

CSUEB Composition Program Handbook

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Placement and Composition I Overview

California State University System-Wide Placement

As of fall 2018, the California State University system will eliminate the English Placement Test

CSUEB ILO Written Communication Rubric Approved by Academic Senate, May, 2017

Description: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

	4	3	2	1
Statement of purpose, thesis or controlling idea(s)	Clearly states a central idea, appropriate to the assignment.	Adequately states a central idea, generally appropriate to the assignment.	Inconsistently or superficially states a central idea, minimally appropriate to the assignment.	Lacks statement of a central idea, or states central idea inappropriate to the assignment.
Audience awareness	Demonstrates clear understanding of audience, appropriate to the assignment.	Demonstrates adequate understanding of audience, generally appropriate to the assignment.	Demonstrates inconsistent or superficial understanding of audience, minimally appropriate to the assignment.	Lacks an understanding of audience.

CSUEB General Education Rubric for Written Communication (GE A2 Requirement)

The following GE A2 Written Communication

	<p>Consistently demonstrates use of the recursive process of writing and its connection to critical reading and thinking.</p>			
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Rhetorical knowledge

analyze contexts and audiences and then to act on that analysis in comprehending and creating

Outcomes Statement, 17 July 2014)

	<p>thought. Presents a distinct, credible voice that meets the demands of purpose, audience, and genre. Exhibits complex, rhetorical moves in response to a larger conversation.</p>	<p>the demands of purpose, audience, and genre. Exhibits rhetorical moves in response to a larger conversation</p>	<p>recognizable voice that may/not meet the demands of purpose, audience, and genre. Inconsistently exhibits rhetorical moves in response to a larger conversation</p>	<p>that does not meet the demands of purpose, audience, and genre. Does not exhibit rhetorical moves in response to a larger conversation.</p>
<p>Textual/local features of writing products Language, style, voice, and mechanics</p>	<p>Uses sophisticated language to craft a clear message with appropriate style and voice for the audience, purpose, and genre Demonstrates sophistication in word choice and varied sentence structure. Exhibits careful editing and proofreading that</p> <p>credibility.</p>	<p>Uses suitable language to craft a clear message with generally appropriate, style and voice for the audience, purpose, and genre. Demonstrates some sophistication in word choice and varied sentence structure. Exhibits evidence of editing and proofreading that may</p> <p>credibility.</p>	<p>Uses somewhat suitable language to craft a message with somewhat appropriate style and voice for the audience, purpose, and genre. Demonstrates little sophistication in word choice and varied sentence structure. Exhibits little evidence of editing and proofreading that may</p> <p>credibility.</p>	<p>Uses unsuitable language to craft a message with inappropriate style and voice for the audience, purpose, and genre. Lacks sophistication in word choice and varied sentence structure. Exhibits no evidence of editing and proofreading.</p>
<p>Academic conventions Documentation, attribution, and formatting</p>	<p>Precisely documents sources and consistently uses academic conventions appropriate to rhetorical situation. Chooses appropriate sources and cogently integrates them in service of</p>	<p>Documents sources and generally uses academic conventions appropriate to rhetorical situation. Chooses generally appropriate sources and suitably integrates them in service of the</p>	<p>Infrequently documents sources and infrequently uses academic conventions appropriate to rhetorical situation. Chooses somewhat appropriate sources and attempts to integrate them in</p> <p>claim.</p>	<p>Incorrectly documents or does not document sources and does not use academic conventions appropriate to rhetorical situation. Chooses inappropriate sources that interfere with</p>

As required by the Academic Senate and the GE Subcommittee, GE A2 learning outcomes should be included in all English 100/101, 102, and English 103/104 syllabi.

The current GE A2 written communication learning outcomes are as follows.

