English 1100-1109 Stretch Course

From Critical Reading and Writing to Writing and Research

English 1100-1109 is a year-long stretch course. English 1100 is taken the first semester and, upon successful completion, is followed by English 1109 the second semester. Information in this document is broken down by English 1100 (first semester) and English 1109 (second semester) when applicable. Requirements and/or assignments not broken down by semester/class are required for both courses.

<table>
<thead>
<tr>
<th>First-Semester English 1100 Critical Thinking and Writing Course Description</th>
<th>Second-Semester English 1109 Writing and Research Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study of rhetorical patterns as critical thinking strategies to help students develop effective college-level writing skills. Frequent short papers in a variety of essay modes assigned, and the fundamentals of grammar, usage, punctuation, and spelling reviewed as necessary. This is a sequence course that will continue in English 1109. Students will be moved together as a cohort into a section of English 1109 for their second semester.</td>
<td>Practice in expository writing, including the college term paper. Includes frequent reading and writing assignments.</td>
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Note: Please see the syllabus template for course prerequisites, learning outcomes, and other policies specific to English 1100-1109. Assignments should promote student development of the course learning outcomes.

<table>
<thead>
<tr>
<th>First-Semester English 1100 Minimal Reading and Writing Assignments</th>
<th>Second-Semester English 1109 Minimal Reading and Writing Assignments</th>
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</thead>
<tbody>
<tr>
<td>Instructors should design assignments that transition students from reading to writing and that scaffold into one another whenever possible. For example, students could write a rhetorical analysis and summary of an assigned reading. The assigned reading could then be used for an in-class essay that becomes a draft of an out-of-class essay. Finally, the assigned reading could be a required source for the synthesis. At least 15 to 20 typed pages of writing throughout the semester (five to seven writing assignments) should be assigned, and most, if not all, writing assignments should reinforce reading skills in some way. Note: English 1100 must include instruction in the following skills, either as individual assignments or as part of a larger assignment, and also implement them to address the SLOs.</td>
<td>Instructors should design assignments that truly integrate reading and writing. 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). This course must address all three General Education themes in some way: Quality of Life, Sustainability and Social Justice, and Revolutionary Ideas. Assign at least 18 to 20 typed pages of writing throughout the quarter. Note: English 1109 must include instruction in the following skills, either as individual assignments or as part of a larger assignment, and also implement them to address the SLOs. In each case, instructors must reinforce how to correctly document sources and avoid plagiarism.</td>
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- **Runner Reader Author’s Visit (Fall Only)**—Though not required, you may wish to incorporate the Runner Reader book into your fall curriculum. Some options include teaching part or all of the Runner Reader module; using the book for one of the in-class essays; using the book to teach summary, paraphrase, and/or reading strategies; or using the book as a source for the synthesis. You

- **Runner Reader (Fall Only)**—Some aspect of the Runner Reader must be a part of this class in the full semester. Some options include teaching part or all of the Runner Reader module; using the book for
are required to indicate the date of the author’s visit on your course calendar and to encourage students to attend the author’s visit for extra credit, regardless of how or if you use the book.

• **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. Reading strategies may also be used as revision strategies. Some suggested strategies follow:

  - Think aloud
  - Chunking
  - Annotating
  - Highlighting
  - Key words,
  - “Say, Mean, Matter”
  - Descriptive Outlining

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

• **Sustained Silent Reading (SSR)**—Ten to twenty minutes of one class period a week should be dedicated to guided recreational reading. All instructors should read with their students. Faculty should teach a different reading strategy for students to practice on each reading day. Informal written responses to the readings, such as journal entries, should be a part of this exercise.

• **Rhetorical Analysis and Reading Response Assignments**—Assign at least three rhetorical analyses/reading response papers, 2 to 4 pages in length, based on assigned readings. Rhetorical analysis/reading response assignments should include summary and paraphrase skills and should be designed to develop students’ reading comprehension, rhetorical reading abilities, and writing skills.

