English 110
Writing and Research

Instructor: Brad Ruff
Office: Faculty Towers 303A
Office Hours: Monday, 4:00 - 5:00 p.m.
Phone: 661.654.2086
Email: bruff@csub.edu

Required Texts: America Now by Robert Atwan
Quick Access by Lynn Q. Troyka and Douglas Hesse

Course Overview & Policy Statements

Prerequisite
Prerequisite: A total English Placement Test score of 147 or higher OR a grade of C- or higher in English 99 OR placement into English 110 on the English Equivalency Exam in Early Start OR one of the following: a score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program; a score of 22 or above on the American College Testing (ACT) English Test; a score of 500 or above on the critical reading section of the College Board SAT Reasoning Test; a score of “Exempt” or “Ready for college-level English courses” on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11; or completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such a course was completed with a grade of C or better; placement into English 1A at Bakersfield College.

To Satisfy the General Education Requirement
Students must earn a grade of C or higher in English 110 to satisfy the General Education requirement for A2 (Writing and Reading). This grade is also a prerequisite for upper-division composition courses and the Graduation Writing Assessment Requirement exam.

Successful Completion of English 110
To be eligible for a C in English 110, students must earn a C or higher on at least one in-class writing assignment and a C average on all other course assignments.

Course Description
Practice in expository writing, including the college term paper. Includes frequent reading and writing assignments.

http://www.csub.edu/~bruff
Course Learning Outcomes
At the end of English 110, 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.

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.

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.

Research Paper
The purpose of English 110 is to enable students to write a research paper of quality and depth. Upon completion of the paper, students will have the knowledge to write the research papers that other courses will require.

http://www.csub.edu/~bruff
**MyWritingLabPlus Requirement**

*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 our own time. *MyWritingLabPlus* supports different learning styles as well, utilizing audio files, videos, and interactive exercises.

When you log in, there will be a link to this course. For this course, you will first complete and must master the requested topics. To master a topic, you must earn a score of 80% or higher on the Recall 1, Recall 2, and Apply activities.

Website URL:  [http://csub.mylabsplus.com](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 11091993). You can change this password after you log in the first time.

Please see the Course Outline for the due dates of completed topics. You may choose work ahead in the program if you so wish.

**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.

**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--####

Class Enrollment Password--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.

**Revision Policy**

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.

[http://www.csub.edu/~bruff](http://www.csub.edu/~bruff)
Missed Assignments, Quizzes, and/or Exams Policy
All due dates are printed clearly in the syllabus, and assignments will be due on the published dates with few exceptions. If you miss a class session, it is up to you to get the notes you missed. If an assignment is due during a class session you miss, it is up to you to hand the assignment in on time or contact the instructor to explain why the assignment will be late.

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.”

Course Requirements & Assignments

- **Notes** – Critical reading notes should be composed in the focused note-taking format discussed in class. These notes should reflect thorough, deep reading of all assignments and be marked and annotated before they are handed in to the instructor.

- **Reflection** – Reflections should be one-page personal responses addressing the given prompts based on reading selections, discussions, and assignments.

- **Summary** – Summaries should be objective and informative, identifying key points and leaving out minor details and examples. Summaries may come in the form of one-page précis summaries, short summaries at the end of focused notes, or components of annotated bibliography entries.

- **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.

- **In-class Essay** – Two in-class essays, one mid-term essay and one final exam essay, will be written during a single class period and handed in at the end of that class period to be graded by the instructor. To be eligible to pass English 110, students must score a “C” or higher on at least one in-class essay.

- **Critique** – Critiques should evaluate an argument, whether written, oral (speech), or visual (advertisement or photo).

- **Documented Essay** – This assignment should synthesize the arguments of at least three sources. This paper should be approximately three to four pages in length with three to four sources and should be organized in a point-by-point fashion – the original sources’ ideas should be *synthesized* throughout the paper and should not summarize each source separately.

- **Research Paper** – The research paper is based on a thesis statement generated from the reading and discussion of the main text for the course. This paper will be broken down into the components below.
  1. Working thesis
  2. Working outline
  3. Annotated bibliography
  4. Rough draft
  5. 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 approved by the instructor in advance. The paper must be written in MLA format and properly documented with a Works Cited page.

[http://www.csub.edu/~bruff](http://www.csub.edu/~bruff)
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.

Weight of Course Work

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<th>Weight</th>
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<tr>
<td>Notes (5)</td>
<td>4.5%</td>
<td>50 pts.</td>
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<tr>
<td>Reflections (2)</td>
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<td>Summaries (2)</td>
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<tr>
<td>Journal</td>
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<td>In-class Essays (2)</td>
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<td>Critique Essay</td>
<td>9.1%</td>
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<tr>
<td>Documented Essay</td>
<td>9.1%</td>
<td>100 pts.</td>
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<tr>
<td>Annotated Bibliography</td>
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<td>Final Exam Essay</td>
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The instructor reserves the right to change the syllabus throughout the quarter.

http://www.csub.edu/~bruff
Course Outline

Thu. 4/2
Introduction to course and texts
Discussion of Research Paper topic/thesis statement
Discussion of article on popular culture
Drafting of Reflection on article
Grammar topics: Phrases, clauses, commas, semicolons

Tue. 4/7
“Rethinking Monogamy” Cornell notes in class
Grammar topics: Pronouns, pronoun-antecedent agreement
***Article on Pop Culture ***Reflection (25)

Thu. 4/9
“Chat History”
Grammar topics: Principal parts of verbs, verb tense
Research Paper Thesis Statement work

Thu. 4/16
***In-Class Essay
“What Isn’t for Sale?”
***Notes (10)

Tue. 4/14
“The Terminal Check”
Grammar topics: Diction, formal vs. informal word choice
Discussion of research paper outline
***Notes (10)

Thu. 4/23
No Class: The instructor will be at a conference.
***Research Paper Outline
Final draft of Research Paper Outline is due in FT 303A by Friday at 5:00 p.m.

Tue. 4/28
“Tuning In to Dropping Out”
Socratic Seminar on the importance of education
***Notes (10)
***Summary (25)

Thu. 4/30
***Socratic Seminar
Discussion of summary template
Planning and drafting of Critique Essay in class
***Reflection (25)

Tue. 5/5
“The Making of the 99%”
Revising and editing of Critique Essay in class
***Summary (25)

Thu. 5/7
Editing and final draft work on Critique Essay in class
***Critique Essay (100)

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Tue. 5/12 Discussion of Documented Essay
Planning and drafting of Documented Essay in class
Discussion of Annotated Bibliography

Thu. 5/14 Revising and editing of Documented Essay

***Documented Essay

Final draft of Documented Essay is due in FT 303A by Friday at 5:00 p.m.

Tue. 5/19 Library research work
Annotated Bibliography work

Thu. 5/21 ***In-Class Essay

Tue. 5/26 ***Annotated Bibliography
Planning and drafting of Research Paper rough draft in class

Thu. 5/28 ***Research paper rough draft
Revising and editing of rough draft

Tue. 6/2 Office Appointments – 5:00 p.m. – 7:20 p.m.

Thu. 6/4 ***Research paper final draft

Tue. 6/9 ***Journal
Preparation for Final Exam Essay
Sample prompt and prewriting

Thu. 6/11 Final Exam Essay

Lab – CB 101
5:00 p.m. – 7:30 p.m.