

English 106 Syllabus Template • CSU Channel Islands First Year Composition Program

This syllabus is subject to change without notice in the event of extenuating circumstances.

ENGL 106, Section ___

Semester: ___

Meeting Time: ___

Classroom: ___

Instructor: ___

Email: ___

Office: ___

Phone: ___

Catalogue Description:

Instruction and practice in producing university-level expository and persuasive prose centered on exploring socioeconomic and sociopolitical issues in our local and global communities. Special attention is given to evidence discovery, claim support, argument response, and their applications to academic debate, public decision making, and rhetorical reading. **Requires off campus service with community partners.** Experiential learning emphasized.

Course Overview:

English 106 is a three-unit, graded course that fulfills the General Education Requirement for Oral Communication (A-1) or English Writing (A-2). Because of the service learning demands of this intensive course, combined with an expectation for students to immediately engage in research based writing using material gathered from [Broome Library](#)'s academic databases, this course is recommended for students who have already fulfilled the G.E. Requirement for English Writing via successful completion of ENGL 103, ENGL 105, or with AP or IB credit.

Course Goals:

1. Critical Thinking: Students will achieve the following:

- an ability to analyze written work
- an ability to frame conclusions from a range of information
- an ability to predict outcomes based on known information

2. Communication Skills: Students will achieve the following:

- an ability to more clearly and more effectively write academic papers
- an ability to effectively and convincingly verbalize their ideas
- an ability to work collaboratively in group processes
- an ability to write effectively for a variety of audiences
- an ability to make appropriate rhetorical choices of genre, diction and style

3. Research Skills: Students will gain the following:

- a familiarity with CI library resources
- a proficiency with basic computing skills
- an ability to discern valid conclusions in research

- a familiarity with major databases
- an ability to design, conduct and evaluate a research project

4. Self Development: Students will develop

- an ability to reflect cogently on the way learning contributes to personal and intellectual growth

Student Expectations:

- Students will be given the opportunity for a deep and extended experience with college writing.
- Students will discuss possibilities, strategies and decisions with their peers and the teacher.
- Students will work through multiple drafts toward revised and edited versions of their papers.
- Students will build working relationships with other student writers, in peer response groups and while working on collaborative projects.
- Students will work on multiple writing projects at the same time.

Student Requirements:

- Writing and reading assignments, both in and out of class.
- Collaborative work with other students.
- Documentation of sources.
- All out-of-class drafts word-processed.
- Campus email account and access to Blackboard.

Additional Expenses:

- Printing copies of your papers for workshops and portfolio.
- Folder for final portfolio.
- Flash drive to save all drafts.

Principles of Learning:

- You will learn only as much, or little, as you choose to learn.
- Each of you has a unique learning style, so not every assignment will appeal to everyone--but the variety should provide you with a chance to show what you're capable of doing.
- The more often you collaborate with your classmates--in discussion, in study groups, on papers--the richer the experience will be for you.
- Writing, you will discover, is always a collaborative process.
- You will teach yourself more than I teach you.
- You will learn more from each other than you do from me.
- All of you are capable of succeeding in this class; my job is to help you succeed.

Disabilities Statement:

CI is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

Evaluation:

Assigned papers will go through multiple drafts during the semester, with the final version submitted in a final portfolio at the end of the semester. Final portfolios will be evaluated by the composition team using the scoring criteria accompanying this syllabus. Final grades for the course will be A through F; plusses or minuses may be used at the discretion of the instructor.

Course Contributions: 40% of final course grade (graded by classroom teacher)
Final Portfolio: 60% of final course grade (graded by composition faculty)

Throughout the semester, you will receive abundant feedback on your papers from your classmates, often in small groups, and your teacher, in conferences both in and out of class. You will have the entire semester to revise and polish your papers for the final portfolio so they represent your best capabilities as a writer.

For class discussions and critiques of paper drafts, we will use the same scoring criteria the portfolio readers use in all first year writing classes, ENGL 102, 103, 105, 106, and 107 (see the attached document). Those criteria will guide our discussions of how to revise your papers. Remember: most writing is rewriting--so we expect substantively revised and closely edited final papers. **To earn credit for ENGL 106, you must complete ALL assignments, whether or not you include them in your final portfolio. You must pass the final portfolio in order to pass the class and fulfill the first year writing requirement.**

Attendance:

All students are expected to abide by the [University Policy on Class Attendance](#). This important policy includes the statement that students "are expected to attend class regularly" and outlines student responsibilities in communicating with the instructor in the event of an absence.