For example, instructors could combine a variety of different approaches into one assignment—e.g., a rhetorical precis plus an analysis of a specific rhetorical technique or a content summary plus a personal response—or could focus on one approach per assignment—e.g. analysis of a specific rhetorical technique or response paper.

Instructors may count one of these assignments as an in-class writing assignment.

At least two, if not all, of the readings used for these assignments should be required sources for the synthesis.

one of the in-class essays; using the book to teach summary, paraphrase, reading strategies, and/or documentation; or using the book as a source for the synthesis. Also, indicate the date of the author’s visit on your course calendar and encourage students to attend the author’s visit for extra credit.

• **In-class Essays/Writing Assignments**—At least two, but no more than three, essays of 2 to 3 pages in length should each be written in class. At least one of these essays must be a GWAR-formatted prompt. To view a sample GWAR Handout in the Composition Handbook. To be eligible to pass English 1109, students must score a C- or higher on at least one in-class essay. One in-class essay could become a draft for an out-of-class essay. Take into consideration that our new semester schedule has made our class meetings much shorter than they were in the quarter system. Adjust your expectations accordingly.

• **Rhetorical Analysis and Reading Response Assignments**—At least two assignments should incorporate some type of rhetorical analysis and/or reader response to develop students’ reading comprehension, rhetorical reading abilities, and writing skills. These could be stand-alone assignments (e.g., a rhetorical precis or summary) or may be integrated into other assignments. Instructors may count one of these assignments as an in-class writing assignment.

• **Summary and Paraphrase**—At least three assignments should incorporate summary and paraphrase skills. These could be stand-alone assignments or could be integrated into other assignments, so long as summary and paraphrase skills are explicitly addressed. Instructors may count one of these assignments as an in-class writing assignment.

• **Critique**—Critiques should evaluate an argument, whether written, oral (speech), or visual (advertisement or photo). Instructors can provide the source for critiquing. This can be a stand-alone essay, or critiquing skills could be incorporated into a larger assignment, e.g. rhetorical precis/analysis.

• **Documented Essay/Synthesis**—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 with three to four sources and should be
In-class Essays/Writing Assignments—At least two, but no more than three essays, 2 to 3 pages in length, should be written in class. To be eligible to pass English 1100, students must score a C- or higher on at least one in-class essay. Take into consideration that our new semester schedule has made our class meetings much shorter than they were in the quarter system and adjust your expectations accordingly.

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

Synthesis—One 3- to 4-page documented synthesis (informative or argumentative), using two to three nonfiction sources provided by the instructor, should be assigned towards the end of the semester. Using familiar sources helps you and your students readily identify and address issues of plagiarism.

At least two of these sources should be readings previously used for rhetorical analysis and reading response assignments.

The synthesis can count as one out-of-class essay.

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.

Mini Research Paper—Another version of this assignment that has also been successful is 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 (three to four pages; three to four sources).

Research Paper—The research paper is usually the last assignment of the quarter, but it should be discussed from the beginning of the quarter.

The research paper should require 5 to 7 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 5 to 7 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.

Research Paper Process Assignments—Various parts of the paper should be assigned as building blocks for the research paper. Here are some examples of research paper process assignments:

- Working thesis
- Thesis development/Prewriting
- Research blogs
- Working bibliography
- Source evaluations
- Annotated bibliography
- Outline
- Rough draft
- Final draft

Research paper process assignments must include library skills. The library work you require should be equivalent to at least two class meetings. Each section of English 1109 will be assigned a librarian who is available to the students in that section. You should contact your assigned librarian to coordinate a visit during at least one of your class meetings. It is recommended that this class visit be approximately 1/3 into the semester (Week 4-6) so that your students have had time to discuss and narrow their research paper topics.
Prior to the librarian’s visit, you need to show four brief information literacy videos (3-4 minutes each) to your class. These videos will be accompanied by viewing guides/worksheets, which students will fill out in class while watching the videos. These will be located on the library’s English 1109 guide under the INFOLIT MODULES tab, or you can use the direct link: [https://csub.libguides.com/infolitmodules](https://csub.libguides.com/infolitmodules). The topics include Peer Review, Types of Sources, Choosing a Database, and Evaluating Sources.

