RESOLVED: that the Academic Senate recommend the adoption of the English Stretch Composition Program to be implemented for fall semester 2016.

RATIONALE: The Stretch Composition Program transforms 3 entry level English composition courses into two semester courses by first stretching the units to four in each of two courses; and then, stretching the Learning Outcomes for both the ULOs and for the GE Writing Requirement LOs over both courses. This approach has either already been adopted or is underdevelopment in 17 of the institutions in the CSU and reflects a national movement reducing the emotional stigmas associated with a “remedial” strategy. Additional features of the proposal is that it is cohort based; flexible for students transferring in or stopping out; does not require any additional resources; and does not change the “time to degree”.

The proposal for unit exceptions, combing English 80, 99 and 110 to two 4 unit semester courses, has already been approved. The entire program proposal has been approved by GEECo, the School of Social Science and Education Curriculum Committee, the Curriculum Conversion Committee, and assessed by the Chair of the AS Budget and Planning Committee in regard to resource implications.

Distribution List:

Approved by the Academic Senate on October 30, 2014
Sent to the President for approval on November 5, 2014
Approved by the President on December 18, 2014
PROPOSAL TO MODIFY AN EXISTING PROGRAM

Proposals to modify curricular programs that have broad inter-school implications require Senate approval and the use of the following routing sheet.

This proposal seeks to modify the following program: Developmental English/Stretch Courses

Synopsys of changes (full proposal and rationale attached):

Originating Department or Individual: Kim Flachmann

If a department formally approved the attached proposal, attach the appropriate memorandum and approval date.

Signature: Andrew C. Freep date: 10/24/14

School Curriculum Committee Review, if applicable: If the governance of the program is largely within one school attach the comments or approval from relevant curriculum committee.

Chair Signature: Donna  date: 10/27/14

School Dean(s): I have reviewed this proposal and send it forward for university-wide review with my comments attached. These comments include my analysis of the resource commitments that must be made to support the program and the origin(s) of those resources.

Dean Signature:  date: 10/27/14

CCC (in lieu of AAC): A memorandum and approval date from the Curriculum Conversion Committee, acting as the university curriculum committee must be attached. If any revisions were required or agreed to, a revised copy of the proposal must be attached.

Chair Signature:  date: 10/27/14

AVP of Academic Programs: I have reviewed this proposal and send it forward to the Provost.

AVP Signature: date: 10/24/14

Date of Senate Approval: Date of President Approval: 

Please attach the final Academic Senate Resolution, as signed by the President and return to the Office of Academic Programs.
Proposal to Implement Stretch Courses in
the CSUB Composition Program:
A Rationale

Currently, our CSUB lower-division composition has three separate courses: English 80, 99, and 110, with 110 fulfilling the Area A requirement for writing. This has worked well for us, as the quarter system allows for students who test into English 80 (based on their EPT scores) to complete their remediation and freshman English class by the end of their freshman year. However, with the change to a semester system, this will no longer be the case; if we keep the current system, a student who tests into 80 would not finish 110 until the middle of his or her sophomore year, impacting the four-year graduation rate. Thus, we are proposing a shift to three “stretch” tracks of composition in order to allow students to complete their remediation and freshman English courses by the end of their freshman year. This proposal will have no impact on university resources, and the department plans to address any issues with scheduling by remaining flexible and allowing for exceptions (i.e., if a student needs to take a leave of absence or the schedule conflicts with a student’s other obligations). Of the other universities in the CSU system, 17 have this stretch curriculum in place or in development. Though we are requesting a unit-exception for two of these tracks, we are reducing three courses to two (minimizing the impact on students), and these courses with a unit increase will be part of remediation, minimizing the impact on General Education.

As a result of systematic experimentation with cohorts of students and sequenced curriculum beginning in 2008, Composition Programs in the CSU have steadily moved toward what we call “stretch” courses. What this means is, instead of packaging our student outcomes in confined courses and starting the outcomes over at a higher level each term, we “stretch” the outcomes out for the entire academic year, starting students at different places depending on their needs and deficiencies (as defined by their EPT scores) and moving them to mastery and successful completion of the General Education writing outcomes.

We started exploring this configuration at CSUB in 2009 and were pleasantly surprised at the positive student response and obvious transfer of students’ reading and writing skills to other courses. After five years of observing the development of students in our sequence of courses, we are prepared to set new cut-off scores on the English Placement Test that contribute to student persistence and success.

We propose to move our students in cohorts through our “stretched” curriculum from a basic understanding of the rhetorical aspects of reading and writing and writer-based prose (meaning that students aren’t yet aware of a purpose and audience outside of their own linguistic survival) to a metacognitive and analytical awareness of critical reading and writing, resulting in an ability to generate reader-based prose (writing for a specific audience and purpose).

This progression, summarized here, is outlined in more detail in “CSUB Freshman Composition Course Proposals.”
Eng 0107-1109A Previously three courses over three quarters, this two-semester course is intended for students who need extensive reading intervention and basic grammar review and who would benefit from more time and support with their instruction. We are requesting 4 units of credit each semester for this cohort so that we can require their participation in MyWritingLab (a web-based writing program) and live tutoring (for 1 unit each semester) outside of class time. This would enable students to reach the learning outcomes required for their Area A English course.

Eng 0108-1109B Previously two courses or two quarters, this two-semester course is intended for students who need some reading intervention and basic grammar review and who would benefit from more time and support with their instruction. We are requesting 4 units of credit for this cohort in the first semester for the support they will need outside of class time and 3 units for the second semester.

