ENGLISH 3109 is a hybrid course in effective expository writing with an emphasis on writing as a process. Fulfills the GWAR.

**Prerequisite:** ENGL 1109 (formerly ENGL 110) or the equivalent and upper-division standing.

**General Education:** This course fulfills the GWAR requirement of the CSU Bakersfield General Education Program, including reading and writing foundational skills and reinforcement of the following General Education themes—**Theme Q:** Quality of Life; **Theme R:** Revolutionary Ideas and Innovations; and **Theme S:** Sustainability & Justice—through readings, discussions, and assignments.

This course counts toward the Teacher Preparation Programs in Liberal Studies and Child Development but does not count toward the major or minor.

Students must earn a grade of C- or higher in this course to satisfy the Graduation Writing Assessment Requirement (GWAR). In addition, this course can fulfill the GWAR only if a student has completed 90 or more quarter units (60 or more semester units) of college work before taking it.

To be eligible for a C- in English 3109, students must earn a C- or higher on at least one in-class writing assignment and a C- average on all other course assignments. Since this is an online class, in-class writing assignments may be given at the first meeting, the last meeting, or both meetings.

**COURSE LEARNING OUTCOMES**

**GWAR Goals**

**Goal G-1:** Students will demonstrate college-level reading skills.

**Outcome G-1:** Students will evaluate how effectively a writer's rhetorical choices (e.g., bias, rhetorical modes, organization, diction, etc.) and logic meet the needs of a particular rhetorical context.

**Goal G-2:** Students will demonstrate college-level writing skills.

**Outcome G-2A:** Students will create effective thesis statements for various types of writing tasks.

**Outcome G-2B:** Students will effectively use discourse-appropriate prose.

**Outcome G-2C:** Students will use logical reasoning, at the appropriate level, to develop and organize ideas.

**Goal G-3:** Students will demonstrate college-level research skills.

**Outcome G-3A:** Students will find and evaluate diverse, reputable sources for a specific writing task.

**Outcome G-3B:** Students will effectively and correctly use summary, paraphrase, and direct quotes to synthesize sources.
**Theme Goals**

**THEME Q: Quality of Life**

Goal 1: Students will understand factors that influence quality of life (social connectedness, education, environment, civic engagement, health, life satisfaction, safety, aesthetic experiences, spirituality, and/or work-life balance, among others), and be able to analyze the connectedness between at least two of these factors.

Outcome 1A: Students will identify at least two factors that influence quality of life.

Outcome 1B: Students will analyze the connectedness between at least two factors that influence quality of life.

**THEME R: Revolutionary Ideas and Innovations**

Goal 1: Students will be able to identify and critically evaluate major consequences and implications of a revolutionary idea or innovation. Revolutionary ideas may be economic, social, ethical, cultural, political, and/or scientific, among others.

Outcome 1A: Students will identify the major consequences and implications of a revolutionary idea or innovation beyond the field.

Outcome 1B: Students will critically evaluate the major consequences and implications of a revolutionary idea or innovation beyond the field.

**THEME S: Sustainability and Justice**

Goal 1: Students will understand how social, cultural, and environmental history and practices contribute to current global conditions and future challenges, including the impact on and relationship to social responsibility.

Outcome 1A: Students will identify at least two factors that influence sustainability and justice; factors may be economic, social, ethical, cultural, political, and/or scientific, among others.

Outcome 1B: Students will analyze the connectedness between at least two factors that influence sustainability and justice.

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**COURSE POLICIES**

**Waiting List/Drop Policy**

Students enrolled in English 3109 must attend the mandatory Saturday orientation session. Students who miss this session will be dropped. There is no make-up orientation session.

Students who wish to add the course once the class is full can contact the instructor before the quarter begins and ask to be put on a waiting list. These students must attend the mandatory Saturday session to remain eligible for a seat, and these students can only be added if a spot in the class becomes available.