Additionally, there are five suggested tutorials that introduce other important information literacy concepts that librarians will be covering in more detail during their class visit. You are only asked to show the four short videos mentioned above, but you are welcome to use and/or assign any of the additional tutorials at your discretion. The full list is located here: [https://csub.libguides.com/credo](https://csub.libguides.com/credo).

The librarian visit and worksheets are a mandatory part of the research process grade.

### Metacognitive Self-Assessment and Reflection
Incorporate metacognitive self-reflection/assessment assignments to help students monitor, evaluate, and adjust their reading and writing abilities for whatever reading and writing assignment they are working on. This requirement may be counted as a separate grade or may be included as part of the homework grade.

### Revision Workshops
When students are working on writing assignments, instructors should incorporate revision workshops. Use reading strategies as revision strategies and metacognitive self-assessment and reflection to reinforce students’ ability to read and revise their own work critically. Revision workshops may be counted as a separate grade or as part of the overall essay grade or as part of the homework grade.

### Tutor Passport Requirements
Students are responsible for completing a minimum of 5 visits to the Writing Resource Center (WRC) and/or the MyWritingLabPlus (MWLP) Headquarters the first semester and 5 the second semester for reading and writing tutoring. Instructors should hand out the Tutor Passports and help students craft their questions for the tutors. Some WRC options include having the class work on the same issue, individualizing what needs to be worked on for each student, or allowing students to determine what they need to work on. Students can make appointments at the WRC or drop in each week. Some MWLP options are to have students work on required MWLP topics; submit their papers to Pearson Tutor Services; or use Pearson Writer to help with documentation, citations, or sentence structure. All tutor schedules are posted in the center, and MWLP hours are posted on the Headquarter’s door.

Instructors should set up Tutor Passport deadlines in the syllabus. In order for students to receive credit, a WRC or MWLP tutor must fill in the time in and time out and must date, stamp, and sign the form for each visit. Instructors may include the Tutor Passport grade as part of the homework percentage, as a percentage of particular assignments, or as no more than 5% of the overall course grade, or instructors may withhold an essay grade until after the student has completed this requirement. Either way, instructors should make their Tutor Passport grading standards clear on the syllabus.
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.

Required Electronic Programs
Students must use Turnitin.com and MyWritingLabPlus (MWLP) in your class, and you must take training in both programs before you teach.

Turnitin.com Requirement
This is a plagiarism prevention website. Instructors should have students from all courses submit their papers 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 1100 and then ensure that students use it in English 1109 on a regular basis. 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.

MyWritingLabPlus (MWLP) Requirement
English 1100 and 1109 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” assigned “topics” outside of class according to a schedule set by the instructor.

English 1100 students are required master 15 topics, and English 1109 are required to master 10. This requirement is worth 10% of the overall English 1100 course grade and 5% of the overall English 1109 course grade.

MWLP Topics—Instructors may choose the order in which they want students to master the following topics:

<table>
<thead>
<tr>
<th>First-Semester English 1100 MWLP Topics</th>
<th>Second-Semester English 1109 MWLP Topics</th>
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<tbody>
<tr>
<td>• Working through the Stages of the Writing Process</td>
<td>• Developing Thesis Statements</td>
</tr>
<tr>
<td>• Drafting</td>
<td>• Reading Texts Critically</td>
</tr>
<tr>
<td>• Organizing</td>
<td>• Finding Sources</td>
</tr>
<tr>
<td>• Reading Texts Critically</td>
<td>• Evaluating Sources</td>
</tr>
<tr>
<td>• Parts of Speech and the Basic Sentence</td>
<td>• Integrating Sources</td>
</tr>
<tr>
<td>• Fragments</td>
<td>• Avoiding Plagiarism</td>
</tr>
<tr>
<td>• Run-Ons: Comma Splices and Fused Sentences</td>
<td>• Commas</td>
</tr>
<tr>
<td>• Building Sentences with Subordination and Coordination</td>
<td>• Building Sentences with Subordination and Coordination</td>
</tr>
<tr>
<td>• Verb Tense</td>
<td>• Run-Ons: Comma Splices and Fused Sentences</td>
</tr>
<tr>
<td>• Subject-Verb Agreement</td>
<td>• Transitions</td>
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<tr>
<td>• Pronoun Agreement</td>
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<tr>
<td>• Commas</td>
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<tr>
<td>• Apostrophes</td>
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<tr>
<td>• Quotation Marks</td>
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<tr>
<td>• Word Choice and Commonly Confused Words</td>
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</tbody>
</table>

