li> <li>• Most word choices are accurate and effective.</li> <li>• Sentences are generally clear, idiomatic (natural) and varied.</li> <li>• All words are spelled correctly.</li> </ul>
B = Good Essay		
<ul style="list-style-type: none"> <li>• The thesis is understandable, debatable, and answers appropriate question(s).</li> <li>• The body paragraphs support the thesis, generally carry out the writer's intended idea and work together to</li> </ul>	<ul style="list-style-type: none"> <li>• The body paragraphs generally stay on topic, although the focus may occasionally wander.</li> <li>• The body paragraphs contain logical analysis and concrete evidence, although some parts of the argument may be weak or</li> </ul>	<ul style="list-style-type: none"> <li>• The writer generally uses fluent language.</li> <li>• The essay may have a few serious grammar errors, but these do not impede understanding.</li> </ul>

<p>build an argument.</p> <ul style="list-style-type: none"> <li>• Transitions and other coherence devices link ideas within paragraphs but are less effective between paragraphs.</li> <li>• Counterargument present.</li> <li>• The introduction leads to the thesis.</li> <li>• The conclusion is clearly related to the argument.</li> </ul>	<p>lack strong support.</p> <ul style="list-style-type: none"> <li>• A summary of the reading passage(s) is included if required by the question but may be too brief or contain material not needed to answer the question.</li> <li>• Material from the reading passage(s) (quotes/paraphrases) are used appropriately.</li> <li>• Counterargument addresses naysayers, less effective refutation</li> </ul>	<ul style="list-style-type: none"> <li>• Less serious errors occur but do not dominate the essay.</li> <li>• Most word choice is accurate.</li> <li>• Most words are spelled correctly.</li> <li>• The essay has a variety of sentences but may have a few unclear sentences.</li> </ul>
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<b>Organization</b>	<b>Development</b>	<b>Language</b>
C = Adequate Essay		
<ul style="list-style-type: none"> <li>• The thesis answers appropriate question(s) but is weak or vague, yet debatable.</li> <li>• Some body paragraphs do not clearly support the thesis and/or only partially carry out the writer's intended idea.</li> <li>• Transitions and other coherence devices do not always effectively link paragraphs or ideas within paragraphs.</li> <li>• Counterargument ineffective</li> <li>• The introduction does not lead effectively to the thesis.</li> <li>• The conclusion provides only</li> </ul>	<ul style="list-style-type: none"> <li>• Some parts of one or more body paragraphs are not focused.</li> <li>• The writer provides at least some logical analysis for each main point, but it may be weak or unclear.</li> <li>• The writer provides at least some evidence to support each main point, but it may be too general or minimally convincing.</li> <li>• A summary of the reading passage(s) is included if required by the question, but contains some inaccuracies.</li> <li>• Some material (quotes/paraphrases) from the</li> </ul>	<ul style="list-style-type: none"> <li>• The writer uses less fluent language.</li> <li>• The essay has some serious grammar errors that occasionally impede understanding.</li> <li>• Less serious errors may be frequent.</li> <li>• Spelling sometimes impedes meaning.</li> <li>• The essay may sometimes rely on simple words and sentences.</li> <li>• The essay may have some unclear sentences.</li> </ul>