Eng 1109 Previously one course over one quarter, this will become a one-semester course intended for students who are ready for the rigors of academic reading and writing. We can accomplish the student learning outcomes for this course in 3 units each semester.

Most important is the fact that all of these changes are designed to improve student learning, accelerate the remediation process, and improve the four-year graduation rate. None of the proposed changes will have any effect on resources, except in the reduction of those students over time who will need English 0107-1109A (as demonstrated in the Comp Profile 2011-14).

Attached to this rationale are the following supporting documents:

- A Log of Campuses with Stretch Programs
- A Stretch Course Summary for CSUB
- A Detailed Description of the Progression of our Stretch Courses
- Comp Profile 2011-14: Variables Affecting Developmental English at CSUB
- Course Outlines for all Three Sequenced Proposals
Campuses with Fully Implemented Stretch Programs
San Francisco
San Bernardino
SLO
Northridge
Channel Islands
Fresno
Sonoma

Chico*
*Chico has a longstanding mainstreaming program where all students go directly into first-year composition courses with supplemental support for students with EPT scores below the cutoff for First-Year Composition. Like campuses with stretch programs, Chico offers no remedial English classes.

Campuses with Approved Stretch Programs in Pilot Phase
Sacramento (full implementation in Fall 2013)
Los Angeles (full implementation in Fall 2013)
Stanislaus (full implementation in Fall 2013)
Long Beach (pilot to begin in Fall 2012)
Humboldt (pilot to begin in Fall 2012)

Campuses with Stretch Program Proposals in Development
Pomona (proposal in committee, implementation scheduled for Fall 2012)
East Bay (anticipated pilot in Fall 2013)
San Jose (proposal in committee, with pilot scheduled for Fall 2013)
Bakersfield (just started working on Stretch planning)

Campuses with Stretch + Directed Self-Placement
Fresno
Channel Islands
San Francisco
Humboldt (pilot DSP to begin in Fall 2013)
San Bernardino (DSP pilot to begin Fall 2012)
Stanislaus (implementing DSP in Fall 2012)
Sacramento (DSP Proposal in Committee)
Chico ((DSP pilot to begin Fall 2012)
Los Angeles (DSP pilot to begin Fall 2012, may or may not be linked to Stretch)

Campuses with Neither Stretch nor DSP
San Diego
Monterey Bay
Dominguez Hills
## Stretch Courses

<table>
<thead>
<tr>
<th>A. Introduce-Develop-Master</th>
<th>1 year</th>
<th>250 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 0107-1109A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPT score 120 – 132</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[same instructor throughout]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Develop-Master</th>
<th>1 year</th>
<th>250 – 350 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 0108-1109B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPT score 133 – 146</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Master</th>
<th>1 year</th>
<th>700 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 1109</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPT score 147 - 180</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Introduce**—introduce basic theory and practice in an effort to move toward mastery

**Develop**—build on basic understanding in the progression toward mastery; able to draft writer-based prose

**Master**—work from mastery to metacognition, including a keen awareness of audience and purpose in reader-based prose
CSUB Freshman Composition
Course Proposals

Each of the following freshman composition courses takes a different path, depending on the student population and their specific needs, to reach the same reading and writing goals.

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Understanding</strong></td>
<td><strong>Eng 0107-1109A Stretch Course</strong></td>
<td>Two semester courses worth 8 units (4 each semester)</td>
</tr>
<tr>
<td>Transition from writer-based prose and a basic understanding of the rhetorical aspects of reading and writing</td>
<td><strong>EPT 120-132</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Moderately paced first-year course with 3 hours of in-class instruction and 1 unit of additional lab time each semester.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Initial scaffolding of and emphasis on critical reading skills (Sustained Silent Reading) and grammar review (MWLP—15 topics) with more support (tutoring requirement) and time to complete assignments that <em>slowly</em> increase in rhetorical complexity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assignments designed to transition from writing that shows how well a student understands a topic to writing that conveys a message about a topic for a specific purpose and audience.</td>
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<tr>
<td></td>
<td>• Culminates in a five-to seven-page research paper with an emphasis on the research process and the integration of multiple sources and points of view (writing and research lab).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assessment Portfolio</td>
<td></td>
</tr>
</tbody>
</table>

This course is intended for students who need *extensive* reading intervention and basic grammar review and who would benefit from more time and support with their instruction.
<table>
<thead>
<tr>
<th>Metacognitive and Analytical Understanding</th>
<th>Eng 0108-1109B Stretch Course EPT 133-146</th>
</tr>
</thead>
<tbody>
<tr>
<td>to a metacognitive and analytical awareness of critical reading and writing</td>
<td></td>
</tr>
</tbody>
</table>

### Eng 0108-1109B Stretch Course EPT 133-146

- Moderately paced first-year course with 3 hours of in-class instruction and 1 unit of additional lab time the first semester.

- Initial scaffolding of and emphasis on critical reading skills (Sustained Silent Reading) and grammar review (MWLP—10 topics) with more support and time to complete assignments that increase in rhetorical complexity.

- Assignments designed to transition from writing that shows how well a student understands a topic to writing that conveys a message about a topic for a specific purpose and audience.

- Culminates in a five-to seven-page research paper with an emphasis on the research process and the integration of multiple sources and points of view (writing and research lab).

- Assessment Portfolio

This course is intended for students who need *some* reading intervention and basic grammar review and who would benefit from more time and support with their instruction.