MWLP Coursework and Pacing—Instructors should clearly lay out MWLP deadlines for Path Builder/Mastery Check and mastery of topics in the course schedule. Instructors should reinforce these skills in class as students complete their work in MWLP. Instructors are required to put a schedule of topics in the course schedule/syllabus and give the due dates to the MWLP Headquarters (via assisted form). If due dates are not chosen by the instructor, they will be set to the default due dates. To receive full credit, students must do the following:

1. Take the diagnostic, called the Path Builder, within the first two weeks of class.
Note: Instructors may want students to work on the Path Builder and/or Mastery Check in class; however, instructors should not expect students to finish in one sitting. Doing so creates inequality in instruction, grading, and research since the diagnostics are not timed and can take students several hours to complete.

2. Master topics at a steady pace throughout the term for a total of 15/10 topics mastered by the end of each applicable semester. Instructors should require students to master approximately one to two topics per week. Students should not be allowed to master most of the topics towards the end of the term and receive full credit. This defeats the purpose of this supplementary work. Students should either master topics steadily throughout the term OR should have all topics mastered by midterm (approximately two per week). Setting deadlines for each topic will allow instructors to hold students accountable for the information in their writing.

Note: Topics mastered through the Path Builder may count towards the total topic requirement for each semester, based on instructor decision.

3. Take a post-diagnostic, called Mastery Check, that will open according to your instructor’s Assisted Form.

Note: When we send out a final update, we also close down your class in the program and compile data for assessment, which then gets sent on to Val, the provost, and others. Since this is a time-consuming process and we have many sections using the MWLP program, we will only be able to reopen your class once.

Mastering Topics—In order to master a topic, students must receive a score of 80% or higher on both the Recall 1, Recall 2, and the Apply tutorials for each topic. First, students read the overview, and then watch a video that explains the topic’s concepts and/or rules (e.g., what is a fragment?). Students then are given two chances to recall and apply the knowledge in the Recall and Apply tutorials. If students do not meet the 80% mastery level after two tries for either tutorial, they have “exhausted” their chances and are locked out of the tutorial.

Mastery in the Path Builder – You may choose whether or not you would like to count topics mastered in the Path Builder towards topics finished in the course. The wording for each is below:

If you are allowing mastery in the Path Builder: Topics mastered in the Path Builder will count toward the 10 topics; however, your instructor may ask you to complete the topic again if you do not show mastery of the topic in your writing.

If you are NOT allowing mastery in the Path Builder: Topics mastered through the Path Builder will not count toward the 10 topics. Students must master these 10 assigned topics through all five activities.

Unlocking Topics—Students can call, email, or fill out an online unlock form at www.csub.edu/mwl or stop by CB 100 and get their topics unlocked.

Grading—Instructors may use their own discretion when calculating grades for students who fail to master all 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.

MWLP Grading Options:

- Option 1: Give students Credit/No Credit for completing the topics, Path Builder, and Mastery Check.
- Option 2: Give students points (i.e., 10 or 100) for each topic, and deduct points for late work.
- Option 3: Wait until the end of the quarter, give students their overall average score in the topics/Path Builder/Mastery Check as their score out of 100, and deduct points for late work.

Resources within MyWritingLabPlus: These resources are available to all students. They are not required, but they are highly recommended.

- Pearson Tutor Services: Allows you to submit papers on any subject and receive personalized feedback from a person with a Master’s or PhD in that subject.
• **Pearson Writer:** Streamlines the tedious and time-consuming aspects of writing, so you can focus on developing your ideas.