Write effectively in English for a variety of purposes and audiences

Explain the principles and rhetorical perspectives of effective writing, including its form, content, context and style

Advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner

Practice the discovery, critical evaluation, and reporting of information

CSUEB Composition Program Statement on Thinking, Reading, and Writing

Thinking

Students will build on their experiences in extended, critical engagement with ideas
Critical thinking is the foundation of academic culture
For critical engagement of ideas, instructors need to enhance students' abilities to
be reflective, understanding who and what influences their ideas
become "problematizers" who work toward informed opinions
analyze and synthesize the ideas of others
gain awareness of their own thinking, reading, and writing processes

Reading

Reading is a cross-disciplinary skill all students must use, and all freshmen are expected to read at the freshman level in all their classes
Entering freshmen have limited experience with texts that use audience and purpose to determine format, such as nonfiction, nonfiction social commentary, or college-level textbooks
Students will see reading and writing in a broad, social context if they read a variety of theme-based essays
As teachers, we need to enhance students' abilities to
process units of meaning instead of reading word by word
summarize, analyze, and evaluate what they read
recognize the writer's assumptions and purpose
recognize and become part of the writer's intended audience

Writing

Academic writing takes time, is not based solely on personal experience, and is driven by discipline demands, the writer's purpose, and the audience's expectations
Academic writing depends on a writer's ability to formulate questions, use research for exploration, and analyze and revise ideas
Academic writers use

Composition I: English 100/101 Stretch, English 102 Accelerated, English 103/104 Stretch (ESOL)

Composition I: English 100, Stretch I

Course Catalogue Description

- ENGL 100 College Writing: Stretch I (3 units)
First semester of year-long course in reading and writing for academic purposes. Mandatory, with concurrent enrollment in ENGL 109, for students who place in Category IV. Optional for students who place in Category III. Must pass with C- or better to advance to ENGL 101

General Course Information

- English 100 is a three-unit courses (1 unit = 50 minutes of contact per week, which means 75-minute sessions for a class that meets twice per week)
- Category III students in English 100/101 have the option to take English 109 although it is recommended that they take the one-unit writing lab
- Category IV students in English 100/101 are required to enroll in English 109, a one-unit writing lab.
- During the academic year, English 100/101 students will write approximately 10,000 words (40 final-draft pages)
- During the academic year, English 100/101 students will read approximately 400-600 pages of published nonfiction writing, including articles, essays, and at least one full-length, non-fiction book

English 100: Course Objectives

- Recognize that writing is part of a conversation
- Learn to read beyond content by examining structure, purpose, and audience
- Demonstrate respect for the thoughts of others
- Demonstrate an ability to understand multiple perspectives in relation to one's own
- Gain and apply rhetorical knowledge to analyze the written and spoken ideas of others
- Gain and apply rhetorical knowledge to increase reading comprehension
- Gain and apply rhetorical knowledge to improve writing efficacy
- Recognize how writers adapt language for various audiences and purposes, especially those common in academic writing tasks
- Recognize how writers adapt formats for audiences and purposes, especially those common in academic writing tasks
- Learn to use a variety of strategies to develop ideas and shape written drafts
- Improve ability to peer review other's writing by applying learned skills
- Produce a thoughtful, carefully edited, 4-6-page academic essay with a clear thesis/claim, transitions, reasons, evidence, and appropriate language

English 100: Course Learning Outcomes

- Ability to write, revise, and edit short essays in English
- Ability to understand the difference between opinions and informed opinion

- Ability to understand how to use, and how others use, rhetorical strategies to solve problems
- Ability to discover, evaluate, and use information
- Ability to advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner

English 100: Course Benchmarks

- The following Benchmarks are suggestions for the concepts and skills that should be introduced by certain points in the semester. As the processes of teaching and learning are not linear, the Benchmarks cannot realistically reflect the progress students make throughout the semester. Learning and teaching these skills is a recursive process, so many of these skills will be retaught and continually emphasized throughout the term.

Week 5 Benchmarks

Active Reading
 Annotating
 Writing Process
 Rhetorical Situation
 Summary
 Response
 Organization
 Articulating a claim
 Introduction to Peer
 Review/Collaborati
 on
 Paraphrasing
 Point of View
 Revision (essay
 global issues)
 Editing (principles
 of editing & MLA
 formatting)
 Regular Reading
 Practice, including
 annotation.