Two semester courses worth 7 units (4 units the first semester; 3 units the second semester)
<table>
<thead>
<tr>
<th>Metacognitive and Evaluative Understanding</th>
<th>Eng 1109 EPT 147-180</th>
<th>One semester course worth 3 units</th>
</tr>
</thead>
</table>
| to reader-based prose and the ability to analyze and evaluate the effectiveness of a writer’s choices for different rhetorical situations. | • Aggressively paced first-year course with 3 hours of in-class instruction and self-paced, integrated lab time.  
• Themed course with assignments designed to introduce students to interdisciplinary writing for a specific purpose and audience.  
• Culminates in a five- to seven-page research paper with an emphasis on the research process and the integration of multiple sources and points of view (writing and research lab).  
• Assessment Portfolio  
This course is intended for students who are ready for the rigors of academic reading and writing. | |
Course Learning Outcomes

By the end of their writing requirement (107-1109A, 108-1109B, or 1109), students should be able to do the following:

**Goal 1: Reading Skills**

Objective 1: Analyze how a writer’s rhetorical choices (e.g., bias, rhetorical modes, organization, diction, etc.) and logic meet the needs of a particular rhetorical situation.

**Goal 2: Writing Skills**

Objective 1: Effectively anticipate many of the needs of audience and purpose for various rhetorical situations.

Objective 2: Create proficient theses statements for various writing tasks.

Objective 3: Use relatively sound logical reasoning/evidence that shows a generally clear progression of thought to develop a text.

Objective 4: Use discourse-appropriate syntax with few serious errors.

**Goal 3: Research Skills**

Objective 1: Correctly use summary, paraphrase, and direct quotes to synthesize sources somewhat smoothly into own writing.

Objective 2: Correctly use a documentation style and avoid the most egregious forms of plagiarism.

Objective 3: Find reputable sources for a specific writing task.
Variables Affecting Developmental English at CSUB
2011-2014

Variables Affecting Developmental English: Early Assessment Program (EAP), Expository Reading and Writing Curriculum (ERWC), and Early Start (ES)

EAP: The state rate of students “Ready for College” is 23 percent and “Conditionally Ready” is 15 percent. In Kern County, from 2003 to 2013, we have increased our College Readiness rate from 9 percent “Ready for College” in 2003 to 17 percent “Ready” and 14 percent “Conditionally Ready” for College in 2013. In 2011, we had 16 percent “Ready” and no conditionals. These significant changes in the performance of students in Kern County are due, we believe, in large part to the introduction of ERWC into our schools.

ERWC: In the past year, we have increased the number of Expository Reading and Writing Courses offered in the 12th grade in the Kern High School District from 8 schools to 13 schools. This will offer many more students the option of placing out of developmental English at any CSU if they scored “Conditional” on the EAP.

Early Start: In the past two years, our Early Start pass rate has declined from about 72% to 68% since it is required and it is serving students representing a broader range of skills. Last year, we offered ES to students scoring >147 on the EPT; the year before we offered the program to students scoring >138 on the EPT.

<table>
<thead>
<tr>
<th></th>
<th>Eng 80</th>
<th>Eng 99</th>
<th>Eng 110</th>
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<tbody>
<tr>
<td></td>
<td>Sections</td>
<td>Sections</td>
<td>Sections</td>
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<tr>
<td>2013-2014</td>
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</tr>
<tr>
<td>Fall</td>
<td>9</td>
<td>16</td>
<td>26</td>
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<tr>
<td>Winter</td>
<td>2</td>
<td>7</td>
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<tr>
<td>Spring</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>25</td>
<td>53</td>
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<tr>
<td>2012-2013</td>
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<td></td>
<td></td>
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<tr>
<td>Fall</td>
<td>9</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Winter</td>
<td>3</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Spring</td>
<td>1</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>28</td>
<td>53</td>
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<tr>
<td>2011-2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>12</td>
<td>12</td>
<td>21</td>
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<tr>
<td>Winter</td>
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<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Spring</td>
<td>1</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>27</td>
<td>50</td>
</tr>
</tbody>
</table>
**Patterns:** Notice that the number of sections of Eng 110 for fall is increasing while the number of sections of Eng 80 and 99 is decreasing. In fall 2011, 630 students started in Eng 110; in fall 2013, 780 (an increase of 150) students started in English 110.

**Interpretation:** In 2011-12, approximately 450 students needed the full complex of composition courses (80, 100, 110). In 2013-14, only 360 students needed all three courses.

**Implications for Stretch Courses:** As Early Start continues to succeed, the number of students who will need the full complex of composition courses will continue to decline. To keep moving these patterns forward, we also need to consider increasing the supplementary work for those starting at 80 and 99 to ensure that they can get through Eng 110 in one year.
English 0107: Academic Reading and Writing
Course Description

Designed to improve academic reasoning, reading, and writing skills. It helps students build a strong foundation in these skills for successful performance in college. This course may be taken for credit toward full-time status but does not count toward the baccalaureate degree. Prerequisite: A total English Placement Test score between 120 and 132.

Note: Please see the syllabus template for course prerequisites, learning outcomes, and other policies specific to English 0107. Assignments should be geared towards introducing students to the course learning outcomes.

Student Learning Outcomes

At the end of English 0107, students should be able to do the following:

Goal 1: Reading Skills

Objective 1: Identify what a writer’s rhetorical situation (purpose, audience, tone) and predominant form of logic are for a text.

