



CAL STATE
EAST BAY

University Writing Skills Requirement Courses

English 300, 301, 302

Semester Length Format

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Acknowledgements

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Overview of University Writing Skills Requirement

English 300, 301, and 302 are courses that meet or partially meet the University Writing Skills Requirement. The information below is from CSUEB's Catalog and provides an overview of this requirement and the options students have for fulfilling it.

In addition to the lower-division General Education requirements for writing, the California State University system requires that **all students** must demonstrate competency in writing skills as a requirement for graduation and to receive a baccalaureate, master's, or doctoral degree. This requirement was implemented system-wide in 1977. Students must satisfy the University Writing Skills Requirement (UWSR) in order to receive a degree from Cal State East Bay unless they are exempt by one of the following criteria:

1. Previously satisfied the UWSR at Cal State East Bay or at another CSU campus, Cal State East Bay will accept official certification of completion if the entire requirement, as specified by that CSU campus, was satisfied and the student was a matriculated student at that campus at the time. On some CSU campuses, the requirement is called the "Graduation Writing Assessment Requirement (GWAR)."
2. Graduated from any one of the CSU campuses; unless it is noted on the transcript that the UWSR (or GWAR) was not satisfied.
3. Received an essay score of 4.5 or higher on the GMAT or GRE or an essay score of 53 or higher on the CBEST.

To satisfy the requirement at Cal State East Bay, students may do one of the following:

- **Option One:** Register for and pass the Writing Skills Test. See Writing Skills Test (Option One) below.
- **Option Two:** Enroll in and pass a first-tier writing course (ENGL 300 or ENGL 301) and possibly a second-tier course, as well. See Course (Option Two) below.

Writing Skills Test (Option One)

The Writing Skills Test (WST) consists of an analytic essay that requires students to demonstrate that they can think and write critically. A score of Clear Competence (8) is needed to meet the requirement. Students who do not meet receive the Clear Competence designation on the first attempt have only one opportunity to take it again; a score of Clear Competence on the second attempt satisfies the requirement. If both tests are scored as "Limited Competence (6)", they will be required to take the course option (see below). If one or both scores is "Developing Competence (7)", they need only take a second-tier course to satisfy the UWSR (see below).

Note: There is a fee for the WST. See the [Fees & Financial Services](#) Chapter for more information.

Course (Option Two)

[ENGL 300](#) and [ENGL 301](#) are the first-tier writing courses designed to help students meet the University Writing Skills Requirement. Students who have not attempted the WST or those who have taken the Writing Skills Test (WST) and have received Limited Competence (6) must take either ENGL 300 or ENGL 301 and perhaps a second-tier writing course as well. Students who have not taken the WST twice may take it even when enrolled in a writing skills course. Generally speaking, ENGL 300 is intended for native speakers of English, while ENGL 301 is intended for non-native speakers. Based on end-of-course portfolio evaluation scores, at the end of the first-tier course they will be advised as to their next step, which will involve one of the following: they may be found to have met the UWSR requirement altogether; they may be directed to enroll in a second-tier course; or, they may be directed to repeat the first tier course.

Generally, two second-tier writing courses are regularly offered: [ENGL 302](#) and MKTG 305. Students who passed the quarter-based equivalents to these courses (ENGL 3003 and MKTG 3495) prior to fall 2000 may not have met the UWSR. For more information on these courses, contact the individual department. Courses approved for second-tier writing are listed here: [\[SEC1\] UDEAN - Second Tier Courses](#)

Students who have taken the first-tier writing course three times consecutively, have not passed, and have a letter of good faith effort from their most recent first-tier instructor may apply to the Director of Graduate Studies for a waiver of the UWSR. If a waiver is granted, the student's permanent record will note that they were allowed to graduate without having satisfied the UWSR. Students who do not satisfy the requirement and do not have a waiver approved will not be allowed to graduate. Contact the Dean of Academic Programs and Services for information on this waiver at (510) 885-2990.

If a student receives a grade of "D+" or "D" in a second-tier writing course (taken Fall Quarter, 2000 or later), they may appeal to the Director of Graduate Studies for a waiver of the UWSR. If a waiver is granted, their permanent record will note that they were allowed to graduate without having satisfied the UWSR. Students who do not satisfy the requirement and do not have a waiver approved will not be allowed to graduate. Contact the Dean of Academic Programs and Services for information on this waiver at (510) 885-2990.

Students who have a verified disability and would like to request accommodations to assist them in satisfying this requirement should contact the Accessibility Services in the Library Complex 2440 or call (510) 885-3868 (phone/TTY).

For more information on meeting the University Writing Skills Requirement, see the [Testing Office](#) website or call (510) 885-3661.

English 300 Writing for Proficiency: Course Description, Requirements, and Methods

300 Writing for Proficiency (3 units)

The First-Tier Course English 300 is a first-tier course to help students meet the University Writing Skills Requirement, which is required by the University for graduation for both undergraduate and graduate students. Students who choose to meet this requirement through course work can enroll in ENGL 300 without ever taking the Writing Skills Test (WST). Students who have taken the WST and have received Limited Competence must take this course and possibly a second-tier course as well (see below).

Minimum Writing Requirements (6000 words):

Discussion Board Participation (Online course)

Writing Assignments

Timed Essays

Multi-draft Essays

Single Draft Reflective Essay

Methods of Instruction:

Face to Face Course: 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. All face-to-face courses have an accompanying course site on Blackboard which contains assignments, handouts, dropboxes for assignments, online testing capabilities, web links, and more.

Online Course:

Students should expect to engage with content and assignments 12 to 16 hours per week. Additional online course resources include using third-party proctoring services for one of the timed essay requirements.

In **Blackboard**, the course content is arranged in folders as they appear on the Course Menu:

- **Start Here - Orientation** – a folder which includes Learning Objectives, Instructions for Starting the Course, Informational PowerPoints, Printable Schedule, Textbook Information, a Frequently Asked Question document, and a Growth Mindset graphic.
- **Syllabus & Course Policies** – a folder which contains the syllabus, technical requirements, Netiquette policies, rubric for essays and Portfolio, CSUEB Academic Dishonesty Policy, class policies on due dates and grading, and disability accommodations.
- **Weekly Schedule Folders** – a folder which contains the weekly modules. Each Week starts with Introduction (listing objectives and outcomes), followed by the Discussion Board topics for the week and the weekly writing assignments comprised of multi-media materials and assignment submission links. In addition, at the bottom of every weekly folder are grammar links and exercises.
- **Discussion Board** – an area in which assigned postings and responses are in designated discussion forums, along with a self-introduction Forum and a Student Q&A Forum for exchanging ideas and asking questions.

- **Timed Essays** – a folder with all necessary information about the three Timed Essays required for the Portfolio and the proctoring requirement.
- **Turnitin Essay Info/Submit** – a folder with information about each of the essays required for Turnitin submission and the appropriate submission links.
- **Course Resources** – a folder with the Learning and Course Objectives, required textbook information, where to get help with Blackboard, How-To screenshots for navigating Blackboard, Technical Competencies for the course, How to Use Discussion Boards, SCAA and Tutoring Information, Resources for College Writing, and a collection of the PowerPoints used in the course.
- **Portfolio Information** – a folder with all necessary information about 1st Tier Portfolio that each student will prepare at the end of semester.
- **Instructor Contact Information** – introducing the instructor and providing email information and expected response time.
- **University Policies** – a folder with information on important academic, intellectual property, computing use, and non-discrimination policies, and emergency procedures.
- **Student Support Services** – a folder with information on different types of services available for students: academic support, technology support, assistive technology and accessibility services.
- **Hints and Technical Info** – a folder with a wealth of information to help students navigate and operate in Blackboard.

Online courses in Blackboard contain assignments, handouts, discussion boards, dropboxes for assignments, online testing capabilities, web links, PowerPoints, and media links for articles and videos.

Student Learning Objectives:

Argument — Student presents a thesis that gives focus to the writer’s ideas, and development that supports the thesis with a variety of strategies such as reasons, details, results, anecdotes, examples, quotations, paraphrases, and questions to support positions.

Organization — Student uses a clear organizational structure and makes use of a variety of transitions and other coherence devices to ensure a smooth flow of ideas.

Management of Source Materials — Student includes sources which are used to support the writer’s own ideas. Documentation clearly indicates the source of quoted, paraphrased or summarized material within and at the end of the essay.

Technical Command — Student employs effective and precise language and mechanics based on standard English grammar and usage, and uses a variety of sentence structures.

Course Learning Objectives (CLS’s):

1. Identify properties of online learning and student success
2. Navigate Blackboard and related tools
3. Describe plagiarism and strategies to avoid it

4. Correctly cite sources in MLA formatting for quoting, paraphrasing, and summarizing both in text and on a Works Cited List
5. Identify, evaluate and correct common sentence-level grammatical issues
6. Examine and analyze critical thinking articles to develop a rhetorical strategy in argument analysis
7. Summarize and evaluate writing topic materials and apply writing strategies to create an argument essay
8. Write thesis-based argumentative Timed Essays
9. Create Position Argument Essays and Compare Contrast Essays by synthesizing sources and comparing and contrasting arguments
10. Revise and edit multiple drafts using revising and proofreading strategies
11. Organize, create, and share the final Portfolio with the course and Testing Office

Recommended Text:

***Reading Critically, Writing Well* - 11th edition** edited by Axelrod, Cooper and Warriner
Print ISBN: 978-1-319-03275-3

Sample Syllabi - All instructors are required to provide a syllabus to students that describe course requirements, objectives, grading, and explanation of Portfolio components and scoring. (See samples, Appendix I).

- Face-to-Face Course Syllabus
- Online Course Syllabus

Final Portfolio Requirements for the Testing Office:

1. Cover sheet
2. Table of contents that lists all the components of the Portfolio
3. Questionnaire
4. Reflective introduction essay
5. Reflective essay Turnitin Similarity PDF Report
6. Certified Timed Essay One
7. Certified Timed Essay Two
8. Certified Timed Essay Three
9. Position Essay Assignment Sheet
10. Position essay Final draft
11. Position essay Turnitin Similarity PDF Report
12. Position essay Second draft with tutor comments
13. Position essay First draft with instructor comments
14. Compare/Contrast Essay Assignment Sheet
15. Compare/Contrast Final Essay Draft
16. Compare/Contrast Turnitin Similarity PDF Report
17. Compare/Contrast Second draft with tutor comments

18. Compare/Contrast First draft with instructor comments

Sample Course Schedule:

Week	Assignments	Discussion Board Forum
1 8/20 – 8/24	Syllabus quiz Timed Essay One	Self-introduction
2 8/27 – 8/31	Plagiarism Grammar Evaluation 1 Read Huff Post Grammar article	Online Learning
3 9/3 – 9/7	Essay Writing and Thesis Statements RCWW: Academic Habits 2 p. 9 -Talking to Learn: <i>Honing Ideas Through Discussion</i>	RCWW: Academic Habits 1 p. 3 Writing to Learn: <i>Exploring Your Habits of Mind</i>
4 9/10 – 9/14	Paragraphs and Topic Sentences Gr: Identifying Incorrect Sentences	RCWW Academic Habits 3 p. 11 Writing to Learn: <i>Developing Your Rhetorical Sensitivity</i>
5 9/17 – 9/21	Transitions Essay Puzzle Gr: Fragments	Writing Process & Freewriting RCWW Academic Habits 4 p. 11- Writing to Learn: <i>Pulling it All Together</i>
6 9/24 9/28	Quoting and Paraphrasing Sources First Draft Position Essay Gr: Commas Splices & Fused Sentences	RCWW: Etzioni – “Working at McDonald’s”
7 10/1 – 10/5	Argument/Concession/Refutation Citing Sources WCL Practice Exercise Submit Position Draft revised from instructor comments to SCAA for tutor comments Gr: Misplaced Modifiers	RCWW: Harold Myerson - “How to Raise Americans’ Wages” p. 424
8 10/8 – 10/12	Audience Rhetorical Appeals Revise Position Essay from tutor comments Gr: Parallel Structure	RCWW: Mullainathan – “The Mental Strain of Making Do With Less” p. 385
9 10/15 – 10/19	Editing/Revision/Proofreading Final Draft Position Essay Due & Turnitin Similarity Report Timed Essay Two – Proctored	RCWW: Tokumitsu – “In the Name of Love” p. 326

	Gr: Commas	
10 10/22 – 10/26	Concision Gr: Verb Tense Consistency	RCWW: p. 354 – Reflecting on Position Argument
11 10/29 – 11/2	Logical Fallacies First draft Compare Contrast Essay due Gr: Pronoun Agreement	RCWW: Turkle p. 313 “The Flight From Conversation”
12 11/5 – 11/9	Proofreading Strategies & Reverse Outline Submit Compare Contrast Draft revised from instructor comments to SCAA for tutor comments Gr: Misplaced Modifiers	RCWW: Pangelinan p. 391
13 11/12 – 11/16	Style Portfolio Questionnaire Revise Second Draft CC Essay from tutor comments to create Final Draft Reflective Essay & Turnitin Similarity Report	RCWW: Madrigal “The Machine Zone” p. 199
14 11/19 – 11/23	(Thanksgiving Week Break - NO CLASS)	
15 11/26 – 11/30	Timed Essay Three Final Draft CC Essay Due & Turnitin Similarity Report	RCWW p. 318: <i>A Special Reading Strategy: Reflecting on Challenges to Your Beliefs and Values</i>
16 12/3 - 6	Portfolio Week - DUE to the class MONDAY 5 PM	
17 Finals Week	Portfolios evaluated in Testing Office	

Tier One Level Essay Rubric/Portfolio Evaluation Criteria:

A. General Introduction

All first-tier portfolios must contain eight items: a cover page, a table of contents, a reflective introductory essay, two out-of-class essays (at least one of which will be a text-based argument), and three in-class essays. Some students may also include an optional item of their choice. These items should be ordered in the following way.

1. Cover page
2. Table of contents
3. Reflective introductory essay (plus Turnitin report)

4. 4, 5, 6. Three Timed essays
7. Position multi-draft essay (plus Turnitin report and drafts)
8. Compare Contrast multi-draft essay (plus Turnitin report and drafts)
9. Optional item

In addition to the required essays, the introductory essay and the two out-of-class essays must be accompanied by Turnitin reports with appropriate date stamps. Any portfolio that is missing one or more required elements should be brought to the attention of the chief reader or a table leader.

