This syllabus and schedule are subject to change in the event of extenuating circumstances. You are responsible for changes made while you were absent.

ENGL 103, section ____ Name
Fall, 2005 Email
Meeting Time: _______ Office: BT ____
Theme: _____________ Tel: ____

Catalogue Description
Instruction and practice in writing university-level expository and persuasive prose. The focus of the course is development of proficiency in conceptualizing, analyzing and writing academic papers.

Course 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.

Goals

- Instruction and practice in writing university-level expository and persuasive prose.
- Development of proficiency in conceptualizing, analyzing, and writing academic papers.
- Practice in integrating outside sources into written texts.

Expectations

- Students begin work immediately on college-level research and writing.
- Students move quickly from study of their own processes to the development of finished products.
- Students complete three substantial writing projects, involving significant research and documentation of sources.
- Students become proficient at writing timed, in-class responses to prompts.
- Students work on multiple writing projects at the same time.

Requirements
Writing and reading assignments, in and out of class.
Two bluebooks for in-class essays.
Collaborative work with peers, including a group project.
Campus email account and access to Blackboard.
All drafts word-processed.
Documentation of sources.
Floppies or portable disk driver to save drafts.

Required Texts

Additional Expenses
Copying 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
   - an 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
The majority of your final grade will be based on a portfolio of three finished pieces of writing. These out-of-class essays will go through multiple drafts during the semester, with the final versions submitted (with all drafts attached) at the end of the semester. In addition, you will write two in-class essays during the term. Both the in-class essays and out-of-class portfolio will be holistically evaluated by the composition team using the same criteria. (See the final page, entitled *Criteria of Good Writing in the First-Year Writing Program at CSUCI*.) During the term, we will use those same criteria to guide our discussions of how to revise your papers. Final grades will be A through F with no pluses or minuses.

In-class essays: 25%
1st in-class essay 10%
2nd in-class essay 15%
Portfolio: 55% 3 best essays chosen from narrative/reflective, problem/solution, and persuasive/argumentative essays as well as group projects or additional out-of-class assignments. You may include one paper from your ENGL 102 class, if it has been substantively revised.

Participation: 20% Including attendance, contribution to groups, sharing work with peers, coming to class prepared, taking advantage of available resources (see below), and attending demonstrations and/or workshops as appropriate.

Your final grade will be based on the percentages noted above for your in-class essays, your class participation, and the 3 revised papers you submit in your portfolio at the end of the term. Throughout the semester, you will receive abundant feedback on your papers from your classmates, often in small groups, and your teacher, often in conferences during class. If you want more feedback, schedule a conference with your instructor (see Resources below). You will have the entire semester to develop, revise and polish the three papers in your portfolio so they represent your best capabilities as a writer.

To receive credit for ENGL 103, you must complete ALL assignments, whether you include them in your portfolio or not. In-class essays may NOT be submitted as part of the portfolio. To fulfill CSUCI’s first year writing requirement, you must pass the final portfolio.

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, Spring 2005, p.13). 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 still 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, 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, and the appropriate deans will be notified. 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 before or 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
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.

**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. The focus in ENGL 103 is on using sources in academic writing, so out-of-class papers will typically involve some sort of research.

Below you'll find general descriptions of typical writing assignments in ENGL 103. More detailed assignments for this class will be distributed as the semester progresses.

1. **Annotated Bibliography**: a list with commentary and summary of resources that might prove useful in our class exploration of Sixties music. Individual student bibliographies will be merged into a single extended bibliography of sources we will use throughout the semester.

2. **Problem/solution**: define a problem related to the Sixties and/or the music of the era and argue for a solution. Some research will be necessary. Class discussion and brainstorming sessions will prepare you for the task. We expect the quality and complexity of this problem-solution paper to exceed that of the one you wrote in ENGL 102.

3. **Persuasive/argumentative**: use class research on Sixties music to argue for or against a controversial issue or question related to that theme. In this research paper, simply reporting what you find is not enough. You must also evaluate the sources you use, make a case for their trustworthiness and reliability, and use them to argue your case.

4. **The group research projects** are intended to give you experience working collaboratively with your peers on a project of your own design. Small groups of students will choose a specific issue or problem related to Sixties music on which to do further research. We will brainstorm possible topics early in the semester. Your group will work collaboratively to produce a single document. You will share the research and writing responsibilities. If someone in your group is not pulling their weight, please let me know.

After determining your issue or problem, your group will identify possible sources of information, including interviews with people on campus or in the community, articles in campus and local newspapers, information about other how other groups deal with the problem, readings from your other classes, internet sources, etc.

If your group wishes to poll the campus or community, you'll need to develop a questionnaire, test it out in class, revise it, and then administer the questionnaire and gather your data.

Groups will probably begin writing up their reports before they finish collecting data. It is important to keep good records of your sources because you must credit all sources (whether in print or conversation).

To get feedback from the class, your group will make a brief oral presentation of your findings. The class will ask questions, make suggestions, perhaps even direct you to other sources.

You will have several opportunities during the final weeks of the semester to get feedback on your written report before submitting it. The earlier you get a draft done, the more help you'll get.
**Purpose of the report:** to inform readers about the issue or problem related to Sixties music which your group has identified, or to answer a specific question about that subject.

**Audience:** your classmates, teacher, and any others interested in Sixties music.

5. **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 three 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 can’t demonstrate the work is your own, or if you lose earlier drafts, your final portfolio may not be accepted. Two of those final three papers will include citation and documentation of outside sources.

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**Schedule for Spring 2006**

(Subject to change)

Week:

1. 23 Jan. Classes begin
2. 30 Jan.
3. 6 Feb.
4. 13 Feb. In-class essay #1
5. 20 Feb. In-class essays scored
6. 27 Feb. In-class essays returned
7. 6 Mar.
8. 13 Mar.
20-26 Mar. Spring Break
9. 27 Mar.
10. 3 Apr. In-class essay #2
11. 10 Apr. In-class essays scored
12. 17 Apr. In-class essays returned
13. 24 Apr.
14. 1 May
15. 8-11 May Portfolios due

15-18 May Portfolio scoring

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

(These criteria are used in ENGL 102, 103 and 105.)

**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.