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

ENGL 102, section _____ Name  
Fall, 2005 Email  
Meeting Time: _______ Office: BT ____  
Tel: _____

Catalogue Description
The focus in this course will not center on finished "products" but rather the goal of the course is to help students develop strategies for using writing to construct meaning which in turn assists in generating thought-provoking discourse for the intended reader. Upon completing this course, students will have learned that all writing involves a recursive process of thinking and writing strategies often referred to as peer review, invention, prewriting, drafting, revising, and editing.

Course Description:
Goals:
Instruction and practice in writing university-level prose.
Development of strategies for using writing as a tool in thinking and learning.
Practice with processes of invention, prewriting, drafting, peer review, revising, and editing.

Expectations:
Students will be given the opportunity for a deep and extended experience with college writing.
Students will discuss possibilities, strategies and decisions with their peers and the teacher.
Students will work through multiple drafts toward revised and edited versions of their papers.
Students will build working relationships with other student writers, in peer response groups and while working on collaborative projects.
Students will work on multiple writing projects at the same time.

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

Requirements:
Writing and reading assignments, both in and out of class.
Collaborative work with other students.
All drafts written outside class must be word-processed.
Campus email account and access to Blackboard.
Two bluebooks.
Floppies or portable disk driver to save all drafts.

Required Texts

Optional Text
**Additional Expenses:**
Xeroxing copies of your papers for workshops and portfolio
Folder for final portfolio
Floppy disks or portable disk driver

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

**Disabilities Statement**
Students who have disabilities or special needs and require accommodations in order to have equal access to classrooms must register with the designated staff member in Student Affairs.

**Evaluation**
Two in-class essays will be holistically evaluated by the composition team. Out-of-class essays will go through multiple drafts during the semester, with the final versions submitted (with all drafts attached) in an out-of-class portfolio at the end of the semester. The out-of-class portfolio will be evaluated by the composition team using the same criteria as used for the in-class essays. Final grades will be A through F with no pluses and minuses.

- In-class essay #1 10%
- In-class essay #2 20%
- Portfolio of best 2 out-of-class papers 50%
- Participation 20%

Your final grade will be based on your two in-class essay scores and the revised papers you submit in your portfolio at the end of the term. Throughout the fall semester, you will receive abundant feedback on your papers from your classmates, often in small groups, and your teacher, in conferences both in and out of class. You will have the entire semester to revise and polish these papers so they represent your best capabilities as a writer (CSUCI, *A Guide to Placing Yourself in the First-Year Course*, p.4).

During the term, we will use the same grading criteria the portfolio readers use at the end of the semester and at the end of ENGL 103. Those criteria (see the separate handout on Grading Criteria in the First Year Writing Program) will guide our discussions of how to revise your papers. Remember: most writing is rewriting--so we expect substantively revised and closely edited final papers.

**Policies:**
**Attendance**—"An instructor may drop a student who does not attend class and has not made prior arrangements with the instructor. This may occur as early as the first class meeting" (CSUCI, *Schedule of Classes*, p.12). The student must notify the instructor, in advance if possible, about any missed classes. **If you miss more than three class hours**, you may receive a failing grade, unless there are extenuating
circumstances that you discuss with the instructor at the first available opportunity. If you are absent from any class, you are expected to be caught up with the work when you return to class.

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

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

**Resources:**
In the **Writing Center**, trained student consultants are available to assist you with composing a first draft, developing, revising, and polishing your papers. Check the display in front of the Advising Center in BT 1301 for current schedules, call 437.8409 for appointments, or contact the Writing Center Coordinator, Kathleen Klompien (437.2762).

**Conferences** with your instructor can be arranged ahead of time by contacting her or him after class, during office hours, or by email. Do yourself a favor and arrange a conference early in the semester. You'll be glad you did.

**Important Dates:**
29 Aug Classes begin
5 Sept. Labor Day holiday
19-22 Sept. In-class essay #1
31-3 Oct-Nov. In-class essay #2
8 Nov. Terry Tempest Williams on campus
24-5 Nov. Thanksgiving holiday
5-8 Dec. Portfolios due / last day of class

**Assignments:**

**In-class essay** topics will be announced one meeting before the essay is written. You will have one hour to write and revise the essay. For those of you enrolled in linked sections, specific essay prompts will be designed that reflect your work in ESRM 100, but you may choose to write on any of the topics.

**Out-of-class papers** will become more challenging as the semester progresses. They will provide experience with various kinds of writing, all of it intended to be read by an academic audience--university faculty, staff and students--the primary audience you will be writing for over the next few years.

1. The first paper assignment will ask you to **narrate** a personal experience and **reflect** on that experience, explaining to your audience why you chose to narrate the experience you did, what impact that experience had on you, and how your thinking about the experience has changed since you began writing about it.

2. The second paper will ask you to **define a problem** and **argue for a solution**. Some research will be necessary in order to meet the papers objectives:
   • Define and clarify the problem you select to write about.
   • Use your research to persuade your reader that a problem exists and needs a solution.
   • Propose the next step or stage in solving the problem.
3. Other out-of-class papers will be assigned by individual composition faculty.

**Your final portfolio** is due the final week of classes. Because the scoring team begins reading portfolios immediately, no late portfolios can be accepted unless you've made arrangements ahead of time. Your portfolio will include your two best papers, revised and edited several times, plus all the drafts demonstrating that the work is yours—not borrowed from other texts, students, or the internet. If you cannot demonstrate the work is your own, or if you lose earlier drafts, your final portfolio may not be accepted.

**Schedule**
(Subject to change)

**Week**

1. 29 Aug. Classes begin  
2. 5 Sept. Labor Day  
3. 12-15 Sept.  
4. 19-22 Sept. In-class essay #1  
5. 26-29 Sept. In-class essays scored  
6. 3-6 Oct. In-class essays returned  
7. 10-13 Oct.  
8. 17-20 Oct.  
10. 31-3 Oct/Nov. In-class essay #2  
11. 7-10 Nov. In-class essays scored  
12. 14-17 Nov. In-class essays returned  
13. 21-23 Nov.  
24-25 Nov. Thanksgiving holiday  
15. 5-8 Dec. Portfolios due  
12-15 Dec. Portfolio scoring  
21 Dec. Grades due

**Criteria of Good Writing in the First-Year Writing Program at CSUCI**

**Content**
The material challenges the intelligence and sophistication of the intended audience.  
A single focus is emphasized through the entire paper.  
The focus is consistently developed with significant and interesting details, examples, and discussion.  
Relevant outside sources are clearly introduced and integrated into the surrounding discussion.

**Organization**
The focus of the paper is clearly emphasized.  
The overall pattern is artfully conceived.  
The focus is developed through a sequence of related paragraphs.  
Paragraphs are purposefully organized and substantially developed with supporting evidence or detailed examples.  
Transitions between and within paragraphs are explicit, clear, and purposeful.
**Style**
Sentence structure varies according to the content, purpose and audience.
The sentences are clear, logical, and enjoyable to read.
Word choice is precise, interesting, and appropriate to the writing task.
The language is mature and idiomatic.
The writer's tone complements the paper's purpose and suits the audience.

**Mechanics**
Format is appropriate.
References to outside sources are cited and documented according to the appropriate style sheet.
Problems in grammar, spelling, punctuation, or usage do not interfere with communication.