One or both of the multi-draft essays will contain at least one outside source. First-tier students are expected to clearly indicate the origins of their source materials in the text of essays and at the end of essays. Source materials should not dominate any essay. It is recommended that no more than 10% of any essay be from source material.

When assigning a score for an entire portfolio, evaluators will sample the three major types of writing included in the portfolio: the reflective introductory essay, the multi-draft essays, and the Timed Essays. Please note that evaluators do not expect the Timed Essays to exhibit the same level of polish and control as multi-draft essays.

B. Overview of Evaluation Criteria

Portfolios will be evaluated in four categories: argument, organization, management of source materials, and technical command. Definitions of these categories are given below. Descriptions of these categories at the clear, developing, and limited competence levels are provided in the attached scoring guide.

Argument—Each essay presents a thesis that gives focus to the writer’s ideas, and development that supports the thesis with a variety of strategies such as reasons, details, results, anecdotes, examples, quotations, paraphrases, and questions to support positions.

Organization—Each essay uses a clear organizational structure and makes use of a variety of transitions and other coherence devices to ensure a smooth flow of ideas.

Management of Source Materials—Each text-based essay includes sources which are used to support the writer’s own ideas. Documentation clearly indicates the source of quoted, paraphrased or summarized material within and at the end of the essay.

Technical Command— Each essay employs effective and precise language and mechanics based on standard English grammar and usage. Each essay uses a variety of sentence structures.

Note: Portfolios become the property of the University and are not returned to the student.

x			
x			
Category	Clear Competence (university writing requirement met)	Developing Competence (second-tier course required)	Limited Competence (first-tier course to be repeated)
Argument	Thesis gives adequate focus to writer's ideas. Argument supported with variety of development strategies. Ideas and evidence support thesis.	Thesis present, but may be weak or awkwardly stated. Arguments may be supported inconsistently; essay may employ limited number of development strategies. Ideas and evidence may not always support thesis	Thesis may be missing, inadequate, or not entirely clear. Arguments may lack support and adequate development; essay may employ very limited number of development strategies with little variation. Ideas and evidence may not be connected to thesis.
Organization	Essay has clear structure, uses range of transitions and other coherence devices, generally easy to follow.	Essay has structure, uses some transitions and other coherence devices, may be hard to follow at times.	Essay structure may be simplistic or may not be apparent, may use very limited number of transitions and other coherence devices, may be hard to follow.
Management of Source Materials	Writer's own ideas are expressed, source materials used primarily to support writer's ideas. Source material clearly indicated within and at the end of essay. Direct quotations and paraphrases clearly indicated.	Writer's own ideas may be overshadowed by source materials. Evidence of consistent attempts to indicate source material within and at end of essay. Direct quotations and paraphrases indicated.	Writer's own ideas may be muted by source materials. Source material may not be indicated within and at end of essay. Direct quotations and paraphrases may not be indicated.
Technical Command	Language and mechanics generally controlled. Sentences varied. A few errors in language or mechanics may be evident, but are not highly distracting and do not interfere with meaning.	Language and mechanics moderately controlled. Sentences may be constructed with limited number of sentence types. Some errors in language and mechanics may be evident, may sometimes be distracting, or may occasionally interfere with meaning.	Language and mechanics are not well controlled. Vocabulary may be noticeably limited. Simple sentences may dominate essay. Errors in language and mechanics may be repeatedly evident, highly distracting, or regularly interfere with meaning.

Sample Course Writing Assignment/Essay Prompt:

You will write a position paper in response to the essay in Reading Critically, Writing Well - "Why Privacy Matters Even If You Have Nothing to Hide" by Daniel Solove on page 319. The essay must be a minimum of 800 words and formatted in MLA style with appropriate and correct in-text citations and a MLA Works Cited List.

You will argue for or against the position taken, agreeing or disagreeing with Solove, while using the article as a source and a reference. In other words, do you think that if you have "nothing to hide", then online privacy doesn't matter? Why or why not?

Read the article carefully to understand what he is claiming. Your purpose is to convince your readers to take your argument seriously. Therefore, you will need to acknowledge readers' opposing views as well as any objections or questions they might have.

Brainstorming/Pre-writing questions to consider:

- Do you agree with the author's estimation about online privacy and information gathering? Support your answer with reasons.
- Solove divides violations of privacy into two types: Orwellian and Kafkaesque. What is the distinction between these two violations, and why does either of them matter?
- To what extent should the government have such a significant power over citizens? Do you agree with Solove's assumption that a power differential is reason to be concerned, or do you look at the situation differently?

Position papers take on controversial issues that have no obvious "right" answer, no truth everyone accepts, no single authority everyone trusts. Consequently, simply gathering information – fact finding or expert sources – will not settle these disputes because ultimately they are a matter of opinion and judgment. Although it is not possible to prove that a position is right or wrong, it is possible to convince others through a well-constructed, reasoned argument.

You must use and cite the one source from the text, but no more than three in total. Anything outside your own experience, or that is not considered common knowledge, must be cited, but your own ideas and voice must clearly be heard in the paper, while using the source as evidence to support your claim. You may NOT use Wikipedia as a source, but may use it to see what the conversation is about in your topic (make sure to scroll to the bottom of their page to see their credible sources). Be sure to review how to use quotes, paraphrasing, and summary effectively, and how to integrate evidence into a paper while citing correctly, both in-text and on correctly formatted MLA Works Cited List.

Sample Timed Essay Writing Prompt:

For your Position Essay in this class, you wrote in response to Daniel Solove's claims about privacy vs. security. Given that his article was written in 2011, how would you use the information from this more recent article (attached Word doc) if you were to revise your essay? Does it contain information that either supports or opposes your thesis?

[The Security vs. Privacy Debate is Already Over, and Privacy Lost.docx](#) Download and read this article about privacy vs. security and write a short essay describing *what rhetorical changes* you might make, if any, to your Position Essay.

Using this Works Cited List for this article, cite in-text for all quoting, paraphrasing and summary:
Stern, Eric. "The security vs. privacy debate is already over, and privacy lost." *Washington Examiner*. 19 Mar. 2016. Web. 25 Mar. 2016. <<http://www.washingtonexaminer.com/the-security-vs.-privacy-debate-is-already-over-and-privacy-lost/article/2545407>>.

Appendix 1: Sample Syllabi – Online Course:



Syllabus CSUEB English 300 Online

Writing for Proficiency – 4 units

Welcome to English 300!

This class is all online; there are no face-to-face meetings. This syllabus contains the information you need about the course as well as a detailed explanation of the requirements for your portfolio. The **More Information section** at the end of the syllabus contains additional details about your portfolio and assignments. Please read through the syllabus carefully and post any questions on the Student Q&A Discussion Board in your Blackboard course. In addition, the first week of the course, you will be taking the Syllabus Quiz.



Instructor Contact Information:



Instructor Name

According to California State University East Bay privacy and security policy, communication between instructors and students should be within the course Learning Management System: Blackboard; click on the *email tab* in the course menu bar. If you have questions, please post them to the Q&A Discussion Board thread for your instructor and classmates.

Emails will receive a response within 48 hours during the work week: Mon - Fri. before 5 pm. Messages received after 5pm will be responded to the next day; those received after 5pm Friday will be responded to on Monday or the next business day.

Assignment Feedback: All weekly writing assignments receive feedback in response to the writing assignment within 48 hours. The multi-draft **Position Essay** and **Compare Contrast Essay** receive instructor feedback on first drafts only within 72 hours of submission. Timed Essays will be certified and available for retrieval within 48 hours.

Course Description and Purpose:

English 300 and 301 are the first-tier courses, designed to help students meet the University Writing Skills Requirement. Students who have taken the Writing Skills Test (WST) and have received Limited Competence (6) must take this course and perhaps a second-tier course as well. There are no other prerequisites. Students who choose to meet this requirement through class work do not ever have to take the WST although you may take it at any time, for a total of two attempts, even when enrolled in a writing skills course.



Generally speaking, ENGL 300 is intended for native speakers of English, while ENGL 301 is intended for non-native speakers.

Based on end-of-course portfolio evaluation scores, at the end of the first-tier course you will be directed as to your next step, which will involve one of the following: You may be found to have met the UWSR requirement altogether, you may be directed to enroll in a second-tier course, or you may be directed to repeat first tier.

English 300 is a course to help students meet the University Writing Skills Requirement, which is required by the California State University for graduation for both undergraduate and graduate students.



- Students must submit a **Final Course Portfolio** that consists of writing samples of work written in the course to Blackboard **by Monday of the 15th week** of classes to, and **then**, once approved by me, shared with the Testing Office Evaluation Team. *You must be in good academic standing in your ENG 300 class to be eligible to submit your portfolio.*
- Your portfolio **must** be submitted by the submission deadline at the end of the class; it may not be submitted at a later date.

Is there any way I can get out of English 300?

- You may take the WST a total of two times. If you take the test once and place into English 300, you may retake the test. If you pass the test while you are enrolled in English 300, you can withdraw from the class and your course fee (but not tuition) will be returned. If you receive a passing score on the WST but decide to stay in English 300, your fee will not be returned.

Student Learning Goals:

In preparation of the course materials for the Final Portfolio, students should accomplish the following:

- **Argument** — Student presents a thesis that gives focus to the writer’s ideas, and development that supports the thesis with a variety of strategies such as reasons, details, results, anecdotes, examples, quotations, paraphrases, and questions to support positions.
- **Organization** — Student uses a clear organizational structure and makes use of a variety of transitions and other coherence devices to ensure a smooth flow of ideas.
- **Management of Source Materials** — Student includes sources which are used to support the writer’s own ideas. Documentation clearly indicates the source of quoted, paraphrased or summarized material within and at the end of the essay.
- **Technical Command** — Student employs effective and precise language and mechanics based on standard English grammar and and uses a variety of sentence structures.



usage,

Course Learning Objectives:

Course learning objectives describe what skills, knowledge, and ability you will have after completing the materials, activities, and assignments in a course. After taking this course, you should be able to:

1. Identify properties of online learning and student success
2. Describe plagiarism and strategies to avoid it
3. Correctly cite sources in MLA formatting for paraphrasing, and summarizing both In-text and on a Works Cited List
4. Identify, evaluate and correct common sentence-level grammatical issues
5. Examine and analyze critical thinking articles to develop a rhetorical strategy in argument analysis
6. Summarize and evaluate writing topic materials and apply writing strategies to create an argument essay
7. Write thesis-based argumentative Timed Essays
8. Create *Position Argument Essays* and *Compare Contrast Essays* by synthesizing sources and comparing and contrasting arguments
9. Revise and edit multiple drafts using revision and proofreading strategies
10. Organize, create, and submit the final Portfolio to the course and Testing Office



quoting,

Required Course Text:



***Reading Critically, Writing Well* - 11th edition**

edited by Axelrod, Cooper and Warriner. **Print ISBN: 978-1-319-03275-3.**

The book is available in both hard copy and e-book editions at the campus bookstore and online. To buy the book directly from the publisher, [go to this link.](#)

Course Grading - Grading in this course is Credit/No Credit.

You must PASS the course to be eligible to submit the Portfolio to the Testing Office for evaluation.

This means you must participate in the Discussion Boards, submit the assignments in a timely manner, and submit **all** of the required essays on the due dates to earn enough points to earn credit for

the course, as well as submit a complete Portfolio. Overall, you must have earned 60% to translate into a passing grade.

If your Portfolio does not pass the Testing Office Evaluation Team, you may still receive credit for the course, but will have to repeat the course and it is strongly suggested that you take it with a different instructor to create an entirely new Portfolio.

Grade Breakdown:

1. Weekly Assignments are 20%
2. Discussion Board is 15%
3. Essays are 30%
4. Three Timed essays are 15%
5. Complete Portfolio is 20%

Class Policies

- This is an open-minded classroom where we are all free to express our thoughts, so long as our thoughts are not meant in a rude or hateful manner. All communications should be written in standard, formal English, and should always reflect a professional tone.
- **Acts of plagiarism will result in an automatic “No Credit” for the course and you will be ineligible to submit the Portfolio.**
- All work must be submitted via the appropriate Blackboard assignment tool. No emailed work accepted.
- The **Compare Contrast, Position, and Reflective Introductory essays** each require a *Turnitin PDF Similarity Report*, which you will download following your essay submission to Turnitin.



Late Work Policy



Late essays are NOT accepted. ALL essays MUST be submitted on time to adhere to the timeline of the course that leads to successfully creating the Portfolio. If essays are not submitted by the due dates, students become ineligible for either course credit or to submit the Portfolio and any further work will not be accepted. Please pay close attention to deadlines and plan your time accordingly.

- **The Timed Essays** must be taken during the weeks they are available: Week Two, Nine, and Fourteen. Late timed essays are **not** an option. If timed essays are not submitted by the due dates, students *become ineligible for either course credit or to submit the Portfolio, and any further work will not be accepted.*
- **Weekly writing topic assignments** - Work is due Fridays 5pm to get full credit of 5 points; the following week earns 3 points; the following week after that earns 1 point, and then the assignment link expires.
- **Discussion Board:** closes after 5pm Friday; late posts do not receive credit. The deadline for the interpretative postings on the week's assigned readings is scheduled for every Wednesday midnight. Responses to two classmates by 5 pm Friday for full credit. Do not combine forums; they are graded separately..



Course Assignments

1. Weekly Summary Response Assignments:

Each week you will read articles, watch videos, and read PowerPoints about writing topics. You will then write a **three paragraph summary, analysis, and response** answering the following questions comparing the materials to each other:



1. What is the article/video/PowerPoint about?
2. How effective were they in terms of audience and purpose?
3. How will this information influence your understanding of writing?

You will submit your work through Blackboard in the dialogue box that opens when you click on the assignment. Work is NOT accepted by email; it MUST be submitted through the course.

Work is due Fridays 5pm to get full credit of 5 points; the following week earns 3 points; the following week after that earns 1 pt. and then the assignment link is unavailable. As you only earn 1 point as a result of late submission, those points may not be enough to pass the course.

2. Weekly Discussion Board:



- Forums are in response to a number of different topics, some of which are the assigned readings in the textbook; *Reading for Meaning* and *Reading Like a Writer* discussion questions in the text following the readings.
- Discussion Board posts are due Wednesday midnight; responses to 2 classmates' posts for each forum are due 5 pm Friday for 6 possible points.
- You must post a thread first, and then respond to two classmates for each forum topic.
- Some weeks have two Discussion Board Forums; be sure to post and respond to each forum separately; do not combine posts. Points are not combined.