<p>a summary of the essay.</p>	<p>reading passage(s) are not used effectively.</p> <ul style="list-style-type: none"> <li>● Counterargument fails to refute</li> </ul>	
<p>D = Poor Essay</p>		
<ul style="list-style-type: none"> <li>● The thesis is unclear and/or does not answer the question(s), not debatable.</li> <li>● The body paragraphs are off topic and/or fail to build an argument.</li> <li>● Transitions and other coherence devices are noticeably absent.</li> <li>● Counterargument absent</li> <li>● The introduction and/or the conclusion are ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>● Many body paragraphs do not have a focus.</li> <li>● The body paragraphs are underdeveloped or have evidence and analysis which are illogical, unclear, or off-topic.</li> <li>● Summaries are missing or show misunderstanding of the main points of the reading passage(s).</li> <li>● Material from the reading passage(s) are copied incorrectly and/or change the author's intended meaning.</li> </ul>	<ul style="list-style-type: none"> <li>● The essay contains many serious and less serious grammar errors that impede understanding or are very distracting.</li> <li>● The essay relies on simple words and sentences.</li> <li>● The essay has many unclear sentences.</li> <li>● Essay contains many misspelled, and/or improper word choices.</li> </ul>
<p>F = Failure to Organize, Develop and/or Control Language in Essay</p>		
<ul style="list-style-type: none"> <li>● The essay has no coherent structure.</li> </ul>	<ul style="list-style-type: none"> <li>● Body paragraphs do not have any controlling idea or are seriously off-topic.</li> <li>● The essay is extremely brief.</li> <li>● The essay is plagiarized, is missing quotation marks, in-text citations, and/or lacks a Works Cited page.</li> </ul>	<ul style="list-style-type: none"> <li>● The writer has severe problems using written English to express his or her ideas.</li> </ul> <p>(excerpted in part from Sarah Nielson)</p>

## Appendix IV: Critical Thinking Rubric

<b>A= Excellent Critical Thinking Skills</b>				
<i>Explanation of Issues:</i>	<i>Evidence:</i>	<i>Influence of context and assumptions:</i>	<i>Position:</i>	<i>Conclusions and related outcomes:</i>
Issue/problem stated clearly and described comprehensively, delivering all relevant info.	Info. Taken from source(s) w/ enough interpretation/ evaluation to develop comprehensive analysis or synthesis	Thoroughly analyzes own and other's assumptions and carefully evaluates the relevance when presenting a position.	Perspective, thesis, hypothesis is imaginative taking into acct the complexities of an issue. Limits of position are acknowledged. Other POVs are synthesized.	Consequences and implications are logical and reflect informed evaluation and ability to place evidence and perspective in priority order.
<b>B = Good Critical Thinking Skills</b>				
Issue/problem stated, described, and clarified so that understanding is not seriously impeded by omissions.	Information is taken from source(s) with enough interpretation evaluation to develop a coherent analysis or synthesis.	Identifies own and others' assumptions and several relevant contexts when presenting position	Perspective, thesis, hypothesis takes into acct the complexities of an issue. Other POVs are acknowledged w/in position.	Conclusion is logically tied to range of info, incl. opposing viewpts, related consequences and implications are identified clearly.

<b>C = Adequate Critical Thinking Skills</b>				
Issue/problem stated, but description leaves some terms undefined, ambiguities unexplored, boundaries, undetermined, and/or background unknown.	Info is taken from source(s) w/ some interpretation evaluation, but not enough to develop a coherent analysis or synthesis.	Questions some assumptions, Identifies several relevant contexts when presenting a position. May be aware of others' assumptions than one's own.	Specific perspective, thesis, hypothesis acknowledges different sides of an issue.	Conclusion is logically tied to info (info picked for desired conclusion), some related outcomes identified clearly.
<b>D = Critical Thinking Needs Improvement</b>				
Issue/problem to be considered critically is stated w/o clarification or description.	Info is taken from source(s) w/o any interpretation/ evaluation. Viewpoints of experts are taken as facts, w/o question.	Shows emerging awareness of present assumptions, sometimes labels assertions (claim) as assumptions, true w/o proof.	Specific perspective, thesis, hypothesis is stated, but is simplistic or obvious.	Conclusion is inconsistently tied to some of the info discussed, consequences and implications are oversimplified.  (aacu.org)

## Appendix V: Challenging English 200

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California State University, East Bay

Department of English

Critical Writing Program

**Note: A student wishing to challenge 200 must provide photo identification to the proctor on the day of the exam.**

### Challenging English 200

The CSUEB catalog states the following about challenging courses:

Students may challenge courses by taking examinations developed at the campus. Credit shall be awarded to those who pass them successfully. No instructor is obliged to offer credit-by-examination for a course.

The university recognizes that exceptional students, by reason of special studies or experiences, may already have achieved the objectives of certain courses in the basic program; therefore, students with this background may petition to receive credit in selected courses by special examination. Such an examination is normally from three to six hours in length and may be oral as well as written. Each course may be challenged only once.