• **Study Skills:** Allows students to practice activities and skills that will develop them into a better college student.

**Note:** Instructors should contact the MyWritingLabPlus Headquarters (mwlp@csub.edu or 654-2328) or visit the room, located in CB 100 if they have MWLP problems or questions.

**Grading Policy**
For English 1100, final grades of A through C- should be entered as letter grades. Grades of D+ or below should be entered as no credit (NC). For English 1109, final grades of A through F should be entered as letter grades.

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<thead>
<tr>
<th>First Semester English 1100</th>
<th>Second-Semester English 1109</th>
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<tbody>
<tr>
<td>Weight of Course Work</td>
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</tr>
<tr>
<td>Participation and Homework</td>
<td>10% Participation and Homework 10%</td>
</tr>
<tr>
<td>MyWritingLabPlus</td>
<td>10% MyWritingLabPlus 5%</td>
</tr>
<tr>
<td>Reading and Writing Assignments</td>
<td>70% Reading and Writing Assignments 40%</td>
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<tr>
<td>Instructor’s Discretion</td>
<td>10% Instructor’s Discretion 10%</td>
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**Note:** Instructors may use their discretion to assign more weight to any one of these categories, but MWLP may account for no more than 10% the first semester and 5% the second semester of the overall course grade. Tutor Passports can account for no more than 5% of the overall course grade for each semester, and the final research paper in the second semester can account for no less than 20% of the overall course grade.
English 1100 -1109 Stretch Course  
From Critical Thinking and Writing to Writing and Research  
Course Syllabus Template

Statements must appear on your syllabus EXACTLY as they are worded here. To help reinforce that English 1100-1109 is a year-long stretch, syllabi for English 1100 and 1109 should include the prerequisites, course descriptions, advancing and successful completion requirements, and MWLP topics for both classes as they are presented here. The course assignments, weight of course work, and course calendar, however, should only include the information for the English 1100 or 1109 course you are currently teaching.

Instructor
Office
Office Hours
Phone
Email
Required Texts and/or Materials

Course Overview & Policy Statements

Stretch Course Policy English 1100-1109
This course is a two-semester stretch course that begins with English 1100 the first semester and ends with English 1109 the second semester. This means that, upon successful completion of your first semester English 1100 course, you will be registered for the second semester course, English 1109, with your cohort. Please be aware that you are responsible for registering for all other classes.

In order to be guaranteed a spot in English 1109, you will need to clear all registration holds, including your mandatory freshman health hold. To do this, you need to go to the campus Health Center and follow their directions for clearing this particular hold. If these holds aren’t cleared, you will not be registered into English 1109.

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<td>Study of rhetorical patterns as critical thinking strategies to help students develop effective college-level writing skills. Frequent short papers in a variety of essay modes assigned, and the fundamentals of grammar, usage, punctuation, and spelling reviewed as necessary. This is a sequence course that will continue in English 1109.</td>
<td>Practice in expository writing, including the college term paper. Includes frequent reading and writing assignments. This course will also introduce students to the General Education themes—Theme Q: Quality of Life; Theme R: Revolutionary Ideas and Innovations; and Theme S: Sustainability &amp; Justice—through readings, discussions, and/or assignments.</td>
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Prerequisite English 1100-1109
Placement in Category 3 or 4 OR a total English Placement Test score between 138 and 146 OR a grade of C- or higher in English 910 or 920 OR placement into English 910, 920, or 1100-1109 on the English Qualifying Exam in Early Start.
To Satisfy the General Education Requirement
This course meets the A2 Written Communication 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.

Students must earn a grade of C- or higher in English 1109 to satisfy the General Education requirement for A2. This grade is also a prerequisite for upper-division composition courses and the Graduation Writing Assessment Requirement exam.