Students must notify instructors, in advance if possible, about any missed classes. Any and all absences may lower a student's final grade. **More than one week (3 hours) of unexcused absences may prohibit you from submitting a final portfolio, which will result in your failing the course**, unless there are extenuating circumstances that you discuss with the instructor at the first available opportunity. According to the catalog, "It is the responsibility of the student to give advance notification, contact the instructor ... [and] submit assignments on time." **If you are absent from any class, you are expected to be caught up with the work when you return to class.**

Late Papers:

If you keep up with the work, this class is not difficult. If you get behind, the workload may bury you. Although you won't assemble

your final portfolio until late in the semester, you will nonetheless need to submit completed drafts of assigned papers on the dates set by your instructor in order to receive timely and helpful feedback from the instructor and your peers. **Late portfolios will not be accepted.**

Plagiarism:

All students are expected to abide by the [University Policy on Academic Dishonesty](#). All work that students submit as their own work must, in fact, be their own work. If a paper presents ideas or information from other sources, it must clearly indicate the source. Word-for-word language taken from other sources – books, papers, web sites, interviews, conversations, etc. – must be placed in quotation marks and the source identified. Paraphrased material must be cited. In accordance with the CSU Channel Islands policy on academic dishonesty, **students who knowingly plagiarize ideas or language will fail the course**. Students are encouraged to consult with the instructor if they have questions about what might constitute an act of plagiarism or cheating.

Classroom Conduct:

Academic freedom must be maintained. Differences of viewpoint or concerns should be expressed in terms that show respect even in dissent. Student conduct that disrupts the learning process will not be tolerated. **No smoking of any kind – including electronic cigarettes – is permitted.**

Electronic Devices:

Cell phones, PDAs, laptops and iPods can become a problem in the classroom. To prevent them from distracting us, we will abide by the following policies:

1. All cell phones will be turned off or set to vibrate before class begins.
2. If you must receive or make a phone call, leave the class to do so.
3. Since we will regularly be writing during class, you may wish to listen to music as you compose. Use earphones and turn your volume low enough so that no one else in class can hear your music.
4. Listening to CDs or other devices during class, except when composing, is inappropriate.
5. You are encouraged to bring your laptops to class each week. We will use them to write and do Internet research. However, during discussions, presentations, or lectures, it is inappropriate to have your laptops open.
6. At no time during class is it appropriate to engage in social networking sites like Facebook, surf the net, play computer games, or read email. Computers should be used only for class-related activities. Likewise, texting or instant messaging during class is never acceptable.

Writing Center:

All successful writers get feedback from other writers. And while feedback from a teacher can be helpful, you need to develop other sources, peer sources, whom you can rely on long after you graduate. You have a great opportunity here at CI not only to receive help from University Writing Center tutors in class, but tutors are also available to meet with you in the University Writing Center. Writing Center tutors receive special training in order to help you work on your papers at any stage in the writing process from generating

ideas to finalizing your works cited page—you can even come to see the tutors before you've started writing.

The [University Writing Center](#) is located on the north side of second floor of the Broome Library. Call 437.8409 for appointments, or if you have questions or concerns about the Center, call or talk to the Director, Kathleen Klompfen (437.2762).

Student Conferences:

Conferences with instructors can be arranged ahead of time by contacting them during office hours or by email. Do yourself a favor and arrange a conference early in the semester. You'll be glad you did.

Portfolio Review:

Student portfolios will be subject to instructor review prior to portfolio collection. **Faculty reserve the right to reject a student's portfolio for the following reasons:**

1. Excessive student absences
2. Late, incomplete, or missing drafts over the course of the semester
3. Failure to fulfill the requirements of essay assignments (including number of sources, Works Cited, or other required components)
4. Student cannot provide multiple drafts demonstrating that the work is the student's own, produced expressly for this course

If a student's portfolio is rejected, the student will not be able to pass the class.

Final Portfolio:

- *Due the final week of classes. Because the scoring team begins reading portfolios immediately, no late portfolios can be accepted unless you've made arrangements ahead of time.*
- *Includes two papers, both of which have been revised and edited several times. Be prepared to provide all the drafts demonstrating that the work is yours – not "borrowed" from other texts, students, or the Internet.*
- *Includes citation and documentation of sources in both papers. **In English 103, 105, 106, and 107, each portfolio paper must integrate multiple credible and substantial sources (including in-text parenthetical citations and a works cited) using MLA or APA format.***
- *Evaluated during finals week by members of the composition faculty other than the student's classroom teacher.*

Useful Resources:

[First Year Composition Website](#)

[English Program Learning Outcomes](#)

[CI University Writing Center](#)

[CI's Broome Library](#)

[CI Student Writing Guide](#)

[CI's IT Help Desk](#)

[The Purdue Online Writing Lab](#)

[Writing Spaces](#)

Scoring Criteria in the First Year Composition Program at CI

6: Excellent writing

Addresses assignment with a clear and sophisticated approach; responds to all aspects of the writing task in a thorough, effective, and intellectually engaging manner.

Never simplistic or repetitive in thought; consistently explores complex ideas logically and analytically.

Tightly focused and coherently organized; richly developed with supporting ideas, examples, and details.

Extensive use of relevant sources, which are integrated seamlessly where appropriate and strengthen the entire paper.

Effective, fluent style with sentence variety and precise word choice throughout.

Mastery of writing conventions; effortless and pleasurable to read.

5: Strong writing

Addresses assignment clearly; thoroughly and effectively responds to all aspects of the writing task.

Rarely simplistic or repetitive in thought; usually explores complex ideas logically and analytically.

Clearly focused and organized; supported by appropriate ideas, examples, and details.