English 100: Course Writing Requirements

- Suggested Essay Sequencing for English 100

Four Major Essays:

Summary/Response

Rhetorical Analysis

Persuasion

Reflection

○ Other Writing Assignments of Various Length

Prereading assignments

Summaries and short analysis

Identifications of rhetorical devices

Skill building exercises

Essay development pieces

- Demonstrate an ability to understand multiple perspectives in relation to one's own ideas
- Apply rhetorical knowledge to analyze written and spoken ideas of others
- Apply rhetorical knowledge to increase reading comprehension
- Apply rhetorical knowledge to improve writing efficacy
- Recognize how writers adapt language for various audiences and purposes, especially thET EMC /P ~~MCID~~>

WEEK 5 BENCHMARKS

ACTIVE READING
ANNOTATING
WRITING PROCESS
RHETORICAL
SITUATION
SUMMARY
RESPONDING TO AI
EVALUATING TEXTS
ORGANIZATION
ARTICULATING A
CLAIM
INTRODUCTION TO
PEER
REVIEW/COLLABOR
ION
PARAPHRASING
POINT OF VIEW
REVISION (ESSAY
GLOBAL ISSUE
FORMATTING)
REGULAR READING
PRACTICE

**COMPLETION OF MAJOR
ESSAY 1*

WEEK 10 BENCHMARKS

IDENTIFYING AN
AUDIENCE, AND
MESSAGE
DEVELOPING CLAIM
WITH SUPPORT AND
REASONING
ANALYSIS
RHETORICAL APPEAL
(ETHOS, PATHOS,
LOGOS)
EDITING
CITATIONS
REVISION
(PARAGRAPH UNITY
COHERENCE)
STYLISTIC CHOICES
IDEA EXPANSION
ORGANIZATION
REGULAR READING
PRACTICE

**COMPLETION OF MAJOR
ESSAY 2*

WEEK 15 BENCHMARKS

DEVELOPING
ARGUMENTS
CONT. READING
TOULMIN RHETORIC
PERSUASION
ADVANCED REVISION
USING SOURCES/
INFORMATION
LITERACY
SYNTHESIZING IDEAS
AND INFORMATION
FROM MULTIPLE
SOURCES

**COMPLETION OF MAJOR
ESSAY 3*

WEEK 16 BENCHMARKS

REFLECTIVE THINKING
AND WRITING
PORTFOLIO

English 101

English 102: Course Writing Requirements

- Suggested Essay Sequencing for English 102
 - Four Major Essays:
 - Rhetorical Analysis/Evaluation
 - Synthesis/Response
 - Academic Argument Essay
 - Portfolio Reflection (mandatory at end of semester)
- Other Writing Assignments of Various Length
 - Prereading assignments
 - Summa0

Composition I: English 103, Stretch I (ESOL)

Course Catalogue Description

- ENGL 103 College Writing: Stretch I [ESOL] (3 units)
First semester of year-long course in reading and writing for academic purposes.
Mandatory, with concurrent enrollment in ENGL 109, for English learning

English 103: Course Learning Outcomes

- Ability to write, revise, and edit short essays in English
- Ability to understand the difference between opinions and informed opinion
- Ability to understand how to use, and how others use, rhetorical strategies to solve problems
- Ability to discover, evaluate, and use information
- Ability to advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner

English 103: Course Benchmarks

- The following Benchmarks are suggestions for the concepts and skills that should be introduced by certain points in the semester. As the processes of teaching and learning are not linear, the Benchmarks cannot realistically reflect the progress students make throughout the semester. Learning and teaching these skills is a recursive process, so many of these skills will be retaught and continually emphasized throughout the term.

Week 5 Benchmarks

Active Reading
Annotating
Writing Process
Rhetorical Situation
Summary
Response
Organization
Articulating a claim
Introduction to Peer
Review/Collaboration
Summarizing
other's ideas
Point of View
Revision (essay
global issues)
Editing (verbs,
sentence structure,
& MLA formatting)
Regular Reading
Practice, including
annotation.

Week 10 Benchmark

Identifying an
audience, and
strategy
Inference
Distinguishing
between claim and
evidence
Analysis
(visual/textual)
Revision (paragraph
unity, coherence)

**COMPLETION OF MAJOR
ESSAY 1*

English 103: Course Writing Requirements

- Suggested Essay Sequencing for English 103
 - Four Major Essays:
 - Summary/Response
 - Narrative
 - Persuasion
 - Reflection
- Other Writing Assignments of Various Length
 - Pre- and post-reading assignments
 - Quick writes for fluency building and reflection

- At the end of the semester, English 104 students will create writing portfolios, to be evaluated by composition instructors. The portfolio evaluation results will be a recommendation and will not dictate students' final grades.