<table>
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<tr>
<th>Successful Completion of First-Semester English 1109</th>
<th>Successful Completion of Second-Semester English 1109</th>
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<tbody>
<tr>
<td>To advance to English 1109, students must earn a grade of C- or higher in English 1100.</td>
<td>To be eligible for a C- in English 1109, students must earn a C- or higher on at least one in-class writing assignment and a C- average or higher on all other course assignments.</td>
</tr>
<tr>
<td>To be eligible for a C- in English 1100, students must earn a C- or higher on at least one in-class writing assignment and a C- average on all other course assignments.</td>
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English 1100-1109 Stretch Course Learning Outcomes
At the end of the English 1100-1109 two-semester stretch course, students should be able to demonstrate the following skills:

**Goal 1: Reading Skills**
A2-1: Students will critique a writer’s rhetorical choices (e.g., bias, rhetorical modes, organization, diction, etc.) and logic.

**Goal 2: Writing Skills**
A2-2A: Students will create proficient thesis statements for various types of writing tasks.
A2-2B: Students will use discourse-appropriate syntax.
A2-2C: Students will use logical reasoning, at the appropriate level, to develop and organize ideas.

**Goal 3: Research Skills**
A2-3A: Students will find diverse, reputable sources for an academic research paper.
A2-3B: Students will correctly use summary, paraphrase, and direct quotes to synthesize sources into an academic research paper.

**Waiting List Policy**
On a waiting list, you are eligible for a place in the class if you
1. come to every class and
2. turn in the work while you are there.

Being on a waiting list does not guarantee you a place in the class. It simply means you are welcome to wait for an opening in the class if you so desire. If no one drops out of the course, then no students can add.

As a result, you should be aware of the last day to add and have a back-up choice if you need another class. This plan is especially important for financial aid recipients and for F-1 and J-1 visa holders, who must carry a full load to receive their financial aid. **Being on a waiting list does not count as a class toward a full load.**
Instructor-Initiated Drop Policy
Many students are trying to get into composition courses. As a result, this class is subject to the policy on instructor-initiated drops. If the class is full and has a waiting list, the instructor has the right to administratively drop you from class by the end of the second week of the term if you have missed three consecutive class sessions and have not contacted the instructor. However, you should not assume that you will be automatically dropped from this course if you have not attended.

Attendance Policy
Because mastering skills in writing requires regular, sustained effort, you should attend your composition classes regularly and punctually. If you have more than two absences, you should not expect to receive a passing grade.

Missed Assignments, Quizzes, and/or Exams Policy
Explain your policy for this here.

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 statement 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.

Course Requirements & Assignments

Participation and Homework
Your participation grade consists of attending every class, participating in class, and completing all your course assignments and requirements.

Silent Sustained Reading (SSR) Requirement
Ten to twenty minutes of one class meeting every week in the fall semester will be devoted to silent sustained reading (SSR), followed by a brief writing assignment, such as a journal entry. You should bring your SSR book to every class.

MyWritingLabPlus (MWLP) Requirement
You are responsible for completing 15 MyWritingLabPlus topics in the fall semester and 10 in the spring semester for a total of 25 topics. This requirement is worth 10% of your overall grade in first-semester English 110 and 05% of your overall grade in second-semester English 1109. To receive full credit for each semester, you must (1) take the Path Builder and Mastery Check and (2) master approximately one of the assigned topics (listed below) per week according to the schedule provided by your instructor. To master a topic, you must earn a score of 80% or higher on the Recall 1, Recall 2, and Apply sections for each of the following topics.
*Note that topics mastered through the Path Builder will **not** count towards the 15 topics in the fall and the 10 topics in the spring. Students must master these assigned topics in the Recall 1, Recall 2, and Apply sections.

Insert your mastery and the Path Builder policy here.