Note: the Discussion Board **closes after 5pm Friday**; late posts do not receive credit. The deadline for the interpretative postings on the week's assigned readings is scheduled for every Wednesday midnight, with responses to two classmates no later than 5 pm Friday for full credit. Students who do not meet the Friday 5pm deadline will receive a grade of "0" for the entire week's discussion.

3. Essays:

You will write three essays that will be included in the Final Portfolio:

1. **Reflection Introductory Essay** – one draft – does *not* receive instructor comments, but does require the *Turnitin Similarity Report* in the Portfolio.
2. **Position Essay** – three drafts plus the Report – first draft receives instructor comments.
3. **Compare/Contrast Essay** – three drafts plus the Report - first draft receives instructor comments.

You will be writing multiple drafts of your essays in which you will refer to the text and be required to cite properly using **MLA citation format**. The *Compare/Contrast Essay* and *Position Essay* will consist of three drafts. You will submit your **second revised draft** of each essay to get tutor feedback; to the Student Center for Academic Achievement (SCAA) located in LI 2550 and you can work with a tutor online.



- The **first drafts** of the *Compare/Contrast Essay* and *Position Essay* are submitted to the course to receive instructor comments, which you save for your Portfolio.
- The **second draft is not submitted to the course**, but must receive comments from a tutor, which you will save for your

Portfolio.

- The **final draft of the *Position* and the *Compare/Contrast Essay*** is submitted to Turnitin from which the **Turnitin PDF Similarity Report** is generated; you will download the Report following your essay submission, and save it for your Portfolio.
- **The Turnitin Similarity Reports must indicate 10% or less similarity** according to MLA standards.
- **ALL essays** must be submitted to the course by the due dates to receive course credit and remain eligible to submit the Portfolio.
- **Late essays are NOT accepted.** ALL essays MUST be submitted on time to adhere to the timeline of the course that leads to successfully creating the Portfolio. If essays are not submitted by the due dates, students become ineligible for either course credit or to submit the Portfolio and any further work will not be accepted. Please pay close attention to deadlines and plan your time accordingly.

4. Timed Essays



There will be three timed essays. You will have *one hour and fifty minutes* to write a response to the prompt, which **MUST** be completed and submitted through the test portal in Blackboard.

All timed essays in the Portfolio must be the **CERTIFIED COPIES** that will be retrievable from the feedback section in My Grades within 48 hours after you have submitted each timed essay. The timed essays must be a complete, thesis-driven essay.

Sources are **NOT** to be used; examples given are from your life experience. You are **NOT** to consult with anyone while writing the essays.

Timed essays **MUST** be submitted within the Blackboard test portal. These essays are scored in the Portfolio Evaluation and receive LC, DC, or CC. Read the *Timed Essay Instructions* in the course.

Essays are due Fridays by 5 pm: **Late timed essays are NOT accepted.** NO exceptions.

- **Save** the timed essay Word documents like this: **Full Name Timed Essay One (or Two or Three)**
- All timed essays must have the writing prompt cut and pasted from Blackboard single-spaced onto the top of your Word document above your name, etc.
- Correct section number: English 300 Section #
- Double space your timed essay, and format in correct MLA style with your name, teacher, class, date, and Timed Essay (One, Two or Three) upper left area.

The Timed Essays must be taken during the weeks they are available:

- a. Timed Essay One is taken during Week Two.
- b. Timed Essay Two is taken during Week Nine (proctored).
- c. Timed Essay Three is taken during Week Fourteen.

Failure to take Timed Essays by the due dates will result in losing eligibility for continuing in the course, receiving course credit, or submitting the Portfolio. Plan your time accordingly.

Proctoring

The second Timed Essay must be proctored while taken, requiring a **webcam and audio**. CSUEB has contracted the services of an online proctoring third party: **Proctor U**. Before taking the Timed Essays, click on handout in Blackboard to learn how to register with the proctoring. They will walk you through the steps and the test passwords are provided by ProctorU.



If you experience technical issues while taking the test, you will need to retake the timed essay with a different prompt. See more information about using *Proctor U* in the **Timed Essay tab** in the course and in the Week Nine folder.

Any attempts to submit a non-proctored test will be dismissed, and you will be directed to retake a new, proctored test. Should you experience technical issues with the timed essay, you will not be allowed to retake the test with the same prompt, but will be directed to a test in a different location with a new prompt, which will require another fee through the online proctoring service.

5. Portfolio:



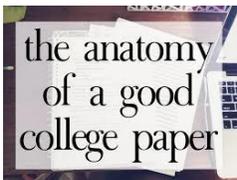
Your portfolio will contain a cover sheet, table of contents, and questionnaire in addition to the following essays:

- A Reflective Introduction Essay and *Turnitin PDF Similarity Report*
- A Position Argument Essay with three drafts and *Turnitin PDF Similarity Report*
- Three *Certified* Timed Essays
- A Compare/Contrast Essay with three drafts and *Turnitin PDF Similarity Report*
- An optional item - note that you CANNOT include an essay that has not been seen by your teacher in your portfolio.

For more explanation, please see the **“Portfolio Requirements” section** in the *More Information* addendum to this document. You can also view this information in your Blackboard course under the “Portfolio Information” tab in the Course Menu Bar.

Portfolio Evaluation:

Your portfolio evaluation will result in one of the three following possible assessments:



- CC (8):** Clear Competence - you have fulfilled the University Writing Skills Requirement, and no additional writing courses are needed.
- DC (7):** Developing Competence – you are required to take a 2nd-tier writing course.
- LC (6):** Limited Competence--student must repeat English 300.

It is necessary to receive a *Developing Competence* on the portfolio to advance to a second tier writing course or a *Clear Competence* to completely fulfill the University Writing Skills Requirement. Please note that **it is possible to receive credit for ENGL 300** and NOT receive a Developing or Clear Competence score on the portfolio. The Scoring Rubric for the Portfolios is available in the *Portfolio Information Folder* in the course.

How will I find out my score?

The Testing Office will contact you after finals week. ***Your instructor will not know.***

Is there any way to appeal my portfolio evaluation?

No, the decision of the committee, which is made up of faculty from across the disciplines, is final. Your instructor has nothing to do with the final Portfolio score and cannot effect any changes to it.

Technical Requirements

This is an entirely online course. There will be no in-class meetings. You will need to access and participate in this course through [CSU East Bay's Blackboard system](#).

You will be required to:

- Participate in the Discussion Board
- Submit assignments through assignment links
- Submit timed written essays in Word documents
- Upload essay draft Word documents
- Download PDF files
- Retrieve documents from My Grades
- Create an e-Portfolio

To be successful in the course, you will need:

- Microsoft Word software
- Adobe Acrobat software for PDF files
- Microsoft PowerPoint software will be necessary to view the PowerPoints.
- Access to a computer with speakers, a microphone (most computers come with a built-in microphone)
- A **webcam and audio** for proctoring the second timed essay.
- A stable Internet connection for several hours a week in order to fulfill the assigned course activities and discussions
- To be comfortable navigating Blackboard and accessing online resources such as websites and videos, while also being able to download documents, reports and files.

You can take the [Online Readiness Assessment](#) to see how ready you are to take an online course. While you can still take this course if you do not score well, it means you might have to spend a bit more time becoming familiar with online technology.

Student Support Services

The *University Policies*, *Student Support Services*, and *Hints and Technical Info* tabs in the Course Menu bar provide information for students.

For additional help, you can contact the campus **Learning Center**:

Library Learning Commons: 510-885-4152

Email: stsc@csueastbay.edu

Live Online Help with a Live Chat option is available on the main Blackboard login page.



Student Center for Academic Achievement: offers tutoring - open Monday through Thursday and Sundays

SCAA Online Writing Lab: you may submit your papers and a SCAA tutor will provide feedback within 48 hours

Student Accessibility and Accommodations: students with documented accommodations are offered extra time for the three timed essays, in addition to opportunities to submit the weekly writing topic assignments up to two weeks past the posted due dates.

Course and University Policies

Academic dishonesty/plagiarism

Cheating and plagiarism are not acceptable in this academic environment.

Cheating is defined as possessing unauthorized sources of information during a quiz or exam, copying another student's work or permitting another student to copy one's work, completing any assignment for another student, submitting out-of-class work for an in-class assignment, altering graded work after instructor evaluation and resubmitting it for re-grading, retaining exams or other materials after they were supposed to be returned to the instructor, or **submitting the same paper for two different classes without the approval or knowledge of both instructors**. These action(s) may cause the student(s) involved to be placed on probation, be suspended, or expelled.



Plagiarism is defined as taking the words or substance (ideas) of another and either copying or paraphrasing the work without giving credit to the source through quotation marks or reference citations; this includes materials from the Internet. A *Turnitin Similarity Report* that indicates a similarity rating of higher than 10% will be scrutinized for evidence of plagiarism. Plagiarism will result in a report filed with the English Dept. and the Dean of Academic Affairs, and the student will be **ineligible to continue in the course or submit a Portfolio**.

- Completing the Plagiarism Assignment in the beginning of the course **is required for course credit**.

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



Netiquette Expectations:

"Netiquette" is online communication etiquette. Our online classroom is an academic environment, where we can safely share our points of view, expressed with respect for others. Here are some basic guidelines that all participants should follow:

- Express your opinions politely, even if you disagree with someone. Be open and willing to accept other points of

view.

- Course discussions and other shared content is private and copyright protected. Do not disseminate this content outside of the online classroom unless granted permission by the author(s).
- Do not use "texting" abbreviations when communicating in the online classroom. Be professional. Use concise, well-constructed language. Follow the rules of spelling and grammar.
- Avoid sarcasm and humor as these can be easily misinterpreted, especially by individuals of different cultures than your own.
- Do not send messages that you write when you are angry or upset. Reread every post before you send it.
- Do not use all capital letters as it is considered SHOUTING.
- Sign every post you make so others can reply to you directly.
- Construct your messages in a text editor and transfer them to the LMS after proofing them for Netiquette.

University Statement on the use of Turnitin



The university requires that I inform students of the following: Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement on the Turnitin.com site.

Visits to the Student Center for Academic Achievement (SCAA)

You need to plan at least two visits to the SCAA over the quarter to writing tutor, either online or in person. Contact information is in Blackboard and through the university website. A good time for visits between the time you get input from your instructor and when in your final draft. You will SAVE the comments on your second draft Portfolio, but the second draft is NOT submitted to the course.



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Disability Accommodations

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

disabilities needing accommodation should speak with Accessibility Services. <http://www20.csueastbay.edu/af/departments/as/>

Safety Policy

California State University, East Bay is committed to being a safe and caring community. 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.PDF>

Grievance Policy

If you think that you are being or have been treated unfairly, you have the right to file a grievance. According to the CSUEB English Department policy, the grievance must first be filed with the instructor with whom you have a complaint. If you cannot find a resolution to your grievance, then you and your instructor will meet with the head of the composition program or the Chair of the English Department.

Final Notes

This syllabus is subject to change as needed. I may also assign individualized homework to help you improve particular skills. I hope this quarter will be of great benefit to you! Use your resources wisely. Resources include classmates, your texts, your instructor, and the SCAA.

More Information

Portfolio Requirements

What follows is a list of the items to be included in your portfolio. Please note that ANY deviation may result in your portfolio not receiving credit. Portfolios are due to the course no later than **5 pm Monday of Week Fifteen**. NO late Portfolios accepted.

ITEMS TO BE INCLUDED IN YOUR PORTFOLIO in the correct ORDER:

Please note that the **ORDER** of the files is important!

1. Cover sheet: This includes your name, your teacher's name, and your course and section number.



2. Table of contents: This includes the following items, *in the correct order*.

3. Questionnaire: This includes your identification information. Look in Week Thirteen to find that link.

4. Reflective introduction essay and Turnitin PDF Similarity Report.

- This is single draft 400-500 word essay that *introduces the portfolio* and argues that you should pass either this class or the entire the University Writing Skills Requirement.
- It is thesis driven, and the evidence mentioned in it is included in the portfolio although you may choose to include other information such as personal history.

- You will not receive teacher input or comments on this essay, but you may go to the Writing Center for help.
- This requirement will help maintain the fairness for all students.

5. **Three Certified Timed Essays** with the *earliest first*, followed by the later essays.

6. **Position argument essay with three drafts in this order and Turnitin PDF Similarity Report:**

- **Position Essay Assignment Sheet** – available in Portfolio Information Folder
- **Position Essay Final Draft** labelled as the final draft
- **Turnitin Similarity report** with a less than 10% similarity.
- **Position Essay Second Draft** with Tutor Comments
- **Position Essay First Draft** with Instructor Comments

800 words minimum.

This three-draft essay is a thesis-driven argument. While you must use and cite at least one source from the text and include the source on a **Works Cited List** attached to the last page, you *may not use more than three sources in total*. You may work with many drafts, *only the first draft* may receive teacher input. Include ALL drafts (minimum three), one with teacher comments, one with peer and/or Writing Center comments, and a final, clean draft without comments.

Be sure that the latest draft, a clean copy with no instructor comments, is placed **first**, followed by earlier drafts and prewriting, so that the evaluator looks from latest to earliest writing when opening that section of the portfolio.

Please note that, if you have gone to the Writing Center, you must include the drafts you worked on with them, in order. This will help the evaluators to see your writing in process. The second draft is **not uploaded to the course**, but must be in the Portfolio.

7. **Compare/Contrast Essay with three drafts in this order and Turnitin PDF Similarity Report**

- **Compare/Contrast Essay Assignment Sheet** – available in the Portfolio Information Folder
- **Compare/Contrast Essay Final Draft** labelled as the final draft
- **Turnitin Similarity report** - less than 10% similarity.
- **Compare/Contrast Essay Second Draft** with Tutor Comments
- **Compare/Contrast Essay First Draft** with Instructor Comments

800 words minimum.

This three-draft essay is a thesis-driven argument. You must use and cite the two sources from the text and include the source on a **Works Cited List** attached to the last page; you *may not use any other sources*. You may work with many drafts, *only the first draft* may receive teacher input. Include ALL drafts (minimum three), one with teacher comments, one with peer and/or Writing Center comments, and a final, clean draft without comments.

Be sure that the latest draft, a clean copy with no instructor comments, is placed **first**, followed by earlier drafts and prewriting, so that the evaluator looks from latest to earliest writing when opening that section of the portfolio.