Objective 2: Identify a writer’s choices (e.g., bias, rhetorical modes, organization, diction, etc.) in a text.

Goal 2: Writing Skills

Objective 1: Adequately anticipate the most obvious needs of audience and purpose for a specific rhetorical situation.

Objective 2: Create a basic thesis statement for a specific writing task.

Objective 3: Use basic logical reasoning/evidence to develop a text.

Objective 4: Demonstrate basic development of discourse-appropriate syntax.

Goal 3: Research Skills

Objective 1: Identify the differences among summary, paraphrase, and direct quotes.
Objective 2: Explain what a documentation style is and how it is used to avoid plagiarism.

Minimum Reading Assignments*

- **Sustained Silent Reading (SSR)**—Ten to twenty minutes of each class period should be dedicated to guided reading of instructor-approved material. This should be structured *recreational* reading—for example, the First-Year-Experience novel in the fall—and instructors should read with their students. Informal written responses to the readings, such as journal entries, should be a part of this exercise.

- **Reading Strategies**—Introduce a variety of reading strategies (approximately one per week) to accomplish a reading goal, such as reading to find specific information, to comprehend/summarize overall ideas, to identify purpose and audience, etc. Some suggested strategies follow:
  - Think aloud
  - Chunking
  - Annotating
  - Highlighting
  - Key words,
  - “Say, Mean, Matter”

Please refer to RIAP or ERWC materials for more reading strategies.

- **Reading as Revision Strategies**—Use reading strategies as revision strategies to reinforce student’s ability to read their own work critically.

Minimum Writing Assignments

A total of eight essays with required revisions:

- **In-class Essays**—At least two, but no more than three, essays of 2 to 3 pages in length should each be written in class within 1½ hours. Students must score a C- or higher on at least one in-class essay to be eligible to pass English 108.

- **Rhetorical Précis or Summary**—At least three rhetorical précis or one-paragraph summaries of readings; these may be incorporated into essay assignments.

- **Out-of-Class Essays**—At least four essay assignments, 2 to 3 pages in length, should be out-of-class essays that demonstrate the writing process.

- **Synthesis**—At least two essay assignments, approximately 3 pages in length, towards the end of the quarter should require synthesis of summary, paraphrase, and quotes, using two to three nonfiction sources **provided by the instructor**. Using familiar sources helps the instructor and the students readily identify and address issues of plagiarism.
**MyWritingLabPlus (MWLP) Requirement**

English 108 students are automatically enrolled in an online grammar workshop called MyWritingLabPlus. Instructors should help students log in to and navigate the site the first or second week of class, but thereafter students work on “mastering” 10 assigned grammar “topics” outside of class according to a schedule set by the instructor. This requirement is worth 10% of the overall course grade.

- **MWLP Topics**—Instructors may choose the order in which they want students to master the following 10 topics:
  - Part of Speech, Phrases, and Clauses
  - Tense
  - Fragments
  - Run-Ons
  - Subject-Verb Agreement
  - Pronoun-Antecedent Agreement
  - Commas
  - Apostrophes
  - Capitalization
  - Easily Confused Words
  - The Writing Process
  - Prewriting
  - Thesis Statement
  - Essay Organization
  - Essay Introductions, Conclusions, and Titles

- **MWLP Coursework and Pacing**—Instructors should clearly lay out MWLP deadlines for pre- and post-diagnostics and mastery of topics in the course schedule. Instructors should reinforce these skills in class as students complete their work in MWLP. The URL for MWLP is http://csub.mylabsplus.com. To receive full credit (all 10%), students must do the following:

  1. Take the online pre-diagnostic (Sentence Grammar and Basic Grammar) within the first two weeks of class.

  2. Master topics at a steady pace throughout the quarter for a total of 15 topics mastered by the end of the quarter. Instructors should require students to master approximately one to two topics per week. Under no circumstances should students be allowed to master most of the topics towards the end of the quarter and receive full credit. This defeats the purpose of this supplementary work. Students should either master topics steadily throughout the quarter OR should have all topics mastered by mid quarter (approximately two per week). Again, topic deadlines must be clearly noted in the course schedule.
Note: Topics mastered through the pre-diagnostic do not count towards the 10 topic requirement.

3. Take a post-diagnostic in the last week of the course.

Note: Do not administer the pre- and post-diagnostics in class. Doing so creates inequality in instruction, grading, and research since the diagnostic is not timed and can take students several hours to complete.

- Mastering Topics—In order to master a topic, students must receive a score of 80% or higher on both the Recall and Apply tutorials for each topic. First, students read and watch a video that explains the topic’s concepts and/or rules (e.g., what is a fragment?). Students then are given several chances to recall and apply the knowledge in the Recall and Apply tutorials. When students do not meet the 80% mastery level after several tries for either tutorial, they have “exhausted” their chances and are locked out of the tutorial.

- Unlocking Topics—Instructors are responsible for “unlocking” topics when a student exhausts all chances to meet the Apply and Recall mastery level. Instructors can handle this either by asking students to send an email letting the instructor know what topic needs to be unlocked or by setting a specific weekly date when topics will be unlocked for the whole class at once.

- Grading—Instructors may use their own discretion when calculating grades for students who fail to master all 10 topics or fail to master them by the deadline so long as these students are not given the full 10 percent. Instructors should not hold students accountable for grammar rules in their writing until students have had a chance to master the corresponding MWLP topic. Instructors should, however, constantly reinforce the scheduled topics and should also hold students accountable for coherent and unified sentences. To do this, instructors can use the Tutor Referral Forms to require that students receive individual, drop-in tutoring at the Writing Resource Center for additional help.