Relevant sources are integrated appropriately and add to effectiveness of paper.

Effective style with some sentence variety and frequently precise word choice.

Generally free from lapses in convention; no interference with meaning.

4: Adequate writing

Addresses assignment, but may respond to some aspects of the writing task more effectively than others.

Occasionally simplistic or repetitive in thought, but more often than not explores complex ideas logically and analytically.

Adequately focused and organized, with sufficient support.

Sources are used appropriately more often than not and adequately serve the writing task.

Clear style with limited sentence variety but generally precise word choice.

Few lapses in convention that interfere with meaning; generally demonstrates control.

3: Marginal writing

Distorts or neglects some aspects of the writing task.

Often simplistic or repetitive in thought; occasionally explores ideas in complex, logical or analytical ways, but not consistently.

Loosely focused and loosely organized, with marginally supported generalizations.

Sources seem perfunctory, obligatory, or do not serve writing task as well as they could.

Sometimes clear and precise, sometimes confusing; little sentence variety; often imprecise word choice.

Accumulation of lapses in convention, but only occasionally interfering with meaning.

2: Weak writing

Indicates confusion about assignment or neglects important aspects of the writing task.

Repeatedly simplistic in thought; occasionally confused.

Poorly focused, organized and developed, with inappropriate or simplistic support.

Sources insufficient, inappropriate, or do not serve writing task.

Sentence and word choice problems occasionally interfere with meaning.

Frequent lapses in convention, interfering with meaning.

1: Unacceptable writing

Does not respond meaningfully and/or appropriately to writing task.

Consistently simplistic in thought or fails to communicate its ideas; occasionally illogical or incomprehensible.

Unfocused, disorganized, undeveloped, or significantly lacking support.

Lack of appropriate sources, or inadequate use of sources.

Repeated sentence and word choice problems often interfere with meaning or indicate inadequate revision.

Serious and persistent lapses in convention often interfere with meaning or indicate inadequate revision.

Scoring Criteria in the First Year Composition Program at CI

Response to assignment/writing task

- 6— Addresses assignment with a clear and sophisticated approach; responds to all aspects of the writing task in a thorough, effective, and intellectually engaging manner.
- 5— Addresses assignment clearly; thoroughly and effectively responds to all aspects of the writing task.
- 4— Addresses assignment, but may respond to some aspects of the writing task more effectively than others.
- 3— Distorts or neglects some aspects of the writing task.
- 2— Indicates confusion about assignment or neglects important aspects of the writing task.
- 1— Does not respond meaningfully and/or appropriately to writing task.

Quality and clarity of thought

- 6— Never simplistic or repetitive in thought; consistently explores complex ideas logically and analytically.
- 5— Rarely simplistic or repetitive in thought; usually explores complex ideas logically and analytically.
- 4— Occasionally simplistic or repetitive in thought, but more often than not explores complex ideas logically and analytically.
- 3— Often simplistic or repetitive in thought; occasionally explores ideas in complex, logical or analytical ways, but not consistently.
- 2— Repeatedly simplistic in thought; occasionally confused.
- 1— Consistently simplistic in thought or fails to communicate its ideas; occasionally illogical or incomprehensible.

Organization, development, support

- 6— Tightly focused and coherently organized; richly developed with supporting ideas, examples, and details.
- 5— Clearly focused and organized; supported by appropriate ideas, examples, and details.
- 4— Adequately focused and organized, with sufficient support.
- 3— Loosely focused and loosely organized, with marginally supported generalizations.
- 2— Poorly focused, organized and developed, with inappropriate or simplistic support.
- 1— Unfocused, disorganized, undeveloped, or significantly lacking any support.

Research

- 6— Extensive use of relevant sources, which are integrated seamlessly where appropriate and strengthen the entire paper.
- 5— Relevant sources are integrated appropriately and add to effectiveness of paper
- 4— Sources are used appropriately more often than not and adequately serve the writing task.
- 3— Sources seem perfunctory, obligatory, or do not serve writing task as well as they could.
- 2— Sources insufficient, inappropriate, or do not serve writing task.
- 1— Lack of appropriate sources, or inadequate use of sources.

Control of language, style, and sentence variety

- 6— Effective, fluent style with sentence variety and precise word choice throughout.
- 5— Effective style with some sentence variety and frequently precise word choice.
- 4— Clear style with limited sentence variety but generally precise word choice.
- 3— Sometimes clear and precise, sometimes confusing; little sentence variety; often imprecise word choice
- 2— Sentence and word choice problems occasionally interfere with meaning.
- 1— Repeated sentence and word choice problems often interfere with meaning or indicate inadequate revision.

Grammar, usage and mechanics

- 6— Mastery of writing conventions; effortless and pleasurable to read.
- 5— Generally free from lapses in convention; no interference with meaning.
- 4— Few lapses in convention that interfere with meaning; generally demonstrates control.
- 3— Accumulation of lapses in convention, but only occasionally interfering with meaning.
- 2— Frequent lapses in convention, interfering with meaning.
- 1— Serious and persistent lapses in convention often interfere with meaning or indicate inadequate revision.