Please note that, if you have gone to the Writing Center, you must include the drafts you worked on with them, in order. This will help the evaluators to see your writing in process. The second draft is **not uploaded to the course**, but must be in the Portfolio.

8. An optional item. You might or might not include one other item. This is entirely up to you, but this item must then be referenced in your introduction. In the past, students have included everything from a recent paper in another course showing how much they have improved, to an additional in-class essay perhaps (an unsuccessful one, included to showing improvement of some quality) to something they have published.

- You will submit your Portfolio to the assignment link no later than **Monday of the 15th week of class**; after I have reviewed it, I may or may not suggest you make changes to meet the requirements of the Testing Office.

Assignment Submissions

1. Click on **Weekly Schedule** on the Menu Bar in Blackboard.
2. Open the appropriate Folder to view that week's schedule folders.
3. Click on the assignment folder. Click on the assignment title to open dialogue box in which you can write your response. Some assignments will require a file upload.

How to Format Timed Essays in MLA style

1. Cut and paste the single-spaced writing prompt at the top of the page *above your name*
2. Put any pre-writing after the prompt above your name, single-spaced
3. Save the document like this: **Your Name Timed Essay One** (or Two or Three)

The rest of the paper is double-spaced throughout:

Your Full Name

English 300-Section Number

Instructor Name

Date

Timed Essay (One, Two, or Three)

Informative Title Centered on the Page and Correctly Capitalized

How to Format the Other Essays in MLA style:

Double spaced throughout with 12 point font with 1" margins

Double-spaced in the upper left hand corner on only first page:

Your Full Name

Page Numbers upper right hand corner

English 300-Section Number

Instructor Name

Date

Position Essay or Compare/Contrast Essay First Draft (or Second or Final Draft)

Titles are Centered and Capitalized Correctly in
Same Size Font and not Underlined nor Bold

10 Growth Mindset Statements



What can I say to myself?



INSTEAD OF:

TRY THINKING:

I'm not good at this.

1 What am I missing?

I'm awesome at this.

2 I'm on the right track.

I give up.

3 I'll use some of the strategies we've learned.

This is too hard.

4 This may take some time and effort.

I can't make this any better.

5 I can always improve so I'll keep trying.

I just can't do Math.

6 I'm going to train my brain in Math.

I made a mistake.

7 Mistakes help me to learn better.

She's so smart. I will never be that smart.

8 I'm going to figure out how she does it.

It's good enough.

9 Is it really my best work?

Plan "A" didn't work.

10 Good thing the alphabet has 25 more letters!

(Original source unknown)

@sylviaaduckworth

English 301 Writing for Proficiency (English for Speakers of Other Languages): Course Description, Requirements, and Methods

English 301 – Writing for Proficiency [ESOL] (3 units)

English 301 is a first-tier course designed to help students meet the University Writing Skills Requirement (UWSR), which is required by CSUEB for graduation for both undergraduate and graduate students. Students who choose to meet this requirement through course work and portfolio can enroll in English 301 without ever taking the Writing Skills Test (WST). Students who have taken the WST and received Limited Competence must take this course and possibly a second-tier course as well (see below).

Minimum Writing Requirements:

- Two multi-draft out-of-class essays
- Three timed in-class essays
- Single-draft reflective essay
- Writing assignments and quizzes
- Discussion board postings

Method of Instruction:

Hybrid Course: Class meets on campus once a week. In-class sessions include lectures, discussions of topics related to readings, as well as practice exercises. Students will also meet with instructor for individual conferences and office hours. Accompanying course site in Blackboard contains weekly modules with materials and links for assignment submissions, as well as folders with handouts, instructions, assignments, online testing capabilities, web links, and more. Three timed in-class essays are written in a computer lab on campus, and submitted in Blackboard.

Student and Course Learning Objectives:

Course Learning Objectives (CLO's):

1. Demonstrate essay writing skills at the level of proficiency, required for students to satisfy the University Writing Skills Requirement (UWSR).
2. Develop understanding of the main components of an academic essay.
3. Practice writing argumentative essays.
4. Demonstrate ability to use source materials in supporting manner, and to properly cite and document sources.
5. Practice continuous revision of essay drafts to improve the quality of written work.

6. Apply rules of grammar and proper vocabulary usage to meet expectations of academic audience.

Student Learning Outcomes (SLO's):

Argument — Student presents a thesis that gives focus to the writer's ideas, and development that supports the thesis with a variety of strategies such as reasons, details, results, anecdotes, examples, quotations, paraphrases, and questions to support positions.

Organization — Student uses a clear organizational structure and makes use of a variety of transitions and other coherence devices to ensure a smooth flow of ideas.

Management of Source Materials — Student includes sources which are used to support the writer's own ideas. Documentation clearly indicates the source of quoted, paraphrased or summarized material within and at the end of the essay.

Technical Command — Student employs effective and precise language and mechanics based on standard English grammar and usage, and uses a variety of sentence structures.

Recommended Text:

Raimes, Ann, and Susan K. Miller-Cochran, eds. *Keys for Writers*. 7th ed.
ISBN: 978-1-111-84175-1

Final Portfolio Requirements for the Testing Office:

1. Cover sheet
2. Table of Contents that lists all components of the Portfolio
3. Reflective Introduction Essay
 - Reflective Essay Turnitin Report
4. Out-of-Class Essay 1 (Argument/Position):
 - Assignment Sheet
 - Final draft
 - Turnitin Report
 - Second draft with tutoring comments
 - First draft with instructor comments
5. In-Class (Timed) Essays:
 - Diagnostic Essay
 - In-Class Essay 1
 - In-Class Essay 2
6. Out-of-Class Essay 2 (Argument/Position):
 - Assignment Sheet
 - Final draft

- Turnitin Report
- Second draft with tutoring comments
- First draft with instructor comments

Tier One Level Essay Rubric/Portfolio Evaluation Criteria:

Portfolios are read and scored by a reading committee comprised of faculty from across the curriculum, during Finals Week. Evaluators use the following rubric during portfolio evaluation process (available on SCAA webpage/WST Preparation Programs at <http://scaa.csueastbay.edu/wp-content/uploads/ENGL-3000-3001-1stTier-Rubric.pdf>).

CSUEB First-Tier Portfolio Evaluation Criteria

A. General Introduction

All first-tier portfolios must contain eight items: a cover page, a table of contents, a reflective introductory essay, two out-of-class essays (at least one of which will be a text-based argument), and three in-class essays. Some students may also include an optional item of their choice. These items should be ordered in the following way:

1. Cover page
2. Table of contents
3. Reflective introductory essay (with Turnitin report)
4. One out-of-class essay (with Turnitin report and drafts)
- 5.-7. Three in-class essays
8. Other out-of-class essay (with Turnitin report and drafts)
9. Optional item

In addition to the required essays, the introductory essay and the two out-of-class essays must be accompanied by Turnitin reports with appropriate date stamps. Any portfolio that is missing one or more required elements should be brought to the attention of the chief reader or a table leader.

One or both of the out-of-class essays will contain at least one outside source. First-tier students are expected to clearly indicate the origins of their source materials in the text of essays and at the end of essays. Source materials should not dominate any essay. It is recommended that no more than 10% of any essay be from source material.

When assigning a score for an entire portfolio, evaluators will sample the three major types of writing included in the portfolio: the reflective introductory essay, the multi-draft out-of-class essays, and the in-class essays. Please note that evaluators do not expect in-class essays to exhibit the same level of polish and control as multi-draft out-of-class essays.

B. Overview of Evaluation Criteria

Portfolios will be evaluated in four categories: argument, organization, management of source materials, and technical command. Definitions of these categories are given below.

Descriptions of these categories at the clear, developing, and limited competence levels are provided in the attached scoring guide.

Argument—Each essay presents a thesis that gives focus to the writer’s ideas, and development that supports the thesis with a variety of strategies such as reasons, details, results, anecdotes, examples, quotations, paraphrases, and questions to support positions.

Organization—Each essay uses a clear organizational structure and makes use of a variety of transitions and other coherence devices to ensure a smooth flow of ideas.

Management of Source Materials—Each text-based essay includes sources which are used to support the writer’s own ideas. Documentation clearly indicates the source of quoted, paraphrased or summarized material within and at the end of the essay.

Technical Command— Each essay employs effective and precise language and mechanics based on standard English grammar and usage. Each essay uses a variety of sentence structures.

Note: Portfolios become the property of the University and are not returned to the student.

Category	Clear Competence (university writing requirement met)	Developing Competence (second-tier course required)	Limited Competence (first-tier course to be repeated)
Argument	Thesis gives adequate focus to writer’s ideas. Argument supported with variety of development strategies. Ideas and evidence support thesis.	Thesis present, but may be weak or awkwardly stated. Arguments may be supported inconsistently; essay may employ limited number of development strategies. Ideas and evidence may not always support thesis.	Thesis may be missing, inadequate, or not entirely clear. Arguments may lack support and adequate development; essay may employ very limited number of development strategies with little variation. Ideas and evidence may not be connected to thesis.
Organization	Essay has clear structure, uses range of transitions and	Essay has structure, uses some transitions and other	Essay structure may be simplistic or may not be apparent, may use very limited number of

	other coherence devices, generally easy to follow.	coherence devices, may be hard to follow at times	transitions and other coherence devices, may be hard to follow.
Management of Source Materials	<p>Writer's own ideas are expressed, source materials used primarily to support writer's ideas.</p> <p>Source material clearly indicated within and at the end of essay.</p> <p>Direct quotations and paraphrases clearly indicated.</p>	<p>Writer's own ideas may be overshadowed by source materials.</p> <p>Evidence of consistent attempts to indicate source material within and at end of essay.</p> <p>Direct quotations and paraphrases indicated.</p>	<p>Writer's own ideas may be muted by source materials.</p> <p>Source material may not be indicated within and at end of essay.</p> <p>Direct quotations and paraphrases may not be indicated.</p>
Technical Command	<p>Language and mechanics generally controlled.</p> <p>Sentences varied.</p> <p>A few errors in language or mechanics may be evident, but are not highly distracting and do not interfere with meaning.</p>	<p>Language and mechanics moderately controlled.</p> <p>Sentences may be constructed with limited number of sentence types.</p> <p>Some errors in language and mechanics may be evident, may sometimes be distracting, or may occasionally interfere with meaning.</p>	<p>Language and mechanics are not well controlled.</p> <p>Vocabulary may be noticeably limited.</p> <p>Simple sentences may dominate essay.</p> <p>Errors in language and mechanics may be repeatedly evident, highly distracting, or regularly interfere with meaning.</p>

Sample Syllabus:

ENGLISH 301 (Hybrid) Writing for Proficiency

Fall Semester 2018

Day, Time/Classroom

Instructor:

Office:

Office Hours:

Telephone (office):

Email:

Response time:

Course Description and Purpose:

English 301 is a course designed to help students meet the University Writing Skills Requirement (UWSR), which is required by the CSU for graduation for both undergraduate and graduate students. There are no prerequisites for this course.

Students taking this course will write a series of essays, which will be gathered into a portfolio at the end of semester. Portfolios will be evaluated by faculty from across the curriculum. As a result of this evaluation, a student may be required to repeat the first-tier course, enroll in a second-tier course, or may be found to have met the entire writing skills requirement.

Student Learning Objectives:

Upon completion of the course, students are expected to:

1. Demonstrate essay writing skills at the level of proficiency, required for students to satisfy the University Writing Skills Requirement (UWSR).
2. Develop understanding of the main components of an academic essay.
3. Practice writing argumentative essays.
4. Demonstrate ability to use source materials in supporting manner, and to properly cite and document sources.
5. Practice continuous revision of essay drafts to improve the quality of written work.
6. Apply rules of grammar and proper vocabulary usage to meet expectations of academic audience.

Textbooks:

- Raimes, Ann and Susan K. Miller-Cochran. *Keys for Writers*. 7th ed. 2014.

Course Format:

This course is delivered in a **hybrid** fashion as it combines face-to-face classroom instruction with online learning. In-class sessions will be held in a scheduled classroom once a week. In addition, students will write 3 in-class essays in a computer lab on campus, and they will attend individual conferences in instructor's office on campus. The rest of the coursework including homework assignments will be completed and submitted online. Students will assemble their 1st tier Final Portfolios in one of the two possible ways – as hard-copy (paper) version or online.

Technology Requirements:

As you will be accessing course materials and submitting numerous assignments online, you will need to have regular access to a computer and stable Internet connection. It is also recommended that you have access to a word processor (e.g. Microsoft Word, etc.), as well as a webcam and some form of a microphone (this is included with most laptop computers).

In **Blackboard**, the course content is arranged in folders as they appear on the Course Menu:

- **Start Here** – a folder which includes Course Syllabus, Curriculum Alignment, Class Schedule for the entire semester, as well as Netiquette Guidelines.
- **Course Materials** – a folder which contains weekly modules. Each Week starts with Introduction (listing objectives and outcomes), followed by Materials (a folder with reading assignments and handouts) and Homework (an area to submit Homework assignments).
- **In-Class Essays** – a folder with links to write timed In-Class Essays.
- **Out-of-Class Essays** – a folder with all necessary information about two Out-of-Class Essays that students will be working on this semester.
- **Discussion Board** – an area where all homework assignments will be submitted in folders.
- **Portfolio Information** – a folder with all necessary information about 1st Tier Portfolio that each student will prepare at the end of semester.
- **Discussion Board** – an area to pose questions and make assigned postings and responses in designated discussion forums.
- **University Policies** – a folder with information on important academic, intellectual property, computing use, and non-discrimination policies, and emergency procedures.
- **Student Support Services** – a folder with information on different types of services available for students: academic support, technology support, assistive technology and accessibility services.
- **Hints and Technical Info** – a folder with a wealth of information to help students navigate and operate in Blackboard.

Course Policies:

On the last day of class, each student will submit a portfolio of writing to be evaluated faculty from across the disciplines. As a result of portfolio evaluation, students will be placed into one of the following categories:

- **CC (8):** Demonstrates **Clear Competence**--student has completed all requirements for UWSR.
- **DC (7):** Demonstrates **Developing Competence**--student is required to take a 2nd-tier writing course (English 303 or semester equivalent of Marketing 3495).
- **LC (6):** Demonstrates **Limited Competence**--student is required to repeat the 1st-tier writing course.