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<thead>
<tr>
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You will be held responsible for these new skills every week in your writing. Since this is an online workshop, you can work on these topics outside of class at your convenience, as long as you master approximately one topic per week, for a total of 25 topics. This means that if you wait until the end of the course to complete all 25 topics, you will not receive full credit and your writing will not benefit from your mastery of these skills. You will need the following information to use the site:

**Website URL:** http://csub.mylabsplus.com

**Username:** Student ID# (e.g., 000123456)

**Password:** If this is your first time using MyWritingLabPlus, or first time since 2016, you will need to reset your password by clicking “Forgot Your Password.” You only need to do this once. If you have already done so, use your chosen password. For more help changing your password, follow these instructions:

1. Access the MyWritingLabPlus website (http://csub.mylabsplus.com), using either Mozilla Firefox or Google Chrome as your internet browser.
2. Click the Forgot Your Password? link located below the sign in button on the MWLP login page.
3. When prompted for your username, enter your nine-digit CSUB ID number (e.g. 987654321). You should receive an email in your CSUB Outlook account. If you do not receive this email, try resetting your password again or checking your Spam or Junk folder.
4. Follow the link in the email from Pearson to reset your password.
5. Enter a password of your choice. You should then be able to access your MWLP account using your 9-digit CSUB ID number as your login ID and your new password.

For additional information about the program, please go to the following website: www.csub.edu/mwl/

Insert your grading policy here.

If you exhaust the amount of times you can work on a topic, the topic will be “locked,” and you will not be able to work on it further. To unlock a topic, fill out an online unlock form at www.csub.edu/mwl, or stop by CB 100 and get your topic unlocked.
Tutor Passport Requirement
You are responsible for completing a minimum of 5 tutoring visits for first-semester English 1100 and 5 visits for second-semester English 1109. This can be 5 visits to the Writing Resource Center (WRC) and/or to the MyWritingLabPlus (MWLP) Headquarters. Your instructor will give you a Tutor Passport that you must fill out and take with you to the WRC, located in the Administration East Building Room 105, or the MWLP Headquarters, located in Classroom Building 100.

To fulfill this requirement, you can work one-on-one with a tutor at the WRC, or you can go to the MWLP Headquarters and work on required MWLP topics in the program; submit your paper to Pearson Tutor Services; or use Pearson Writer to help with documentation, citations, or sentence structure. Your instructor may require you work on specific reading and writing issues/assignments or leave it up to your discretion, so long as you are receiving tutoring for your composition class.

In order to receive credit, you must complete the required tutoring visits by the due dates indicated on your syllabus and must have a WRC or MWLP tutor fill in the time in and time out and date, stamp, and sign the form for each visit. You can make appointments at the WRC http://www.csub.edu/wrc/ or drop in during the hours the center is open, or you may drop in to the MWLP Headquarters when the lab is open. All tutor schedules are posted at the WRC, and MWLP hours are posted on the Headquarters’ door.

Insert your Tutor Passport grading policy here.

Individual, Drop-in Tutoring Requirement
Instructors may also require you to complete individual, drop-in tutoring for certain aspects of your writing, in which case you will receive a Tutor Referral Form with your graded essay. If you receive a referral form with a paper, you are required within one week to take the form and the paper to the Writing Resource Center for individual assistance. Instructors may withhold your essay grade until after you have completed this requirement.

Revision Requirement
Required revisions are indicated on the course schedule. When you revise your writing, the original essay must be submitted with the rewrite. In order for a grade to improve, you need to do more than simply correct the marks on the original essay. In other words, rewritten papers should show extensive revision as well as editing.

Turnitin.com Requirement
Turnitin.com is a tool to help you avoid plagiarism. 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: XXXX
Enrollment Key: XXXX

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 hand in a copy of your paper to your instructor.

Include a brief description of assignments for either English 1100 or English 1109, depending on which course you are teaching, along with any other assignments listed above.

Feedback and Grading Turnaround Time
Feedback designed to help improve your writing is provided through instructor comments, revision and editing marks, and the department-adopted grading rubric. Grading rubrics are available on Blackboard.
Papers are graded and returned before the next paper is due, usually within a two-week period, if not sooner.

Weight of Course Work
Specify your grading breakdown here for either English 1100 or English 1109, depending on which course you are teaching.

Course Calendar
Put your calendar here for either English 1100 or English 1109, depending on which course you are teaching. Do not forget to include MWLP pre- and post-diagnostic and topic deadlines, Tutor Passport due dates, and the Runner Reader author visit for fall.