English 104: Course Objectives

- Recognize that writing is part of a conversation
- Learn to read beyond content by examining structure, purpose, and audience
- Demonstrate respect for the thoughts of others
- Demonstrate an ability to understand multiple perspectives in relation to one's own ideas
- Apply rhetorical knowledge to analyze written and spoken ideas of others
- Apply rhetorical knowledge to increase reading comprehension
- Apply rhetorical knowledge to improve writing efficacy
- Recognize how writers adapt language for various audiences and purposes, especially those common in academic writing tasks
- Recognize how writers adapt formats for audiences and purposes, especially those common in academic writing tasks
- Use various strategies to develop ideas and shape written draft

Sentence-level editing practice at the paragraph level

Essay development pieces

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Tips and Further Information

Writing a quality reflection is no overnight matter; be prepared to spend an extensive amount of time in the writing process.

Please, no “My writing meets the course objectives” statements. This is a time to illustrate how you have grown as a writer and how your writing reflects your growth.

Composition I: English 109 College Writing Lab

Course Catalog Description

- ENGL 109 College Writing Lab (1 unit)
Mandatory, concurrent, lab course for Category IV student in ENGL 100/101 or 103/104 and Category III students in ENGL 102. Optional but highly recommended for all students in English writing courses
- English 109: General Course Information
English 109 provides additional writing and reading support to students enrolled in English composition courses
Students in English 109 have opportunities to interact with the instructor in both one-on-one and small-group settings
Students are responsible for coming to each class meeting prepared with

- **SCAA Writing Associates (WAs)**

WAs are SCAA writing tutors trained in reading and writing pedagogy. Their training includes commenting and conferencing on writing.

When available, WA's are embedded within regular and hybrid courses for one semester to assist students with engaging in the entire reading and writing process. This includes feedback and revision, specific to assignments in the course.

Composition faculty teaching sections of English 109 may apply to have a dedicated WA assigned to their lab. If a dedicated WA is unavailable, WAs may be able to work with faculty and English 109 students on a limited basis.

Appendix A: Sample Assignments and Class Activities

The following are assignments and class activities that you are welcome to revise for your own class. If you would like to add supplemental material to the faculty handbook, please send it to michael.rovasio@csueastbay.edu.

Major Essay 1: Summary and Response

Parameters

3 to 5 pages
MLA Format
Participation in Workshop and Conference

What is a Summary and Response?

A *summary* “reports the information, ideas, and arguments in a source in the same order used in

Tips and Further Information

If you get stuck, go back to your class notes, the textbook readings, and the sample essays. Writing a quality essay is no overnight matter; be prepared to spend an extensive amount of time in the writing process.

Please, no “The chapter is really wrong,” thesis statements. Your thesis should express your critical, balanced response.

The SCAA welcomes all writers in all stages of the writing process. Plan a visit.

A Scaffold for Summary and Response Writing

1. Assign Prompt
 - a. Distribute, read, and discuss prompt
 - i. Read the prompt aloud
 - ii. Ask students to make note of key aspects of the prompt
 - iii.

- i. Students work through their initial impressions of and reaction to Chapter 1
6. Essay Preparation
 - a. In-class activities
 - i. Review Prompt
 - ii. Pre-writing exercises
 - iii. Thesis Formation
 - iv. Paragraphing
7. Review, Revision, and Editing
 - a. One-on-one conference
 - i. Students meet with me for 10 minutes to talk through their drafts
 - b. Peer-review Workshop
 - i.

Essay #1 Assignment: Summary and Response
(up to 15 points)

Format requirements

Only essays following these formatting requirements will be accepted:

typed; double-spaced

12-point, standard-type font (e.g., Times New Roman, Arial)

all four margins set at 1”

MLA formatting

header with last name and page number on all pages

single-sided printing (for final drafts)

3-5 complete pages

Summary and Response Essay Assignment

Parameters: 3 to 5 pages with M

Tips and Further Information

If you get stuck, go back to your class notes, the textbook readings, and the sample essays.

Writing a quality essay is no overnight matter; be prepared to spend an extensive amount of time in the writing process.

Please, no “The chapter is really wrong,” thesis statements. Your thesis should express your critical, balanced response.

The SCAA welcomes all writers in all stages of the writing process. Plan a visit.

Summary Response Activities

Suggestions for preparing students to write a summary response of a particular reading (an article, essay, non-fiction text chapter, etc.)

