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

ENGL 105, section ____ Name
Fall, 2005 Email
Meeting Time: _______ Office: BT____
Office hours: _______ Tel: ____

Catalogue Description
Three hours lecture/discussion
Instruction and practice in writing university-level expository and persuasive prose. The subject matter of the course will be thematic and variable. The focus of the course is development of proficiency in conceptualizing, analyzing and writing academic papers. Substantial writing is required.

Course Description:
Goals:
Instruction and practice in writing university-level expository and persuasive prose.
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.

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, including a group project.
Typed or word-processed drafts for written work outside class.
Research and documentation of sources.
Campus email account.
Access to Blackboard.
Floppies or portable disk driver to save drafts.
Two bluebooks.

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
   ability to cogently reflect on roles of learning on personal and intellectual growth

**Required Texts**

**Additional Expenses:**
Xeroxing copies of your papers for workshops and portfolio
Folders and disks

**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 in order for us to serve their needs.

**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 separate handout on Grading Criteria in the First Year Writing Program.) Final grades will be A through F with no pluses and minuses.

**In-class essays:**
- 1st in-class essay 10%
- 2nd in-class essay 15%

**Portfolio**
3 best essays chosen from among your Narrative/Reflective, Problem/Solving, and Argumentative/Perusasive essays, as well as your Group Project. *(At least 2 must have cited sources.)* 55%

**Participation** * 20%
100%

* Participation includes attendance, contribution to small groups, willingness to share work with peers, coming to class prepared, taking advantage of available resources (see below) and attending *additional 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 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, 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 revise and polish the three papers in your portfolio so they represent your best capabilities as a writer.

As a class we will use the same grading criteria during our discussions that the portfolio readers use when they evaluate in-class essays and the end-of-term portfolios. Those criteria (see Grading Criteria in the First Year Writing Program below) will guide our discussions of how to revise your 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.8). 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, editing, and polishing your papers. Check the display in front of the Advising Center in room 1301 for current schedules.

**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
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 week before the essay is written. You will have one hour to write and revise the essay.

**Out-of-class papers** will all involve some sort of research, and they will become more challenging as the
semester progresses. They will provide experience with various kinds of research 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 following are general descriptions of typical writing assignments in ENGL 150. Specific assignments will be distributed by your teacher as the semester progresses.

1. The first paper assignment will ask you to report on a topic of interest to you related to the course theme. This paper is intended to serve as a quick introduction to the essentials of research writing: selecting a subject, researching several sources (including internet and printed), summarizing your findings, citing your sources and reporting to your audience what you have learned. It is not necessary that your paper argue for or against anything, nor do you have to evaluate the validity of the information you find. Your opinions on the subject are not relevant to the report, though your instructor may ask you to write about them separately. The purpose of the report is, simply, to tell an audience of your peers, in your own words, what you have found out during the course of your research.

2. The second paper will ask you to define a problem and argue for a solution. Some research will be necessary. Class discussion and brainstorming sessions will prepare you for the task. At some point in your paper, you should:
   • Define and clarify the problem you select to write about.
   • Briefly summarize previous investigations to inform your reader of the current state of research on the problem, or use research to persuade your reader that a problem exists and needs a solution.
   • Propose the next step or stage in solving the problem.

3. The third paper will be a more extensive research project in which you use your research (from a previous assignment or newly generated) to argue for or against a controversial issue or question related to the theme in your course. 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 an issue or problem to research and write about. Ideas for topics may come from other classes you are taking, from your experiences at CSUCI, or from the communities in which you live and attend school. 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 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 an issue or problem of concern to them and you, or to answer a specific question of import to you and others.

**Audience**: depends on the problem you choose to research. Your audience could be as broad as the community of Camarillo, members of the CSUCI community, faculty and students in your others courses, or it could be as specific as a particular person in position to change the problem (e.g., the head of Campus Parking, the Dean of Students, the Camarillo City Council), or a group of students you intend to inform about some aspect of CSUCI (e.g., incoming freshmen).
Your **portfolio** will include polished copies of the three out-of-class papers you believe best represent your writing, plus all the drafts leading up to the final copy. The portfolio is due the final day of class.

**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.  
14. 24-25 Nov. Thanksgiving holiday  
15. 28-1 Nov/Dec.  
16. 5-8 Dec. Portfolios due  
17. 12-15 Dec. Portfolio scoring  
18. 21 Dec. Grades due

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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.