**Turnitin.com Requirement**

Turnitin.com is a tool to help you avoid plagiarism. Every essay assignment (final draft) must be submitted to this program or points will be deducted from that final draft grade. Approximately two hours after submitting a paper to this online program, you can access a color-coded report with details about the use of sources in your paper. Because this site does not detect problems with paraphrasing that is not cited properly, you should use this site only as a guide. To use Turnitin.com, you will need to register on the site and set up a password. Once this is done, you then will need to create a "user profile" specifically for this class and any others that may use the site. You will need the following information to set up your user profile:

- Class ID—14425467
- Class Enrollment Password—writeonetime

After creating a profile, students can log onto and use the site.

**Note:** Submitting a paper to turnitin.com is **not** the same as submitting a paper to your instructor. You also must submit a copy of your paper to your instructor through Blackboard as a Word doc attachment.
Revision Policy

Required revisions (drafts) are indicated on the course schedule. Remember that you need to do more than simply correct the grammar and mechanics errors marked on the first draft of the essay. In other words, rewritten papers should show extensive revision as well as editing.

Academic Honesty Policy

"The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance."

For a complete state on the University's policy on academic honesty, go to CSUB.edu and search “Academic Integrity.”

Support Services for Students

To request academic accommodations due to a disability, you should contact the Office of Services for Students with Disabilities (SSD) as soon as possible. This office is located in SA 140, and they may be reached at 661-654-3360 (voice) or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting a disability, you should present it to me as soon as possible so we can discuss the specific accommodations you need for this class.

At times, school, work, and/or our personal lives can become overwhelming and difficult to handle. CSUB’s Counseling Center is available to you with skilled and experienced counselors to guide you through the challenges of daily life. Contact 654-3366 for an appointment.

MyWritingLabPlus

MyWritingLabPlus is designed to help you with writing and grammar necessary for persuasive, logical, and effective writing. This online program allows you access to work on grammar, mechanics, writing, and research skills at your own pace, on your own time. MyWritingLabPlus supports different learning styles as well, utilizing audio files, videos, and interactive exercises.

For this particular course, there is a class set up in MyWritingLabPlus where all the topics and resources are available to you. You can treat this as an online handbook, where you can go for more information about writing, research, or grammar. You can also submit papers in any subject area to Pearson Tutor Services, and within 48 hours, someone with a Master’s degree or PhD in that area will get back to you with feedback in grammar, mechanics, documentation, and content. Your instructor may also require you to complete specific topics on an individual basis.

Website URL: http://csub.mylabsplus.com
Username: Student ID# (e.g., 000123456)
Password: The first time you log in, your password will be your full birth date (e.g., if your birthday is November 9, 1993, then your password would be 11091983). You can change this password after you log in the first time.

COURSE REQUIREMENTS

This course must address all three General Education themes in some way: Quality of Life, Sustainability and Social Justice, and Revolutionary Ideas.
Writing Assignments—80% (800 points)

Orientation Essay (10%): You are required to achieve a passing score on at least one essay that is written in a timed, in-class environment. There are two timed, in-class essays given during the semester (the Orientation Essay and the Final Exam Essay). You must pass at least one of these essays with a C- (70) or better in order to pass this course. There is no research required for these assignments, and I will provide the Orientation Essay prompt during our meeting.

Modes Assignments (50%): The largest percentage of your grade breakdown in this course will be based on the essays and PowerPoint you submit during the semester. We will spend time writing and revising these essays, and you will be responsible for drafts as well. All of the drafts count toward your grade in this class. Due dates are clearly listed in the Course Schedule.

Final Essay Exam (20%): This essay will be written in a timed environment like the Orientation Essay. The date of our Final meeting is on the Course Schedule. Again, I will provide you with the prompt at the time of the final, and there will be no research involved.

Blog Participation—20% (200 points)

The most effective collaborative learning experiences are ones in which each student contributes to the dynamic analysis and discussion. As such, 20% of the overall course grade will be based on how well and often students participate in blog discussions on Blackboard. New blog discussion posts will be available almost every week and will address the goals and objectives of the corresponding assignments. Students will have two weeks to respond to each post before it expires.