Note: Instructors should contact Brooke Hughes (bhughes@csub.edu) or Randi Brummett (rbrummett@csub.edu) if they have MWLP problems or questions.

Individual, Drop-in Tutoring Requirement

Instructors may attach a Tutor Referral Form to a student’s graded essay to require the student to go to the Writing Resource Center for individual, drop-in tutoring. The student will then have one week to complete the drop-in tutoring, and instructors may withhold the student’s essay grade until the requirement is met.

Turnitin.com Requirement
This is a plagiarism prevention website. In general, instructors should have students from all courses submit as many papers as possible to turnitin.com to develop a bank of student papers as a guard against plagiarism. For instructional purposes, instructors should introduce students to turnitin.com in English 108 and then ensure that students use it in their other writing courses. Shortly after students submit their papers, they can access a color-coded report with details about their use of sources in their papers. Please visit the website (turnitin.com) for information on how to set up and manage a course using turnitin.com.

**Weight of Course Work Policy**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Writing Assignments</td>
<td>80%</td>
</tr>
<tr>
<td>MyWritingLabPlus</td>
<td>10%</td>
</tr>
<tr>
<td>Instructor’s Discretion</td>
<td>10%</td>
</tr>
</tbody>
</table>
English 1109A: Academic Research
Course Description

Practice in expository writing and the college term paper. Includes frequent reading and writing assignments with a focus on interdisciplinary writing.

Note: Please see the syllabus template for course prerequisites, learning outcomes, and other policies particular to English 1109A. Assignments should promote student mastery of the learning outcomes.

Student Learning Outcomes

At the end of English 1109A, students should be able to do the following:

Goal 1: Reading Skills

Objective 1: Analyze how a writer’s rhetorical choices (e.g., bias, rhetorical modes, organization, diction, etc.) and logic meet the needs of a particular rhetorical situation.

Goal 2: Writing Skills

Objective 1: Effectively anticipate many of the needs of audience and purpose for various rhetorical situations.

Objective 2: Create proficient theses statements for various writing tasks.

Objective 3: Use relatively sound logical reasoning/evidence that shows a generally clear progression of thought to develop a text.

Objective 4: Use discourse-appropriate syntax with few serious errors.

Goal 3: Research Skills

Objective 1: Correctly use summary, paraphrase, and direct quotes to synthesize sources somewhat smoothly into own writing.

Objective 2: Correctly use a documentation style and avoid the most egregious forms of plagiarism.

Objective 3: Find reputable sources for a specific writing task.
Minimum Reading and Writing Assignments

Instructors should design assignments that truly integrate reading and writing whenever possible. In addition, writing assignments should build toward and be used in the students’ research papers whenever possible. Consider developing an umbrella topic for the course readings and the research paper (i.e., historic periods, legal issues, particular current events, or topical issues like censorship or software pirating).

Assign at least 30-40 graded and ungraded typed pages of writing throughout the quarter.

Note: English 1109A must include instruction in the following skills, either as individual assignments or as part of a larger assignment. In each case, instructors must reinforce how to correctly document sources and avoid plagiarism.

- **In-class Essays**—At least two, but no more than three, essays of 2 to 3 pages in length should each be written in class within 1½ hours. At least one of these essays must be a GWAR-formatted prompt. To view a sample GWAR prompt, see the GWAR Handout in the Composition Handbook. Students must score a C or higher on at least one in class essay to be eligible to pass English 1109A.

- **Rhetorical Précis or Summary**—Summaries should be objective and informative, identifying the thesis statement and major points and cutting out minor details and examples. The instructor may assign the summary as an independent assignment, as part of the annotated bibliography, or as a rhetorical précis. These may be incorporated into essay assignments.

- **Paraphrase**—Paraphrases should be objective and informative and should represent every idea in the original source; the original words and syntax must be completely changed. Instructors should fully cover paraphrase to reinforce documenting properly and avoiding plagiarism.

- **Critique**—Critiques should evaluate an argument, whether written, oral (speech), or visual (advertisement or photo). Instructors should provide the source for critiquing.

- **Documented Essays**—This assignment should synthesize the arguments of three sources; whether it is objective/informative or subjective/argumentative is up to the instructor. The instructor may provide the sources or allow students to select them. This assignment has been especially successful as a stage in the process of compiling research for the final term paper, encouraging critical reading and an understanding of the authors’ arguments. The students’ typed synthesis should be approximately three to four pages and three to four sources and should be organized in a point-by-point fashion—the original sources’ ideas should be synthesized throughout the paper. In other words, a synthesis should not summarize each source separately.
Another version of this assignment has also been successful when approached as a mini-
version of the research paper. Using this approach, the students are required to submit an
argumentative essay based primarily on their own ideas rather than on those of their sources.
This gives students some additional practice for the final research paper project. The page
and source requirements remain the same as the synthesis described above.

**Research Paper**—The research paper is usually the last assignment of the quarter, but it
should be discussed from the beginning of the quarter. Various parts of the paper should be
assigned as building blocks for this assignment:
1. Working thesis
2. Working outline
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4. Annotated bibliography
5. Rough draft
6. Final draft

The research paper should require 7 to 10 sources, including at least one each of the
following: academic book, journal, and newspaper or other periodical. Internet sources
should be justifiably academic, and instructors might set limits on how many Internet sources
are allowed. The paper should be approximately 7 to 10 pages. MLA or APA format is
recommended, but the instructor may allow other formats. This research paper should be
properly documented with a Works Cited/References page.