Grading Policy:

Every student's course result will be based on completion of required course work and on result of portfolio evaluation. To move to second tier, students must both pass and receive Credit for the course (by completing at least 70% of the coursework) AND receive a DC (Developing Competence) on portfolio. **Students who do not complete 70% of the coursework will not pass the course and their portfolios will not be accepted for evaluation.**

Portfolio:

The following documents must be included in the portfolio or it will not be assessed:

1. **Cover Sheet:** See sample in Portfolio Information.
2. **Table of Contents:** This includes the following items, in the order listed below.
3. **Reflective introduction essay:** This is an essay written as a personal argument, in which you will introduce your portfolio, reflect on what you learned this quarter, and argue that you should pass either this class or the entire University Writing Skills Requirement. It is thesis driven, and the evidence mentioned in it must be included in the portfolio although you may choose to include other information such as personal history. You will not receive teacher input or comments on this essay except for explanation of requirements, but you can receive workshop help at the Student Center for Academic Achievement (SCAA). This requirement will help maintain fairness for all students. This essay is an important component of the portfolio; it should be at least 700 words in length, and be accompanied by a Turnitin report.
4. **One out-of-class essay (argumentative/position):** This three-draft, 1,000 words (minimum) out-of-class essay is a thesis-driven, text-based argument. You will use and cite at least two (but no more than three) sources in this essay. You will include ALL drafts (minimum three) in the portfolio: one with teacher comments, one with tutoring comments, and a final, clean draft with a Turnitin report.
5. **Three in-class writings with the earliest first:**
 - a. Diagnostic essay – written in the first week of classes.
 - b. Two additional in-class essays – one from the first part of the quarter and one from the second half. Each must be a complete, thesis-driven essay.
6. Because these essays will be written in computer lab, they will be typed but must have verification by the teacher that they were written in class.
7. **Second out-of-class essay:** Like Out-of-Class Essay 1, this essay will be a text-based argument (although focusing on a different topic), and it must also be a minimum of 1,000 words in length, documented in MLA format, with all drafts and prewriting as well as Turnitin report included.
8. **Optional written item:** Students may include, at their own discretion, an optional item, but this item will only be considered if is referenced in the introduction.
9. **Additional hard-copy item—scan sheet** will be provided by your teacher and completed at the end of the quarter (for portfolio testing purposes).

Portfolio Evaluation:

Portfolios are read and scored by a reading committee comprised of faculty from across the curriculum, during Finals Week.

Evaluators use the following rubric during portfolio evaluation process:

<http://scaa.csueastbay.edu/wp-content/uploads/ENGL-3000-3001-1stTier-Rubric.pdf>

Assignments:

Out-of-Class Essays:

There will be **two** out-of-class argumentative/position, multiple-draft essays assigned this quarter. Both essays will be included into 1st-tier portfolios. (See Portfolio section of this Syllabus as well as “Out-of-Class Essays” folder in Blackboard for more information on each essay.)

In-Class Essays:

There will be **three** In-Class Essays (including one Diagnostic Essay assigned in the first week of classes). Graded in-class essays will be returned within two weeks after submission.

*** Note:** Students are required to submit both Out-of-Class Essays and Reflective Introduction Essay to Turnitin, and to include Turnitin reports into portfolios. In addition, students will be asked to submit Diagnostic Essays to Turnitin, and use Respondus LockDown Browser when writing In-Class Essays in a computer lab. Instructions on using Turnitin and Respondus are available in Blackboard.

Grammar/Vocabulary Exercises and Quizzes

After studying grammar materials and words from Glossary of Usage in Keys for Writers, you will complete vocabulary and grammar exercises and take several online quizzes. You will receive specific instructions before each quiz. All grammar/vocabulary quizzes will have multiple attempts.

Discussion Board

Throughout the quarter, you will study two major topics. As you approach each topic, discussion questions will be posted in Blackboard’s Discussion Board. It is important to participate in discussions as they will help you develop a better understanding of each topic and formulate your own opinion on it.

**** Note:** Even though grammar/vocabulary exercises and quizzes, as well as Discussion Board postings will not be included into your portfolios, their completion is essential to your learning and progress in this class; that is why, points will be assigned for these assignments.

Attendance and participation:

Note that this is NOT an exclusively online course, and consistent attendance during face-to-face meetings is very important, as the work done in class is directly related to your success in English 301. **A student who misses more than two face-to-face meetings will automatically fail the course. Students who are more than 30 minutes late are considered absent.**

Academic dishonesty:

Cheating and plagiarism are not acceptable in the academic environment.

Cheating is defined as possessing unauthorized sources of information during an exam (such as in-class essay), copying the work of another student or submitting assignment completed by someone else.

Plagiarism is defined as taking the words or substance (ideas) of another and either copying or paraphrasing the work without giving credit to the source (e.g. through footnotes, quotation marks, or reference citations); this includes material from the Internet. Any portfolio deemed to include the words or substance of another without proper credit will be evaluated as showing Limited Competence, and a student will be reported for academic dishonesty.

***** Note: Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement on the Turnitin.com site.**

For more information on Academic Dishonesty policy, view Important Policies and Procedures in Blackboard.

Grievance policy:

If you think that you are being or have been treated unfairly, you have a right to file a grievance. According to the CSUEB English Department policy, the grievance must first be filed with the instructor with whom you have a complaint. If you cannot find a resolution to your grievance, then you and your instructor will meet with the head of the composition program or the Chair of the English Department.

Disability accommodations:

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

Other policies/requirements:

- **Withdrawal policy:** The only reason a student can withdraw from first tier is if he or she gets DC or CC on the WST. Anyone who is eligible to withdraw needs to contact the Testing Office located in LI 3165A. (See the full text of Section 6 of Executive Order 792 attached in Blackboard/Course Documents).
- Bring a **photo ID** as you may be asked to provide proof of your identity.

Final notes:

This syllabus is subject to change as needed.

I hope this quarter will be of great benefit to you!

Sample Course Schedule:

Week	Agenda for In-Class Session	Homework Due *
1 8/20 – 8/26	Course Syllabus Class Schedule Course layout in Blackboard Introduction	Discussion Board: self-introduction and responses to 2 classmates Syllabus Quiz
2 8/27 – 9/2	Diagnostic Essay (Computer Lab)	VARK Questionnaire & 100-word commentary <i>KfW:</i> Read Ch. 1 & 2 Study handouts on Pre-Writing Strategies & Essay Structure. <i>KfW:</i> Study Ch. 36 & 37
3 9/3 – 9/9	Grammar exercise (sentence structure errors) Essay writing strategies Components of an essay	Grammar Quiz on Sentence Structure Read 2 articles for OCE 1 (links in Week 5: Materials). Study handouts on Argumentative Writing. <i>KfW:</i> Read Ch. 4
4 9/10 – 9/16	Argumentative writing Out-of-Class Essay 1 (OCE 1): * Essay 1 Assignment * Discuss Worksheet 1. * Assign Worksheet 2. * Sign-up for conferences.	Vocabulary Exercise #1 OCE 1: * Complete Worksheet 1 * Make Discussion Board postings for Essay 1. * Complete Worksheet 2; bring hard copy to conference next week.
5 9/17 – 9/23	Individual conferences with instructor (Music 2125)	OCE 1: Draft 1 – After conference, scan Draft 1 WITH instructor’s comments and submit in Week 6: Homework. Vocabulary Exercise #2

	Print out and bring hard copy of OCE 1: Draft 1 (Worksheet 2) to conference.	<p>Study handouts:</p> <ul style="list-style-type: none"> * Transitions * “Sandwich” Technique. * Incorporating Sources assignment * Instructions on Submitting Work to Online Tutoring <p><i>KfW</i>: Read Ch. 3, 9 & 10.</p>
6 9/24 – 9/30	<p>OCE 1:</p> <ul style="list-style-type: none"> * Global revision * Argumentative appeals. * Integrating and documenting sources. * Explain Incorporating Sources assignment. 	<p>OCE 1:</p> <ul style="list-style-type: none"> * Exercise on Incorporating Sources * Compose Draft 2, submit in Week 7: Homework, AND send to online tutoring. <p>Study Instructions on Using Respondus LockDown Browser.</p>
7 10/1 – 10/7	In-Class Essay 1 (Computer Lab)	<p>Vocabulary Exercise #3</p> <p><i>KfW</i>: Read Ch. 41, Part 3 & 6.</p>
8 10/8 – 10/14	<p>Grammar exercise (subject/verb agreement).</p> <p>OCE 1:</p> <ul style="list-style-type: none"> * Local revision * MLA style. 	<p>OCE 1: Draft 2 – After receiving tutoring comments, submit Draft 2 WITH tutoring comments in Week 8: Homework.</p> <p>Grammar Quiz on Subject-Verb Agreement</p> <p>Vocabulary Exercise #4</p>
9 10/15 – 10/21	<p>OCE 1:</p> <ul style="list-style-type: none"> * Checklist for Final Draft. * Submission of work to Turnitin. 	<p>OCE 1: Final Draft – Compose Final Draft and submit it to Turnitin.</p> <p>Read 2 articles for OCE 2 (links in Week 10: Materials).</p> <p><i>KfW</i>: Study Part 8.</p>
10 10/22 – 10/28	<p>Grammar exercise (punctuation).</p> <p>Review of Argumentative Writing</p>	<p>OCE 2:</p> <ul style="list-style-type: none"> * Complete Worksheet 1 * Make Discussion Board postings for Essay 2. * Complete Worksheet 2; bring hard copy to conference next week.

	Out-of-Class Essay 2 (OCE 2): * Essay 2 Assignment * Discuss Worksheet 1. * Assign Worksheet 2. * Sign-up for conferences.	Grammar Quiz on Punctuation.
11 10/29 – 11/4	Individual conferences with instructor (Music 2125). Print out and bring hard copy of OCE 2: Draft 1 (Worksheet 2) to conference.	OCE 2: Draft 1 – After conference, scan Draft 1 WITH instructor’s comments and submit in Week 11: Homework. Vocabulary Exercise #5 Study/review handouts: * Week 5: Materials * Portfolio Information folder (Course Menu)
12 11/5 – 11/11	OCE 2: * Global revision * Incorporating Sources Discuss 1st Tier Portfolios and Reflective Introduction Essay.	OCE 2: * Exercise on Incorporating Sources * Compose Draft 2 , submit in Week 12: Homework, AND send to online tutoring. Review Instructions on Using Respondus LockDown Browser.
13 11/12 – 11/18	In-Class Essay #2 (Computer Lab)	OCE 2: Draft 2 – After receiving tutoring comments, submit Draft 2 WITH tutoring comments in Week 13: Homework. Vocabulary Exercise #6
14 11/19 – 11/25	Thanksgiving Week Break NO CLASS	Vocabulary Exercise #7 Work on Reflective Introduction Essay and files for 1st Tier Portfolio.
15 11/26 – 12/2	OCE 2: * Local revision * MLA style * Submission of work to Turnitin * Checklist for Final Draft Complete scantrons.	Vocabulary Exercise #8 OCE 2: Final Draft – Compose Final Draft and submit it to Turnitin. Reflective Introduction Essay – complete the essay and submit it to Turnitin.

	Assistance with course work and portfolio related issues and questions.	1st Tier Portfolios: * Finalize course work and prepare all files for portfolio. * For paper portfolios – purchase portfolio folder, print out portfolio documents, and insert them in a folder. * For online portfolios – compress all files in a ZIP file folder.
16 12/3 – 12/7	Paper portfolios need to be submitted in class. Online portfolios need to be emailed to instructor as a ZIP file.	Students preparing ZIP file portfolios need to email them through Blackboard: <ul style="list-style-type: none"> • Go to Course Tools. • Click Send Email. • Click All Instructor Users.
Friday, 12/7	Deadline to submit portfolios to Testing Office by email – <u>12:00 noon.</u> Portfolios previously not emailed to instructor will not be accepted.	
17 Finals Week	Portfolios evaluated in Testing Office	

Sample Course Writing Assignments:

Out-of-Class Essay Assignment:

Argumentative (Position) Essay

Assignment:

Drawing on the assigned readings —

“Apple Investors Urge Action on iPhone Addiction among Kids” by Ben Popken

(<https://www.nbcnews.com/tech/apple/apple-investors-urge-action-iphone-addiction-among-kids-n835866>), and

“No, Apple Is Not Responsible For Your Kids' Smartphone Addiction”

(<https://www.investors.com/politics/editorials/no-apple-is-not-responsible-for-your-kids-smartphone-addiction/>),

— write an essay that presents your informed stance or opinion—your position—on **children’s addiction to smartphones**.

Whose responsibility do you think it is to stop or prevent children’s addiction to smartphones—is it tech companies’ or parents’? Why?

Qualify your position by collecting information from sources, considering opinions of others, and relying on your personal experiences and observations.

Guidelines:

1. In your **introduction**:

- **Introduce the topic.**
- Provide **background information** as necessary.
- **State the essay’s thesis**—a **claim** (assertive statement of your position) stated in response to assignment question.

Note: You can state the **reasons** in support of your claim in the introduction (either before the claim or after it), or state each reason as a topic sentence at the beginning of each body paragraph.

2. The **body** of your argument will:

(a) provide **logical support for each reason** by using

- summarized, quoted or paraphrased materials from sources
- examples from personal experience
- analysis/commentary

(b) **summarize the position of those who would oppose this argument** and respond to the opposition point of view by either refuting it or conceding to it.

3. In your **conclusion**, place the argument in a larger context, perhaps by summarizing your main points and showing why this issue is an important one or by calling to action.

Requirements:

The essay needs to be written in the **MLA format**. The final draft should be a **minimum of 1,000 words** in length.

You are required to use both assigned articles. In addition, **you will be given one more article during In-Class Essay on the same topic.** Overall, **you are not allowed to use more than three sources** for the essay.

As part of a multi-draft project, each draft of the essay will be a result of revision of the previous draft (or Worksheet). **The final draft of the essay will not be accepted if previous drafts have not been submitted.**

It is a requirement to **submit the final draft of the essay to Turnitin** and **obtain a Turnitin Report**. The Turnitin report will be included in your portfolio (or downloaded into your online portfolio). **The percentage score on the report cannot be higher than 10%.**

When attaching the essay into your portfolio, include the **final draft with a Turnitin Report**, the **2nd draft with tutoring comments**, and the **1st draft with instructor's comments**.

In-Class Essay Assignment:

Timed In-Class Essay

This essay is written in a computer lab, and students log into Blackboard by using Respondus LockDown browser.