COURSE SCHEDULE

Week One

- Self-enroll in the Blackboard course
- Complete the Online Readiness Quiz and the Course Goals Pre-Test in the Week 1 Materials folder
- Register for Turnitin.com

01/28: MANDATORY SESSION – 1 to 4 p.m., in Classroom Building 101
- Introduction to course materials
- In-Class Orientation Essay

Week Two

- Writing Skills: Defining and Recognizing Ethos, Pathos, Logos
  - Recognizing Rhetorical Modes/Strategies
  - Defining and Recognizing Rhetorical Fallacies
- Readings: David Wright, "The Rhetorical Triangle and Rhetorical Appeals"
  - Andrew Dlugan, "Ethos, Pathos, Logos: Three Pillars of Public Speaking"

Week Three

- Writing Skills: Identifying Audience
  - Identifying Purpose and Recognizing Bias
  - Understanding Diction and Tone
- Readings: Mark Driscoll’s apology letter of March 2014
  - Robert Stanley’s resignation letter of March 28, 2014
  - Rob Ford’s apology speech of November 5, 2013
  - Student research from the CSUB Library
02/12: Critiquing Rough Draft Due
Netiquette Blog Due

Week Four
Writing to Critique

- Writing Skills: Locating Academic Sources
  Evaluating and Integrating Academic Sources

02/19: Rhetorical Fallacies & Social Responsibility Blog Due

Week Five
Writing to Avoid Plagiarism

- Writing Skills: Summarizing, Paraphrasing, and Quoting Source Material
  Complying with MLA and APA Documentation Guidelines

02/26: Critiquing Final Draft Due
Documentation Blog Due

Week Six
Writing to Motivate

- Writing Skills: Defining and Incorporating Ethos, Pathos, Logos
  Choosing Persuasive Strategies
  Recognizing and Avoiding Logical Fallacies

- Readings: United We Serve website
  Corporation for National and Community Service, “Benefits of Volunteering”
  UC San Diego, “Top Ten Reasons to Volunteer”
  TopNonprofits.com, “Top 100 Nonprofits on the Web”

03/05: Colloquialisms Blog Due

Week Seven
Incorporating Other Media

- Writing Skills: Addressing Audience

- Readings: Ad Council, PSA Central website
  Community Tool Box, “Preparing Public Service Announcements”
  Jaclyn Bell, “How to Create the Perfect Public Service Announcement”

03/12: Motivating PowerPoint Due
Videos Blog Due

Week Eight
Writing to Motivate

- Writing Skills: Summarizing, Paraphrasing, and Quoting Source Material
  Choosing Persuasive Strategies
  Complying with MLA and APA Documentation Guidelines

- Readings: New Media Campaigns, “Ten Ways to Market Your Non-Profit Online”

03/19: Persuading into Action Blog Due

Week Nine
Writing to Avoid Plagiarism

- Writing Skills: Researching and Incorporating Non-Print Sources
  Citing/Documenting Non-Print Sources
03/26: Motivating Essay Due
Married to Your Words Blog Due

Week Ten Writing to Experiment with Form

- Writing Skills: Determining Audience
  Determining Purpose
  Experimenting with Paragraph Structure

- Readings: Luc Sante, "I Was Born"
  Geeta Kothari, "If You Are What You Eat, Then What Am I?"

04/02: Editing vs. Revision Blog Due

Week Eleven SPRING BREAK—No assignments due

Week Twelve Writing to Experiment with Form

- Writing Skills: Recognizing Transitions and Creative Essay Structures
  Incorporating Dialogue
  Recognizing Implied vs. Directly Stated Thesis

04/23: Experimenting Rough Draft Due
Rhetorical Questions Blog Due

Week Thirteen Writing to Experiment with Form

- Writing Skills: Using Sensory Imagery and Figurative Language
  Self-Editing and Revision

04/30: Closing Comments Blog Due

Week Fourteen Writing to Reflect

05/07: Experimenting Final Draft Due
Course Goals Post-Test
End-of-Course Survey
Online SOCI  (watch your email for the link)

Week Fifteen FINAL EXAM: Saturday, May 20, 2017, 1 to 3 p.m., CB 101

| Grade Breakdown |
|-----------------|-----------------|
| 20% Blog Participation | 200 points |
| 10% Orientation Essay | 100 points |
| 15% Critiquing Essay | 150 points |
| 10% Motivating PowerPoint | 100 points |
| 10% Motivating Essay | 100 points |
| 15% Experimenting Essay | 150 points |
| 20% Final Exam Essay | 200 points |

1,000 points total