**Handbook Requirement**

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students learn to use it as they write.

**Library Lab**

In order to reinforce information competency, each section of English 1109A must work with the
library in one of the following ways:

1. **GST 110**: Instructors may require students to enroll in this one-unit, five week course taught
   by a librarian to reinforce library research skills.

2. **Guest Librarian**: Instructors may invite a librarian to give one or more workshops to their
   section of English 1109A.

3. **Library Workshops**: Instructors may require their English 1109A students to attend one or
   more Library Research Workshops held throughout the quarter.
4. Instructors may combine any or all of the above with instructor-guided research during class hours.

**MyWritingLabPlus (MWLP) Options**

Instructors must incorporate MWLP into their classes. Here are a few recommendations for using the program in English 1109A:

1. Recommend use to individual students as needed. To accomplish this, attach a MWL Referral Form to a student’s graded essay. Students will then have one week to complete this requirement, and instructors may withhold a student’s essay grade until this requirement is met.

2. Recommend Humanities 277 for either individual students or the whole class.
   - Students must be enrolled in Hum 477 before census day.
   - The instructor must give as much advanced notice as possible (ideally two weeks before the quarter begins) to Brooke Hughes or Randi Brummett.

3. Require MyWritingLabPlus within the course by requiring a set number of topics (no more than 15).
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   - The instructor will need some additional training if it is the first time using this option.
   - The instructor will choose the topics and monitor the program.

**Individual, Drop-in Tutoring Requirement**

Instructors may attach a Tutor Referral Form to a student’s graded essay to require the student to go to the Writing Resource Center for individual, drop-in tutoring. The student will then have one week to complete the drop-in tutoring, and instructors may withhold the student’s essay grade until the requirement is met.

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Weight of Course Work

Final Research Paper 30%
Documented Essay 10%
In-Class Essay 5%
Annotated Bibliographies 5%
Library Lab 10%
Instructor’s Discretion 30%
MyWritingLabPlus 10%

Note: Instructors may use their discretion to assign more weight to any one of these categories; but MyWritingLab Plus may account for no more than 10% of the overall course grade.
Study of rhetorical modes as patterns of thought to help students develop effective college-level writing skills for their work in courses across the curriculum. Frequent short papers in a variety of essay modes are assigned, and the fundamentals of grammar, usage, punctuation, and spelling are reviewed as necessary. Prerequisite: A total English Placement Test score between 133 and 146 OR a grade of C- or higher in English 0107 or 090.

Note: Please see the syllabus template for course prerequisites, learning outcomes, and other policies specific to English 0108. Assignments should promote student development of the course learning outcomes.

Student Learning Outcomes

At the end of English 0108, students should be able to do the following:

Goal 1: Reading Skills

Objective 1: Explain what a writer’s rhetorical situation (purpose, audience, tone) and predominant form of logic are for a text.

Objective 2: Explain how a writer’s choices (e.g., bias, rhetorical modes, organization, diction, etc.) inform a text.

Goal 2: Writing Skills

Objective 1: Effectively anticipate the most obvious needs of audience and purpose for a specific rhetorical situation.

Objective 2: Create basic theses statements for various writing tasks.

Objective 3: Use basic logical reasoning/evidence that shows some progression of thought to develop a text.

Objective 4: Demonstrate proficient development of discourse-appropriate syntax.

Goal 3: Research Skills
Objective 1: Demonstrate basic knowledge of how to use summary, paraphrase, and direct quotes in own writing.

Objective 2: Demonstrate basic knowledge of what a documentation style is and how it is used to avoid plagiarism.

Minimum Reading Assignments*

- **Sustained Silent Reading (SSR)**—Ten to twenty minutes of each class period should be dedicated to guided reading of instructor-approved material. This should be structured *recreational* reading—for example, the First-Year-Experience novel in the fall—and instructors should read with their students. Informal written responses to the readings, such as journal entries, should be a part of this exercise.

- **Reading Strategies**—Introduce a variety of reading strategies (approximately one per week) to accomplish a reading goal, such as reading to find specific information, to comprehend/summarize overall ideas, to identify purpose and audience, etc. Some suggested strategies follow:
  - Think aloud
  - Chunking
  - Annotating
  - Highlighting
  - Key words,
  - “Say, Mean, Matter”

Please refer to RIAP or ERWC materials for more reading strategies.

- **Reading as Revision Strategies**—Use reading strategies as revision strategies to reinforce student’s ability to read their own work critically.

Minimum Writing Assignments

A total of 14 writing assignments:

- **In-class Essays**—At least two, but no more than three, essays of 2 to 3 pages in length, should each be written in class within 1½ hours. Students must score a C or higher on at least one in class essay to be eligible to pass English 109.

- **Rhetorical Précis or Summary**—At least four rhetorical précis or one-paragraph summaries of readings; these may be incorporated into essay assignments.

- **Out-of-Class Essays**—At least four essay assignments, 2 to 3 pages in length, should be out-of-class essays that demonstrate the writing process.
• **Synthesis**—One 4- to 5-page documented synthesis (may be informative or argumentative), using three to four nonfiction sources provided by the instructor, should be assigned towards the end of the quarter. Using familiar sources helps you and your students readily identify and address issues of plagiarism.