Test Description:

- This is a timed essay that you will write based on your **Out-of-Class Essay 2** ("Children's Addiction to Smartphones") and an additional article "**Apple, Kids, and iPhone Addiction: Parental Controls in iOS Are Long Overdue**" by **Michael Simon** that you read before writing the essay.
- The essay needs to be focused, well organized and developed with summarized and quoted materials, explanations, and examples, and it needs to be **at least 750 words in length**. Please, note that **you cannot use the text of your Out-of-Class Essay 2**, but **you can certainly use the text of the article** when writing this essay.

Test instructions:

1. **Read and annotate the article.** (You can write notes and highlight passages in the text of the article as you read it.)
2. Read **In-Class Essay prompt** carefully.
3. You will be typing your essay in the window below the toolbar. In the upper left-hand corner of that window, type in your **name, English 3001-01**, and **today's date**. Then, type **In-Class Essay 2** and make it **centered**. Finally, make sub-titles for **Pre-writing** and **Essay**.
4. Use the next **10 minutes** to do **pre-writing** (brainstorming, organizing ideas, thinking of a thesis, etc.)
5. Write your essay for **80 minutes** (1 hour and 20 minutes). Make sure your essay is **at least 750 words** long (**keep watching the word count in the lower right-hand corner**). **Remember, you are not supposed to use your Out-of-Class Essay 2 or any other sources but the article while writing the essay.**

6. **Remember to prepare a Work Cited page.**
7. After you finish writing the essay, use additional **10 minutes** to **proof-read** it.
8. To submit the essay, click **Save and Submit**.

Assignment:

After reading the article "**Apple, Kids, and iPhone Addiction: Parental Controls in iOS Are Long Overdue**" by **Michael Simon**, write an essay, in which you will do the following:

1. Introduce the topic in one or two sentences. Next, write a **brief description/summary (200 words minimum) of your Out-of-Class Essay 2**. State your main point/thesis, and explain how you are planning to develop your ideas.
2. Having described/summarized your Out-of-Class Essay 1, write about **how you might use information from the article "Apple, Kids, and iPhone Addiction: Parental Controls in iOS Are Long Overdue" in your Out-of-Class Essay 2**. Consider responding to the following questions:
 - Do you find the content of the article useful as well as relevant and applicable to your Out-of-Class Essay 2? Why or why not?
 - Which examples in the article do you find relevant to your essay and why?
 - Where in your essay (in which paragraphs) could you use these examples?
 - If you think the content of the article is irrelevant to your essay and you can't use any of it, explain why you think so.
3. After you finish writing the essay, prepare a **Work Cited** page where you will record **Simon's article** as a source. Follow the **MLA** format when compiling the entry:

Work Cited

Last name, First name. "Title of the Article." *Source of Publication*. 9 Jan. 2018. Web. Your date of access.

4. Make sure your essay is **well organized, fully developed with reasons, explanations and examples**, and that it is **a minimum of 750 words** in length (including 200-word summary of Out-of-Class Essay 2 and Work Cited).

English 302 Discursive Writing: Course Description, Requirements, and Methods

302 Discursive Writing (3 units)

English 302 is a second-tier course designed to help students meet the University Writing Skills Requirement (USWR), which is required by the University for graduation for both undergraduate and graduate students. The prerequisite for this course is a score of 7/Developing Competence on the WST or on the USWR portfolio created in English 300 or 301.

English 302 focuses on the theory and practice of discursive writing; critical reading and evaluation of formal and informal prose; and conducting research and documenting sources in writing. Major essay assignments provide students with practice in writing for general academic purposes. These assignments can be tailored to draw on students' knowledge of their field of study or may draw on more general topics of personal or public interest.

Minimum Writing Requirements (8000 words):

Discussion Board Participation
Writing Assignments
Multi-draft Essays
Reflective Essay

Methods of Instruction:

Face-to-Face Course: 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. All face-to-face courses may have an accompanying course site on Blackboard. All curriculum must be accessible, including students work accessed by other students. e.g., for peer-reviews, discussion-board replies, and so on.

Hybrid and Online Course:

Online courses are conducted in the University's course learning system: Blackboard. Students should expect to engage with content and assignments 12 to 16 hours per week. Online courses in Blackboard may contain the following: assignments, handouts/documents, discussion boards, assignment dropboxes, online quizzes and tests, and external links for articles and captioned videos with transcripts. All curriculum must be accessible.

Course Learning Outcomes:

By the end of English 302, students will be able to:

- Convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience;
- Conduct independent research, evaluate sources, and interpret and integrate information and ideas appropriately from oral and written sources
- Demonstrate the ways in which writing is a process involving practice, revision, and editing;
- Proofread essays at the sentence level in order to conform to academic standards; and
- Critically read and analyze formal and informal documents written for academic, professional, and lay audiences.

Writing Skills Learning Outcomes for USWR Second-Tier Courses:

By the end of English 302, students will be able to:

- Analyze and synthesize information from a variety of sources, including published material that is cited according to the conventions of the discipline;
- Recognize and understand the purpose of textual features, such as organization or structural elements commonly used in the field or profession;
- Apply logical reasoning and key disciplinary concepts to the development of written texts;
- Adapt language for specific audiences and purposes;
- Revise writing in response to feedback in order to improve development, clarity, and coherence.

Sample Assignment Description with Broad Academic Focus:

Dale Ireland

Sample Assignment

The assignment: "How funky can you get?"



Image description: in this screen shot, Adam Banks, standing in front of a taupe curtain with a faint design, wears a white dress shirt and rust-colored tie, looks up, with a slight smile, from the podium and to his audience as he introduces the topic of his talk. Toward the bottom of the image are closed captions that read, "of what we do and who we can be comes down to 3 words. Funk. Flight. Freedom. Actually."

Versions of the speech:

Video (thirty-nine minutes long) with image, sound, captions, and a transcript:

<https://www.youtube.com/watch?v=EYt3swrnvwU>

Text: <https://dradambanks.wordpress.com/2015/03/27/more-funk-flight-and-freedom-some-rough-text/>

In his talk, Adam Banks argues for a different way forward for composition studies that in some ways returns to the “funk” approach of the past, in which “We transformed one discipline and created our own any how. And it was women who did that work. It was people of color who did that work. It was Queer folk who did that work. It was first generation students in New York City and across the country demanding open admissions who did that work.” He urges the profession to take flight from oppressive pedagogies and old attachments and to free ourselves from “the set of handcuffs the same old theory and the same old theorists and the same old scholarship place on us” to make way for new scholarship—to make our way forward.

Students work with Banks’ piece early in the quarter, and we refer back to it in subsequent conversations. Because in large part, our class focuses on writing in the disciplines, what Banks has to say as the 2015 chair of the Conference on College Composition and Communication (CCCC) relates topically to our class focus. The text allows us to begin working with (scaffolding) several rhetorical concerns, including an author’s purpose and strategy, consideration of audiences, integration of sources, establishing credibility, and organization. I use this assignment to help students consider how their classmates will access their work during the quarter and how others will access their work/communication after they graduate. Students’ readings of the text, with the grain (in small groups) and against the grain (as a class), and the subsequent class assignment, help the students create a working knowledge of writing and rhetorical terms we use throughout the semester, terms such as “genre” and “cohesion.”

The history behind the text version of Banks’ speech that he posted and the video of his talk, help the students understand that research often involves their entering an ongoing conversation. When teaching this text, I walk students through the context of the artifacts they will work with and in subsequent classes we revisit the process of entering an ongoing conversation, e.g., how we get our bearings without becoming overwhelmed by the desire to read *everything* before we join the conversation. This assignment helps students strengthen their source evaluation skills as they engage with Banks’ work and evaluate his claims, evidence, and warrants.

As we move from quarters to semesters, students will come to this assignment having already worked with the text in small groups: annotating Bank’s speech and summarizing his main points. I will reference their work as I teach the second reading of Banks’ speech, in which we will discuss the rhetorical moves Banks’ makes and how those moves relate to moves we make in writing. I will continue to explain the context of the assignment to my students because I want them to consider how author and audience expectations intersect in terms of access.

I explain to students that the CCCC has an annual tradition in which the Conference Chair gives the Chair's Address, a speech that oftentimes highlights an important turn we are making in the discipline. In previous years, the Chair's Address was given as a speech, after which the the chair would often take the summer to revise the speech for publication. The the larger organization, the National Council of Teachers of English (NCTE), to which CCCC belongs, decided to release a YouTube video of the speech six days after the 2015 chair gave the Chair's Address. In NCTE's eagerness to share the important speech, it shared an inaccessible version of the speech. The video had no captions or transcript. Because the video was shared, many in the CCCC community began discussing it. Some people within the community, however, could not access the video of the speech, partially or fully, and join the conversation. Several of us requested that NCTE caption the video or provide a transcript, which NCTE was unprepared to do in a timely manner. Others requested that the chair, Dr. Adam Banks, release the text of his Chair's Address. Banks released the oral version of the speech that he never intended—in any way—to make public because he was going to revise it for the journal publication. Here is how Banks put it:

There's also a challenge in being willing to present a text of a "talk" that was clearly meant to be an aural/oral experience, especially given some of my own work on ways that Black oral traditions can be a foundation for work in Composition. It's almost like having to provide a text to go with a picture. Of course that simile overstates it a bit; challenges aside, I was happy to spend some time filling in some of the gaps between the text I took to the podium and what came out in the moment. (Adam Banks, "More Funk, Flight and Freedom—Some Rough Text")

This moment in NCTE history effectively captures what happens when we do not consider how people will access our work.

During the assignment, I ask students to consider the different ways we might access work and how the different iterations of communication shape our understanding of writing concerns. I allow time for us to discuss how the different ways we engaged with Banks' speech influenced our understanding of it. We also ask ourselves how authors address their audiences and who is included or excluded in this audience consideration.

While I respond to the sections of his speech that students engage with, oftentimes in their summaries, I also have a few of mine prepared that I ensure we cover, such as Banks' dismissal of the essay as a genre. I ask students what Banks is doing? I ask students to consider his goal(s) when he says,

By the power vested in me for the 30 minutes of this chair's address, I hereby promote the essay to dominant genre emeritus. I thank you for your long and committed service over more than a century. We still love you And we realize that if we are going to fly and find new intellectual spaces and futuristic challenges to meet with our students and each other, we have to leave the comfortable ground we have found with you.

We discuss several sections of the text and model how to ask questions of the text, after which we move to small group work. I move from group to group, modeling how to ask questions of the text.

Assignment:

The Writing Dance or "How funky can you get?"

Activity description: During this activity you will access the Chair's Address of the 2015 Conference on College Composition and Communication (CCCC). There are many ways to access the speech. Please access the speech in the ways most useful to you, and be sure to indicate in your post how you accessed the video at the top of your post.

Video with image, sound, and captions (thirty-nine minutes long): <https://www.youtube.com/watch?v=EYt3swrnvwU>

Text: <https://dradambanks.wordpress.com/2015/03/27/more-funk-flight-and-freedom-some-rough-text/>

Purpose of activity: The purpose of this activity is to help you further your understanding of the writing process by creating analogies for the writing process. We will begin creating a shared discourse about writing.

Activity:

The video shows Dr. Adam Banks delivering the 2015 CCCC Chair's Address to conference attendees-- those concerned with teaching writing and communication at the university and college levels. As you observe the video or access the address via text, you should focus on (take notes) all the **following composition considerations:**

transitions (e.g., how do his transitions between ideas or main points relate to those we make in writing?)

unity and organization (e.g., how does he organize his speech and how does his organizing relate to how we organize our essays?)

determining indented audiences (e.g., who is his intended audience and how does knowing our intended audiences shape how we write?)

authorial credibility (e.g., give one or more examples of how Banks creates authorial credibility and trustworthiness during his speech and how do we do the same when we write essays?)

tone (e.g., what is the tone of the speech and how does it enhance his ability to communicate with his audience? What does tone allow us to do in our own essays?)

genre (e.g., to what genre does the speech belong and how does genre influence our expectations about how we write?)

introductions and conclusions (e.g., how does he introduce and conclude the video, and how do introductions and conclusions function in our own essays?)

After you access Banks' speech, write a two (or more) paragraph response, at least 500 words, in which you address all the composition considerations I have posed. I suggest taking notes as you access his speech. Discuss, in your post, how the speech offers analogies for the composition considerations I noted. As you probably know, an analogy is often a comparison of two dissimilar things made to help folks understand an idea or concept.

You may do this assignment by reading the speech or listening to it using a screen reader with the Word doc attachment at the top of this week's course materials, by listening and watching the video on Youtube, or by just listening or just viewing the video. Be sure to note in your response, of at least 500 words, which method of observation you used for this assignment.

You will post your work in the appropriate section of the "Discussion Board" section of our course (1b).

An example of an unacceptable posting is: "The video makes analogies to writing because you have to create both." Ensure that you make, explain, and support your claims and observations. Please see the syllabus for quality and length requirements for postings. I'll join you in the discussion board. I like to put your ideas into conversation with your classmate's ideas. I have questions sometime, as well, and I always welcome yours.