If you wish credit under this plan, you must register during registration for the units to be earned by the examination. The class being challenged for credit must be listed in the class schedule for the particular quarter. Obtain a petition for credit by examination from the office of the department offering the course, and get the permission of both the instructor and department chair. The examination must be administered during the first two weeks of the quarter and the results, in grade form, must be submitted to the Records Office by the end of the fifth week. The instructor is responsible for notifying you of the results of the examination.

If the exam is passed (a grade of "C-" or higher is required), the letter grade and credit by examination will be indicated on your permanent record. If you fail the examination, you must either continue taking the course formally or officially withdraw from it within one week after completing the examination. (Note: The instructor need not inform the Records Office of the grades "D+," "D" or "F.")

[Note: The English Department does not give letter grades on English 1001 and 1002 challenge exams. The grades are Credit or No Credit, and students must be registered CR/NC for the course.]

### **Procedure for Challenging English 200:**

1. The student submits to the instructor of the course in which he or she is registered one or two graded *research* papers written for other college courses. If the instructor determines that the quality of the writing and the knowledge of research processes and protocols indicate that the student may already have achieved the goals of 1002, then the student is given permission to proceed. Any student who plans to challenge English 1002 must have the permission of the instructor before proceeding. No instructor is obliged to offer credit by examination. If a student has taken English 1002 already, he or she is not permitted to challenge the course.
2. The student obtains a “Petition for Credit by Examination” from the English Department, completes his or her portion of the form, and obtains the signatures of the instructor of the course in which he or she is registered, the student’s advisor in his or her department, and the English Department chair. The chair returns the form to the instructor. (Copies of the completed form and the challenge exam itself will ultimately be filed in the office of the Coordinator of Composition.)
3. If the student has not already registered for the course credit/no credit, he or she must do so now. A student who receives a no credit grade as a result of this examination may remain in the course and change the CR/NC status. All changes in grade status must be done during the late add/drop period, the first 15 instructional days of the quarter. A student who is planning on a challenge should register into a course that he or she could attend, in case the student does not pass the challenge exam.
4. The instructor consults with the student and the Coordinator of Composition about a topic for the exam and tells the student when the exams are being scheduled this quarter. Each quarter, two time slots in a computer lab will be allotted for English 1001 and 1002 challenge exams so that students can use computers. Students have 5 hours to complete 1002 exams.
5. Students taking a 1002 challenge exam have the opportunity to prepare. After the topic has been chosen, students should formulate and submit to the instructor three different “issue questions” or “thesis statements” on their topic that they think will yield a good research paper. The instructor will then choose one of these for the student to research. Students will have a minimum of two days to prepare for the exam. During that time they should make copies of all material they might use when they write the exam. Each copy should have the source correctly recorded on the front page. Students also should assemble and type their complete list of works cited, in the correct form for either APA or MLA; they should come to the exam with the works cited page[s] finished. At the time of the exam, they will be expected to write a research paper on the topic of their choice, with their predetermined thesis. They will need to know how to articulate their argument, how to support it with various kinds of evidence, how to address an audience with differing points of view, and how to establish the significance of their thesis. Their prose should be

clear, thoughtful, and logical. They will need to know how to cite their sources correctly, and they should show evidence that they can summarize, paraphrase, quote directly, and distinguish between their own ideas and others'. At least four different sources must be used, and they must include one article, one book, and one Internet source. Students may consult a dictionary, a grammar handbook, and a style manual for either MLA or APA, whichever has been chosen.

6. The instructor submits the examination to the Challenge Committee, whose members determine whether or not the exam is passing. The instructor completes the paper work. The student may look at the exam after it has been graded, but after filing the paper work and sending the grade to the Office of Records, the instructor will file the student's exam and a copy of the petition with the Coordinator of Composition. If the student passes, the course will be recorded on the student's permanent transcript. Students who do not pass the exam may complete the course or formally withdraw within a week after the completion of the exam.

For more information, contact:

Coordinator of Composition

Dr. Margaret Rustick

[margaret.rustick@csueastbay.edu](mailto:margaret.rustick@csueastbay.edu)