• **Critique**—Critiques should evaluate an argument, whether written, oral (speech), or visual (advertisement or photo). Instructors should provide the source for critiquing.

**Handbook Requirement**

Our department-adopted handbook—*Quick Access*—is required for all English 109 courses. This handbook is automatically ordered for you. Please fold this source into your course so the students learn to use it as they write.

**MyWritingLabPlus (MWLP) Requirement**

English 109 students are automatically enrolled in an online grammar workshop called MyWritingLabPlus. Instructors should help students log in to and navigate the site the first or second week of class, but thereafter students work on “mastering” 15 assigned grammar “topics” outside of class according to a schedule set by the instructor. This requirement is worth 10% of the overall course grade.

• MWLP Topics—Instructors may choose the order in which they want students to master the following 15 topics:
  • Fragments
  • Run-On Sentences
  • Pronoun-Antecedent Agreement
  • Commas
  • Quotation Marks
  • Other Punctuation (Semicolons, Colons, Dashes, and Parentheses)
  • Apostrophes
  • Easily Confused Words
  • Essay Organization
  • Essay Introductions, Conclusions, and Titles

• MWLP Coursework and Pacing—Instructors should clearly lay out MWLP deadlines for pre- and post-diagnostics and mastery of topics in the course schedule. Instructors should reinforce these skills in class as students complete their work in MWLP. The URL for MWLP is http://csub.mylabsplus.com. To receive full credit (all 10 %), students must do the following:

  1. Take the online pre-diagnostic (Sentence Grammar and Basic Grammar) within the first two weeks of class.
2. Master topics at a steady pace throughout the quarter for a total of 10 topics by the end of the quarter. Instructors should require students to master approximately one to two topics per week. Under no circumstances should students be allowed to master most of the topics towards the end of the quarter and receive full credit. This defeats the purpose of this supplementary work. Students should either master topics steadily throughout the quarter OR should have all topics mastered by mid quarter (approximately three per week). Again, topic deadlines must be clearly noted in the course schedule.

**Note:** Topics mastered through the pre-diagnostic do **not** count towards the 10 topic requirement.

3. Take a post-diagnostic in the last week of the course.

**Note:** Do **not** administer the pre- and post-diagnostics in class. Doing so creates inequality in instruction, grading, and research since the diagnostic is not timed and can take students several hours to complete.

- Mastering Topics—In order to master a topic, students must receive a score of 80% or higher on both the Recall and Apply tutorials for each topic. First, students read and watch a video that explains the topic’s concepts and/or rules (e.g., what is a fragment?). Students then are given several chances to recall and apply the knowledge in the Recall and Apply tutorials. When students do not meet the 80% mastery level after several tries for either tutorial, they have “exhausted” their chances and are locked out of the tutorial.

- Unlocking Topics—Instructors are responsible for “unlocking” topics when a student exhausts all chances to meet the Apply and Recall mastery level. Instructors can handle this either by asking students to send an email letting the instructor know what topic needs to be unlocked or by setting a specific weekly date when topics will be unlocked for the whole class at once.

- Grading—Instructors may use their own discretion when calculating grades for students who fail to master all 10 topics or fail to master them by the deadline so long as these students are not given the full 10 percent. Instructors should not hold students accountable for grammar rules in their writing until students have had a chance to master the corresponding MWLP topic. Instructors should, however, constantly reinforce the scheduled topics and should also hold students accountable for coherent and unified sentences. To do this, instructors can use the Tutor Referral Forms to require that students receive individual, drop-in tutoring at the Writing Resource Center for additional help.

**Note:** Instructors should contact Brooke Hughes (bHughes@csub.edu) or Randi Brummett (rBrummett@csub.edu) if they have MWLP problems or questions.

**Individual, Drop-in Tutoring Requirement**
Instructors may attach a Tutor Referral Form to a student’s graded essay to require the student to go to the Writing Resource Center for individual, drop-in tutoring. The student will then have one week to complete the drop-in tutoring, and instructors may withhold the student’s essay grade until the requirement is met.

**Turnitin.com Requirement**

This is a plagiarism prevention website. In general, instructors should have students from all courses submit as many papers as possible to turnitin.com to develop a bank of student papers as a guard against plagiarism. For instructional purposes, instructors should introduce students to turnitin.com in English 108 and then ensure that students use it in their other writing courses. Shortly after students submit their papers, they can access a color-coded report with details about their use of sources in their papers. Please visit the website (turnitin.com) for information on how to set up and manage a course using turnitin.com.

**Weight of Course Work Policy**

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<th>Activity</th>
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<td>Reading and Writing Assignments</td>
<td>80%</td>
</tr>
<tr>
<td>MyWritingLabPlus</td>
<td>10%</td>
</tr>
<tr>
<td>Instructor’s Discretion</td>
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</tbody>
</table>
English 1109B: Academic Research

Course Description

Practice in expository writing and the college term paper. Includes frequent reading and writing assignments with a focus on interdisciplinary writing.

Note: Please see the syllabus template for course prerequisites, learning outcomes, and other policies particular to English 1109B. Assignments should promote student mastery of the learning outcomes.

Student Learning Outcomes

At the end of English 1109B, students should be able to do the following:

Goal 1: Reading Skills

Objective 1: Analyze how a writer’s rhetorical choices (e.g., bias, rhetorical modes, organization, diction, etc.) and logic meet the needs of a particular rhetorical situation.