Sample Writing Sequences with Disciplinary Focus:

Writing Skills Learning Outcomes: Students will be able to	Sample Course Activities	Sample Course Assignments
<p>Analyze and synthesize information from a variety of sources, including published material that is cited according to the conventions of the discipline</p>	<p>Reading assignments and mini-lectures related to the three major, multi-draft essays (summary of a disciplinary debate, rhetorical analysis of a study in the student's discipline, policy argument related to a student's discipline). Reading assignments and mini lectures will cover topics such as audience; purpose; disciplinary practices related to thinking, reading, and writing; information literacy principles with a focus on the research needed for the major essay assignments, etc.</p> <p>Small group work in which students are matched with students in similar disciplines and engage in analysis of organizational, rhetorical, and stylistic features of texts related to their disciplines.</p>	<p>Complete three major, multi-draft essay assignments related to students' major disciplines (essays described in more detail in the learning outcomes 2-4 below) for a total of 6,000 words.</p> <p>Complete a number of low-stakes writing assignments (e.g., journal entries, Blackboard posts, wiki entries) that support the development of the major writing assignments for a total of 2,000 words.</p>
<p>Recognize and understand the purpose of textual features, such as organization or structural elements commonly used in the field or profession</p>	<p>Example in-class/online preparation for essay on a debate, issue, problem, or question within the student's major discipline, written for an interested lay audience.</p> <p>Reading assignment and mini-lecture on audience and purpose.</p> <p>Small group activity in which students analyze the way two texts with the same information</p>	<p>Writing assignment example: use a multi-draft process to summarize a debate, issue, problem, or question within the student's major discipline that is of interest to a lay audience who wants to understand more about the debate, issue, problem, or question. For an English major, this could mean discussing debate about the relevance of studying Shakespeare in the current global context. For an environmental studies major, it</p>

	<p>vary due to the needs of two distinct audiences.</p> <p>Small group brainstorming about issues that are important within students' major disciplines and also important or of interest to people outside the discipline.</p> <p>In-class or online quick write in which students explore possible topics for their essay.</p>	<p>could mean discussing the debate around private vs. public investment in green infrastructure. For a biology major, it could mean discussing the debate around methods for studying animal cognition.</p>
<p>Apply logical reasoning and key disciplinary concepts to the development of written texts</p>	<p>Example classroom/online preparation for rhetorical analysis assignment linked to research in students' major disciplines.</p> <p>Reading assignment and mini-lecture on features (audience, purpose, typical organization, etc.) of research articles in the humanities, social sciences, and natural sciences.</p> <p>Small group work, organized by students' major disciplines, in which students conduct a says-does analysis on a research article provided by the instructor. The says-does analysis invites students to summarize the content of an article and analyze the purpose of different parts of the article. Each small group would present their analysis to the class orally or on a class wiki or discussion board.</p>	<p>Reading example: Locate, read, annotate, analyze, and evaluate a study in the student's major discipline for its intended audience, purpose, and effectiveness.</p> <p>Linked writing assignment example: use a multi-draft process to develop a rhetorical analysis of a study in the student's major discipline which provides an analysis and evaluation of the author's purpose, audience, and effectiveness for that purpose and audience. The target audience of the rhetorical analysis would be lower-division students in the discipline who are just learning about research and how it is reported within that discipline.</p>
<p>Adapt language for specific audiences and purposes</p>	<p>Example classroom/online preparation for policy argument on an important issue, problem, question in the student's major discipline.</p>	<p>Research/reading example: Conduct research for policy argument; read, annotate and evaluate sources relevant to the students' policy argument.</p>

	<p>Reading assignment and mini-lecture on key elements of policy arguments.</p> <p>Library workshop to prepare for research component of policy argument.</p> <p>Small group work in which students analyze sample policy arguments in the humanities, social sciences, and natural sciences and report their findings to the class orally on or a class wiki or discussion board. Samples are provided by the teacher.</p> <p>One-on-one or small group conferences as students prepare to write the first draft of their policy document.</p> <p>Individual elevator pitches on students' policy argument, shaped for the intended audience.</p> <p>In-class or online peer review training and peer review session on policy argument.</p>	<p>Linked writing assignment example: use a multi-draft process to develop a policy argument for a specific audience on an important issue, problem, or question in the student's major discipline. The policy argument should take multiple perspectives into account.</p>
<p>Revise writing in response to feedback in order to improve development, clarity, and coherence</p>	<p>Peer review training and peer review sessions for each of three major papers (see descriptions above) in which students provide their partners with feedback on the development and organization of a particular essay.</p> <p>One-on-one or small group conferences with the instructor for feedback on a first and/or second draft of a major paper.</p> <p>In-class exercises that focus on paragraph development, essay</p>	<p>Use a multi-draft process for each of the three major papers (see descriptions above).</p> <p>Typically, the first draft will receive peer, instructor, or/and tutor feedback which focuses on development, clarity, and coherence. The second draft will usually receive feedback from the instructor and/or a tutor, some of which focuses on sentence-level editing and error patterns.</p>

	<p>organization, and sentence-level editing, linked to one of the three major writing assignments.</p>	<p>Do short low-stakes writing assignments on development, organization, and language control (e.g., add additional evidence to an underdeveloped paragraph, re-organize a paragraph that is hard to follow, edit a paragraph for sentence variety)</p> <p>Complete homework assignments on sentence-level editing focused on common grammar, mechanics, and formatting issues experienced by the class or individual students.</p>
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Sample Syllabus:

California State University, East Bay

Discursive Writing English 302: Section __ (Online) 3 Units

____ (fall/spring) ____ (year) Course Syllabus (subject to change)

You must complete the first week's assignments and do so on time in order to remain in the class.

Instructor: _____

Office: Online via email, chat, or Skype

Email: _____

Access in our class matters. I try to respond to email within forty-eight hours, except on Fridays and the weekends. An email sent Thursday afternoon may not receive a response until Monday. I do not respond to email on Fridays or weekends. I encourage you to carefully review the week's materials sooner (by Monday or Tuesday morning) rather than later so that you can ask any questions you have about the week's work. Please include "**English 302-03 /Your First and Last Name**" in your subject line when you email me.

Office Hours: Online via email Mondays 8:00 - 9:00 a.m. If you are emailing me during my office hours, please put "office hour," the course and section (302-03) in your subject line to help me locate your email more quickly, and a two-to-four-word summary of your email focus. Of course, we can meet outside of office hours as well. If you would like to schedule a conference, please email me with your phone number and several proposed days and hours that will work for you (I'm unavailable on Fridays and the weekends.) if you would like to schedule a phone conference; I will email you back to finalize our meeting. Additionally, we can also Skype or use Google as well for conferences.

Prerequisite:

You must have junior standing and either English 300 or 3001 (formally 3000 or 3001) or developing competence (a score of 7) on the Writing Skills Test (WST). There are two tiers of writing courses. The first tier is either 300 or 301 and our class, 302 is the second tier. When you have met the prerequisites and pass our class you will have fulfilled the University Writing Skills requirement.

Course description:

The following description is from the English Faculty Handbook: Description: Second-tier courses are required for all students who fail the Writing Skills Test with an essay of 7. Students who fail with a 6 or below must first take a first-tier course (currently English 300 or 3001) and achieve a score of limited

competence before they can register for a second-tier course. Note: ENGL 302 cannot substitute for the second composition requirement (ENGL 200 [was 1002]) or satisfy the humanities requirement in Area C of General Education. ENGL 302 carries no General Education credit. It can be used only as a second-tier writing course to satisfy the University Writing Skills Requirement if passed with a C-(CR) or better.

Grade or CR/NC Grading Option:

You may take this course for a grade or CR/NC. I encourage you to consider taking this class CR/NC unless you have a specific reason for taking it for a grade. I have had students mistakenly think this was an “easy” course with which they could boost their GPAs. Oftentimes, students who take this class are at the end of their undergraduate or graduate programs, and I do not want them mistakenly thinking this is an easy class they can use to boost their GPA. Simply put, this class requires work. Additionally, I cannot grade on effort, which means that students who work hard also need to meet the assessment criteria for high grades.

I'd like to add something about course grades and expectations. Many students who earn a score of 7, which is developing competence, on the WST or developing competence in 3003 or 301 (formally 3000 or 3001), mistakenly assume that their writing is nearly at an "A" level because they understand a passing score of 8 or clear competency as representing "A" level writing. Because of this misunderstanding, many students expect that our class will be easy for them. Our class is rigorous and demanding. Earning a score of 8, for example, on the WST means one has adequately meet the WST requirements. Here is why this can feel confusing. One can write at an "A" level to earn a score of 8, but another student may write "adequately" and also earn a score of 8.

Earning developing competence on the WST, which is a score of 7, or for the 300/301 portfolio (formally 3003/3001), does not automatically mean one has demonstrated excellent writing and critical thinking skills. I am going to share how the Testing Office explains clear competence so that you can see how the description does not describe a demonstration of excellent writing and critical thinking skills:

CLEAR COMPETENCE

This assessment indicates basic competence in writing at the rhetorical and syntactic levels. The essay has a thesis that adequately addresses the topic. The paragraphs are adequately organized and developed with some appropriate details and examples. The writer responds to the writing task but may slight some aspects. Though a few sentences may show syntactic problems, overall the sentences demonstrate an adequate facility with language; sentence variety may be limited but there should be some subordination. Minor errors in grammar or punctuation should not interfere with meaning and should be of the type that could be easily remedied given time for proofreading. This writer will not be required to take any additional writing courses to meet the University Writing Requirement. < <http://www.csueastbay.edu/academic/colleges-and-departments/apgs/testing/tests/wst/preparation/result-meaning.html> >.

Please keep my comments about grades and the WST in mind as you determine whether or not you will take the class for CR/NC. Please also keep in mind that a score of 7 (developing competence) does not automatically mean this course will be easy for you. **A grade of "C-" or "CR" in our class is considered "clear competence": fulfills the WST requirement.** You need to determine your grading option before the add/drop period ends.

Course objectives:

Unlike many other courses, the objectives for our class are determined by the Academic Senate, and I cannot modify them. Following are the course objectives, which come from the English Faculty Handbook:

Objectives: The student will demonstrate the ability to meet the following reading and writing objectives:

1. Reading and writing proficiency within the discipline, to include the following skills:

- a. summary of a text
- b. analysis of a text
- c. evaluation of a text
- d. formulation of an argument
- e. use of persuasion in a written argument
- f. development and elaboration of ideas in paragraph form

2. Research skills will include the following:

- a. your ability to document sources
- b. your ability to present your findings
- c. your ability to format your paper properly
- d. your ability to avoid plagiarism

3. The ability to self-edit will include the following skills:

- a. revision with an emphasis on audience awareness
- b. recognition and correction of global organizational errors
- c. recognition and correction of grammatical errors at the sentence and paragraph level

There is no required text for our class.

You may want to purchase a handbook (many folks call these handbooks "style guides" or "style handbooks") such as *A Writer's Resource 4th edition* (This edition has the MLA and APA update.), or *Keys for Writers* or *A Writer's Reference*. You can also use the Purdue Owl <http://owl.english.purdue.edu/owl/>. **Please note, you will be required to use a handbook or a site such as Purdue OWL for our class.** You will be using the style handbook or Website to ensure that you follow proper MLA or APA format. You will also use the resource and in many other important ways. Please do not mistake my allowing you some flexibility as to which handbook/website you use as conveying that the handbook is an optional text. You need to ensure that your handbook or website includes the MLA and APA updates of 2016, which the Purdue OWL does. The handbook or website is a necessary tool for our class.

Access and the Americans with Disabilities Act (ADA): I value access. It's important to me that all aspects of our class are accessible to you. One of my areas of scholarship is access and disability studies. Access matters to me as a teacher and a scholar. Please notify the Accessibility Services (formally Student Disability Resource Center [SDRC]) at the beginning of the term if you have needs addressed by the Americans with Disabilities Act (ADA) and need academic accommodations or assistance provided by Accessibility Services. It's my understanding that Accessibility Services works hard to ensure they provide support, including access support, to the students they serve. If you become temporarily disabled during the term, Accessibility Services may also prove to be an invaluable resource for you. You can reach the Accessibility Services at (510) 885-3868 or at their website:

<http://www20.csueastbay.edu/af/departments/as/> Accessibility Services has suggested that I share the following: If you need disability-related accommodations in this class, or if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, please email me at < dale.ireland@csueastbay.edu >.

Accessibility Services is the campus office responsible for verifying that students have disability-related needs for academic accommodations, and for planning appropriate accommodations in cooperation with the students themselves and their instructors. Accessibility Services is located in the Library complex (LI 2400) where you can make an appointment, or call (510) 885-3868. <<http://wwwsa.csu Hayward.edu/~sdrweb/sharedresp.shtml>>

How Our Class Will Work:

Our course will progress on a week-by-week schedule; I will open sections on a weekly basis. A week will start at 3:00 PM on Monday and end at 11:59 PM Sunday. Our course will run on Pacific Coast Daylight Savings Time. The best place to start the week is in the "Course Materials" section of our course because this area will comprise our weekly schedule. I will not open course materials early because doing so would be tantamount to giving a Wednesday lecture early—say on a Tuesday. Some folks mistakenly think that our class is a correspondence class—one in which one completes work at one's own pace. This is not the case. Our class is carefully structured to enable you to interact with our curriculum, one another, and with me because this model has been proven the most effective for online learning. I read your work from the previous week so that I may make any needed changes to our classwork for the new week. Be sure to check the announcement page because it may alert you to important news about the week's assignments. You may note the assignments on the course schedule, which is below the link to our syllabus in the course material section of class. You may also check out, in a general sense, what we will be doing each week for the semester in the discussion board section of class.

Accessing the class via a smart phone or tablet will most likely cause you problems even if you are using the Blackboard app. The grade section of our class, for example, may not display fully and properly on a smart phone or tablet. You will most likely have a frustrating experience if you try to take our class on a smart phone or a tablet. The last thing I want for you is a frustrating experience. Please ensure you have access to a computer when accessing our class.

Speaking of accessing our class, you may find that Blackboard upgrades every semester in conjunction with browser updates, leave you having challenges accessing class--or parts of our class. Please allow yourself time to determine which browser works best with your computer by reading at this link, which is also where you get help with and Blackboard: <https://www.csueastbay.edu/online/>.

You will often respond to questions about our readings in the appropriate discussion board (expectations for discussion board posts are in the syllabus under "Discussion Boards").

You will often be asked to respond to a peer's post in the discussion boards for the week. Do not respond to the same person in the different discussion boards throughout the semester. Please note, while some assignments require you to respond to a question a classmate asks you, you will never be penalized if nobody asks you a question. You may request that a classmate ask you a question in the query quest discussion board forum. If nobody asks you a question after you request a question and as the assignment deadline nears, please ask and answer your own question, which is one goal we are after. Asking questions about our own writing is a skill we will work on in our class because asking such questions helps us focus, clarify, and develop our ideas.

I may sometimes create culled questions: a question that I create from student contributions to the discussion boards. You are not required to respond to these questions, but I encourage you to read them

and the responses to them because they may help you with your course work.

There will be additions and changes to this protocol to accommodate certain class discussions and various assignments. These changes or additions will be noted in the "Course Materials" section of our course, in the appropriate week, which again is another good reason to start your week, after reading any new announcements, with the "Course Materials" section of our class. For an overview of due dates for each of the weeks, please access the assignments listed for the entire semester in the discussion board section of our class. You may note what assignments will be due for each week.

Always check to make sure your work posted by revisiting the forum to ensure you see/can access your post, and be sure to click on your post to ensure your work posted. You are responsible for ensuring your work posted just as you are responsible for ensuring that you correctly submit a hard-copy essay to the correct class, office and so on.