Goal 2: Writing Skills

Objective 1: Effectively anticipate many of the needs of audience and purpose for various rhetorical situations.

Objective 2: Create proficient theses statements for various writing tasks.

Objective 3: Use relatively sound logical reasoning/evidence that shows a generally clear progression of thought to develop a text.

Objective 4: Use discourse-appropriate syntax with few serious errors.

Goal 3: Research Skills

Objective 1: Correctly use summary, paraphrase, and direct quotes to synthesize sources somewhat smoothly into own writing.

Objective 2: Correctly use a documentation style and avoid the most egregious forms of plagiarism.

Objective 3: Find reputable sources for a specific writing task.
Minimum Reading and Writing Assignments

Instructors should design assignments that truly integrate reading and writing whenever possible. In addition, writing assignments should build toward and be used in the students’ research papers whenever possible. Consider developing an umbrella topic for the course readings and the research paper (i.e., historic periods, legal issues, particular current events, or topical issues like censorship or software pirating).

Assign at least 30-40 typed pages of writing throughout the quarter.

Note: English 10B must include instruction in the following skills, either as individual assignments or as part of a larger assignment. In each case, instructors must reinforce how to correctly document sources and avoid plagiarism.

- **In-class Essays**—At least two, but no more than three, essays of 2 to 3 pages in length should each be written in class within 1½ hours. At least one of these essays must be a GWAR-formatted prompt. To view a sample GWAR prompt, see the GWAR Handout in the Composition Handbook. Students must score a C or higher on at least one in class essay to be eligible to pass English 1109B.

- **Summary**—Summaries should be objective and informative, identifying the thesis statement and major points and cutting out minor details and examples. The instructor may assign the summary as an independent assignment, as part of the annotated bibliography, or as a rhetorical précis. Many instructors require summaries of assigned reading(s) in the textbook, graded as homework.

- **Paraphrase**—Paraphrases should be objective and informative and should represent every idea in the original source; the original words and syntax must be completely changed. Instructors should fully cover paraphrase to reinforce documenting properly and avoiding plagiarism.

- **Critique**—Critiques should evaluate an argument, whether written, oral (speech), or visual (advertisement or photo). Instructors should provide the source for critiquing.

- **Documented Essays**—This assignment should synthesize the arguments of three sources; whether it is objective/informative or subjective/argumentative is up to the instructor. The instructor may provide the sources or allow students to select them. This assignment has been especially successful as a stage in the process of compiling research for the final term paper, encouraging critical reading and an understanding of the authors’ arguments. The students’ typed synthesis should be approximately three to four pages and three to four sources and should be organized in a point-by-point fashion—the original sources’ ideas should be synthesized throughout the paper. In other words, a synthesis should not summarize each source separately.

Another version of this assignment has also been successful when approached as a mini-version of the research paper. Using this approach, the students are required to submit an
argumentative essay based primarily on their own ideas rather than on those of their sources. This gives students some additional practice for the final research paper project. The page and source requirements remain the same as the synthesis described above.

- **Research Paper**—The research paper is usually the last assignment of the quarter, but it should be discussed from the beginning of the quarter. Various parts of the paper should be assigned as building blocks for this assignment:
  1. Working thesis
  2. Working outline
  3. Working bibliography
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**Handbook Requirement**

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**Library Lab**

In order to reinforce information competency, each section of English 1109B must work with the library in one of the following ways:

1. GST 110: Instructors may require students to enroll in this one-unit, five week course taught by a librarian to reinforce library research skills.

2. Guest Librarian: Instructors may invite a librarian to give one or more workshops to their section of English 1109B.

3. Library Workshops: Instructors may require their English 1109B students to attend one or more Library Research Workshops held throughout the quarter.

4. Instructors may combine any or all of the above with instructor-guided research during class hours.
MyWritingLabPlus (MWLP) Options

Instructors must incorporate MWLP into their classes. Here are a few recommendations for using the program in English 1109B:

1. Recommend use to individual students as needed. To accomplish this, attach a MWL Referral Form to a student’s graded essay. Students will then have one week to complete this requirement, and instructors may withhold a student’s essay grade until this requirement is met.

2. Recommend Humanities 277 for either individual students or the whole class.
   - Students must be enrolled in Hum 477 before census day.
   - The instructor must give as much advanced notice as possible (ideally two weeks before the quarter begins) to Brooke Hughes or Randi Brummett.

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Individual, Drop-in Tutoring Requirement

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Final Research Paper 30%
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California State University, Bakersfield
Composition Standards

English 1109: Academic Research
Course Description

Practice in expository writing and the college term paper. Includes frequent reading and writing assignments with a focus on interdisciplinary writing. Prerequisite: A total English Placement Test score between 147 and 180.

Note: Please see the syllabus template for course prerequisites, learning outcomes, and other policies particular to English 1109. Assignments should promote student mastery of the learning outcomes.

Student Learning Outcomes

At the end of English 1109, students should be able to do the following:

Goal 1: Reading Skills

Objective 1: Analyze how a writer’s rhetorical choices (e.g., bias, rhetorical modes, organization, diction, etc.) and logic meet the needs of a particular rhetorical situation.

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Objective 1: Effectively anticipate many of the needs of audience and purpose for various rhetorical situations.

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</tbody>
</table>

**Note:** Instructors may use their discretion to assign more weight to any one of these categories; but MyWritingLab Plus may account for no more than 10% of the overall course grade.