Discussion Board Guidelines:

Please note that not only you must use Word or the textbox in Blackboard to compose your work, any text you take from the Internet, including a Google doc, you must copy and paste into notepad and then you may copy and paste the text from notepad into your Blackboard post--or into Word and then your Blackboard post. If you fail to do this when you copy from the Internet, the posts in a Blackboard forum fail to wrap, which distorts the view I use to read and grade your work. The distortion impedes my ability to teach, engage with your work, read your work, and grade your work. Be sure to follow this important protocol. I hope the Blackboard will address this issue soon.

Your responses should reflect complete thoughts and analysis about the topic or question. Generally, this will mean you will have to focus your post to one over-arching idea in order to convey your intentions within one to two paragraphs -- this will be our target length for posts to discussion boards.

Oftentimes, when we begin writing a post we do so in writerly-based language. Writerly-based language is often what we use when we are writing to ourselves as we figure out what we think about a particular topic. As you rework your post, it should advance to readerly-based writing that considers your audience, which means that we, as readers of your post, should be able to understand, with a degree of clarity, your position on a particular topic or your response to another's thoughts.

There are times you will ask questions of a classmate or respond to a classmate. You need to always address your classmate by name in your post and sign your post with your name. Let me offer a sample post that illustrates what I mean:

Hello Yaw,

I appreciate your comments on writing in biology. I was especially interested in what you said about writing reports that your classmates and professors read. You got me thinking about how we often write for different audiences in one class. How do you write for different audiences, and what intentional shifts do you make in your writing when considering different audiences?

I look forward to reading your response, Yaw.

____ (instructor's name)

I suggest that you compose and save your posts in a word processing program from which you can copy and paste your work into our "Discussion Boards."

Posting early ensures that you have time to get clarification from me and one another, should you need it, and it allows people ample time to respond to one another. If I find that we are at a disadvantage because

too many people are posting too late in the week, I will add earlier date and time requirements for all assignments to ensure that we, as a class, best utilize our time.

Recycling Papers (using work you wrote for other classes/previous writing):

Recycling papers is not allowed in our class. Recycling papers, for our class, is defined as taking a paper, or other form of writing/speech, written or used previously and resubmitting the work in our class. If you have worked on a paper, speech or other topic that you think would be a good fit for an assignment, you need to see me. We will discuss whether or not the topic of your previous work is appropriate for the assignment and we will also discuss how you might integrate specific sections of your work, as quoted text, into your paper for our class. You may not use any portion of a previously written paper or other form of work for assignments in our class without talking with me first. Recycling previous work from a previous class, including work you may have done in another section of this class, is considered plagiarism.

Academic Honesty (Plagiarism):

Academic honesty guides the scholarship of the university and shapes how we create, develop, and present our work. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. Plagiarism will not be tolerated, and if I discover it you may not pass the course, and I may refer the student to University administrators for disciplinary action. For our purposes, plagiarism is defined as presenting someone else's ideas or words as your own. Please see me if you have questions about plagiarism, paraphrasing, quoting or collaboration. We will devote class time, at the beginning of the semester, to a discussion about plagiarism.

- Academic honesty is the binding agreement we make as scholars and students as to how we will conduct ourselves in academia. This agreement governs how we do our academic work, our scholarship. If you plagiarize you will earn an F on the assignment, and I may report your plagiarism to the Dean of the College of Letters, Arts, and Social Sciences (CLASS). You will fail the course if you plagiarize a second time or if you plagiarize on any of your final essay drafts*, including the portfolio introduction. I may report your plagiarism to the Dean of CLASS and file an Academic Dishonesty Report of you plagiarize on any of the final versions of your essays.

*"Final essay drafts" refers to the final versions you submit for all your essays at the end of the semester.

- It is my understanding, from the Director of Composition, that I am to share the following policy information with you:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement on the Turnitin.com site."

We will be using Turnitin for our class; you will submit all final essay drafts—once—to Turnitin at the end of the semester. I will go over this process toward the end of the semester.

Grievance Policy:

If you believe you have been graded or treated unfairly in our class, you have the right to file a grievance. According to CSUEB English Department policy, you are first to discuss your grievance with me. If we are unsuccessful in resolving your grievance then you and I will meet with Dr. Nielsen, English Department Chair.

In my work on grievance committees, I have learned that most grievances result from miscommunication. I encourage you to come to me at any point during the semester to discuss any concerns you may have regarding our class.

Assignments:

All assignments are due on time, and I will not accept late assignments, except for the rare occasions noted in this paragraph. I understand that life may interfere with your ability to complete an assignment on time. Although I do not usually accept late work, if you have a documented emergency, I will most likely accept late essays or other course work, except for course work that cannot be made-up. If you submit a late essay without my first talking with you and my creating an agreement with you, you will be graded down one full grade for each day the work is late. I will not accept late assignments three days after the due date. Simply put, our class will fail to function if we are not actively reading, thinking about and responding to each other's contributions.

Your essays will be submitted electronically by way of Blackboard posts in specific discussion threads. You will be reading your classmates' writing. The class has been designed to include reading students' writing as part of the assigned weekly reading.

Class Attendance (Participation):

Although our class meets online there are specific due dates for course work and assignments. Our course is not a correspondence course, which means that you do not work at a self-paced rate and turn in work once you have completed it. The discussion threads are part of the reading load for this class. Think of your classmate's posts and my responses to them as a classroom discussion. Much of our teaching and learning will take place in these threads and if you do not read them you will miss out on course content: course content that can help you successfully complete English 302 and the WST requirement. Put simply, you will be at a disadvantage if you do not read your classmate's posts and my responses to them.

I expect you to come to our Blackboard discussion board prepared to discuss the readings and assignments.

Grading:

In order to receive credit for this class you must successfully (grade "C-" or higher) complete all papers (including writing materials) called Writing Projects 1, and 2, the Portfolio Analysis Essay, and have an overall grade of "C-" for the miscellaneous assignments while also meeting the attendance and plagiarism policies.

All assignments not directly connected to WP1, WP2, or the Portfolio Analysis Essay will either receive a letter grade or a grade of complete/fail. In a typical week, I will usually select one general assignment for a letter grade and another for a grade of complete/fail. Although I will not announce in advance which assignment will receive a letter grade, I will read and grade every assignment you submit this semester. There is a grade key in the "course materials" section of our class. In the key you will see abbreviations for comments I may make next to your assignment grades.

Please note that I do not email grades, including final course grades.

Assignments:

35% Miscellaneous course work: in-class writing, critical thinking questions, quizzes, minor homework, discussion boards as assigned.

At the end of the semester you will submit an electronic portfolio which will result in 65% of your course grade, calculated accordingly:

25% Writing Project 1 (WP1)

25% Writing Project 2 (WP2)

15% Portfolio Analysis Essay

You will be submitting all of your final essays to Turnitin toward the end of the semester. We will discuss how to submit work to Turnitin in the latter part of the semester.

The portfolio is very important; it will contain final versions of the two writing project essays and a portfolio introduction essay. I will go over this in detail as we work on each project and when it comes time to compile your portfolio. I grade your work in our class and assess whether or not your portfolio meets the Writing Skills Requirement. **If you took English 300 or 301 (formally 3003 or 3001), the portfolio process differs in our class. You do not pay a portfolio reading fee, and you do not send your portfolio anywhere. You will post your portfolio in a discussion forum in our class, and submit all final essays, including the portfolio introduction to Turnitin. I will go over this process toward the end of the semester.**

Essay format: Only use Word for a copy and paste into a textbox in the discussion forums because other programs may compromise the formatting for the entire forum. As noted in the "discussion board guidelines": "any text you take from the Internet you must copy and paste into notepad and then you may copy and paste the text from notepad into your Blackboard post--or Word and then into your Blackboard post." Use only one of the three following typefaces for your final versions of the papers you include in your portfolio: Palatino, Arial, or Times New Roman. You will be able to follow MLA or APA formatting for your essays. If you would like to use another scholarly format, such as Harvard, please email me and explain your preference as it relates to your major, and I will let you know whether or not you can use the format. Please note that we will not be using specific journal formats.

Additional information required by the Academic Senate to appear in all faculty syllabi:

The following statement and reference to University policies regarding cheating and academic dishonesty: By enrolling in this class the student agrees to uphold the standards of academic integrity described in the catalog at <<http://www.csueastbay.edu/ecat/current/i-120grading.html#section12>>.

Accommodations for students with disabilities: "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 me as soon as possible. Students with disabilities needing accommodation should speak with the Accessibility Services."

Emergency information: "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://www.aba.csueastbay.edu/EHS/emergency_mgnt.htm. Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis."

Welcome to our class; I look forward to working with you!

English 302

Class Assignment Schedule _____(semester) _____ (year)

(Subject to change)

The purpose of the calendar is meant to give us an overview of the assignment due-dates for the semester. The complete work for each week is in the course materials section of class. Consult the course materials for your final due dates in case any slight changes are made to this schedule and for assignment details. Please note, you usually have three due dates for the assignments in each week.

Week 1

During our first week together, we will be getting to know one another, our course, including our course objectives, and how we will be working together this quarter.

1a) Icebreaker (8/23 Thursday)

1b) Student survey (8/26 Sunday)

1c) Assessment (ungraded) essay (8/26) Sunday

Week 2

Now that we have a better sense of who we are as a class and how we will be working with our course material and one another, we will now begin working with genres.

2a) Genres (8/29 Wednesday)

2b) DJ's Choice (Part 1: 8/30 Thursday) (Part 2: 9/1 Sunday)

2c) The Writing Dance or "How funky can you get?" (9/1 Sunday)

Week 3

Monday, September 3 is a campus holiday.

This week, we will work on selecting journal articles for our first essays, and we will also select peer-review partners. Additionally, we will work on integrating sources into our writing as we discuss strategies for developing and structuring our paragraphs.

3a) Choosing a peer-review partner (9/5 Wednesday)

3b) Anatomy of an academic a journal article (9/7 Friday)

3c) Quotation analysis (9/9 Sunday)

Week 4

As we work on the first drafts of our essays this week, we will also discuss the choices we make when summarizing someone else's work (e.g., how do we explain jargon?) and how these choices convey our credibility and trustworthiness as writers. We will review approaches to peer review this week as well.

4a) Annotated journal article and summary (9/12 Wednesday)

4b) Peer review training (9/14 Friday)

4c) First essay WP1: discovery draft due (9/16 Sunday)

Week 5

This week we will work on our peer reviews and revisions of the first essay.

5a) Peer review (9/19 Wednesday)

5b) Revision as choices (9/21 Friday)

5c) First essay (WP1): middle draft (revised draft) of first essay due (9/23 Sunday)

Week 6

As we work on the final draft of our first essays, which we will submit next week, we will also work this week on differentiating the types of work we might do on discovery, middle, and final drafts while also acknowledging writing as a recursive process.

6a) Revision workshop: revising vs. editing and proofreading (9/26 Wednesday)

6b) Revision plan, reflection, and self-assessment (9/30 Sunday)

6c) Group conferences (I will explain the process in the course materials.)

Week 7

This week we will submit our final drafts of our first essays, and we will begin exploring the different ways we make arguments in our majors.

7a) Evaluating arguments (make your argument 10/3 Wednesday, ask a question about a classmate's argument 10/4 Thursday, reply to your classmate's question about your argument 10/7 Sunday)

7b) Group conferences continued (I will explain the process in the course materials.)

7c) Final essay (WP1): first draft due (10/7 Sunday)

Week 8

Before we begin working on our second essay, we will reflect on what worked and did not work for us as we wrote the first essay. We will also discuss how this reflection relates to the portfolio we will submit at the end of the semester.

8a) Selecting a new peer review partner for the second essay (10/10 Wednesday)

8b) Reflection, as an ongoing process, and the portfolio (10/12 Friday)

8c) Second essay (WP2): discovery draft due (10/14 Sunday)

Week 9

This week we will work on asking questions about our own writing (the optional assignment). We will also work on the sentence structure choices we make in our own writing as we work in the middle draft of the second essay.

9a) Optional assignment (10/17 Wednesday)

9b) Working with sentence structure to better convey your ideas (Part 1: 10/17 Wednesday) (Part 2: 10/18 Thursday) (Part 3: 10/21 Sunday)

9c) Second essay (WP2): middle draft I due (10/21 Sunday)

Week 10

For the second essay, we will be creating an additional middle draft while we continue moving beyond the idea of proofreading as revision. We will continue our work on sentence-level mechanics-- including choices we may make by habit.

10a) Peer feedback for the second essay (10/24 Wednesday)

10b) Creating concise sentences (10/26 Friday)

10c) Second essay (WP2): middle draft II due (10/28 Sunday)

Week 11

We will work with transitions between our paragraphs and in our paragraphs as we consider the different ways we can help guide our readers through our writing. This week, we will revisit the word choices we make and how they relate to our majors. We will also reflect on our writing process.

11a) Transitions (Part 1: 10/31 Wednesday) (Part 2: 11/2 Friday) (Part 3: 11/4 Sunday)

11b) Reflection, as an ongoing process, and the portfolio (11/2 Friday)

11c) Word choice (11/4 Sunday)

Week 12

This week, we will discuss how organization can enhance our written communication as we work with ways to use images in our work while making the images accessible. We will also submit the final draft of the second essay.

12a) Evaluating organization (11/7 Wednesday)

12b) Working with images and image descriptions (11/9 Friday)

12c) Second essay (WP2): final due (11/11 Sunday)

Week 13

Monday, November 12 is a campus holiday.

As we work on the discovery draft for the third essay, we will examine the rhetorical choices we make in our own writing when we consider different audiences' needs.

13a) Rhetorical choices in our writing (11/16)

13b) Third essay (WP3): discovery draft (11/18 Sunday)

Week 14

Thursday (11/22) and Friday (11/23) are campus holidays

This is a short week for us because Thursday and Friday are campus holidays. This week we will work on our middle drafts, and we will have optional conferences.

Optional conferences (I will explain the process in the course materials.)

14a) Third essay (WP3): middle draft **(11/21 Wednesday)**

Week 15

This week we will review the portfolio process as we complete our final drafts of your third essay.

13b) Third essay (WP3): final draft (12/2 Sunday)

Week 16

Breathe. This week we post our portfolios and submit your work to Turnitin.

Turnitin due (12/7 Friday) Important: see time in course materials

Portfolio due (12/7 Friday) Important: see time in course materials