This is designed for a class meeting twice a week for one hour 15 minutes. It would have to be modified for a class that meets three times a week for 50 minutes.

Day1. Focus on summary writing

1. Show the assignment prompt and go over it in detail.
 - a. Decode the prompt (teach students how to read and interpret the writing prompt)
 - b. Discuss when certain elements of the assignment are due: prewriting, outline (if assigned), first draft which could be the peer review draft or a teacher reviewed (in conference or in other ways), tutor reviewed draft (if applicable), revision plan (if assigned—BTW, I have these done for many types of essays and will share if needed), final draft, as well as how each part is to be submitted—on paper, emailed, or posted on the assignment link on Bb. Answer any questions.
2. If a rubric is associated with the assignment go over that as well.
3. Short interactive lecture on what a summary is.
4. First in-class summary assignment. I like to begin with summarizing something non-text, for example a TV commercial that has a plot or have Ss write a summary of their high school graduation or some other event.
 - a. In groups, share their summaries and pick the best one.
 - b. Share one summary per group with the class (which can be done by using a doc camera if written on paper with a pen, an OHP if written on an OHT, or by reading the summaries out loud)

Day 2: More on summary writing

1. Interactive lecture on highlighting main ideas and annotating, i.e. reactions to the text, questions about the text, vocab definitions.
2. Have Ss highlight and annotate a multi-paragraph text.
 - a. In pairs, have students compare their highlighting and annotating. *Note, the highlighting should be similar since it is on the main ideas; the annotations will be different depending on the students.
 - b. T shows how he or she highlighted the text and explains why and how the T knew what the main ideas are (modeling and strategy training)
3. Connect annotating to summary writing.
 - a. In pairs or small groups, Ss go back to the same text and annotate gist statements for each paragraph and write those down on a piece of paper (or OHT).
 - b. Whole class review and critique of the different gist statements the groups have created (the T will have to have done these previously as prep so he or she can assess and critique the gist statements).
 - c. T collects the gist statements for use in a later class period.

Day 3: More on summary writing

1. Review the elements of what makes a good summary.
2. Have students read a short text and two summaries written on the text.

another paragraph. Link relevant gist statements together with appropriate attributive tags and transitions.

2. Form groups of 2 or 3, give each group one of the lists of gist statements from Day 2 class period and students write a summary from these lists.
3. Review each summary (with a doc cam, the OHP, or by reading out loud)

Day 5: Focus on Response

Creating Writing Assignments Based on Nonfiction Texts

1. Assigning the Essay Prompt
 - a. Read and Explain Prompt
 - i. Decode the prompt
 - ii. Give examples of how the essay may be accomplished
 - iii. Encourage and answer questions for assignment clarity
2. Understanding Content
 - a. Pre-reading
 - i. Using acknowledged pre-reading strategies, prepare students for how to approach reading the text as active readers
 - ii. Brainstorm ways students can and will connect with text content
 - b. Lecturer on key concepts
 - i. Explain rhetorical concepts illustrated in the text
 - ii. Review, enhance, and provide background knowledge for ideas in the text
 - iii. Define terms and words pertinent to comprehension of the text
 - c. In-class exercises
 - i. Individual exercises that prepare students for concepts in the text
 - ii. Group exercises that explore text content
 - iii. Class activities and sharing of individual and group knowledge of text related concepts
 - iv. Class discussions and analysis of upcoming ideas in the text
3. Understanding Rhetorical Strategies
 - a. Lecture on key concepts as appearing in text
 - i. Go over previously discussed rhetorical concepts
 - ii. Explain new rhetorical concepts as illustrated in the text
 - b. In-class exercises
 - i. Individual exercises allowing practice with rhetorical concept
 - ii. Groups exercises allowing practice with rhetorical concept
 - iii. In-class analysis of individual and group exercises
 - iv. Application of concepts to nonfiction text
 1. Individual application of rhetorical concepts to text
 2. Group application of rhetorical concepts to text
 3. Class application of rhetorical concepts to text
4. Review essay prompt
 - a. Show how class activities in sections 2 and 3 above relate to essay prompt
 - b. In-class exercises for essay assignment
 - i. Pre-writing exercises
 - ii. Creating a claim (thesis)
 - iii. Creating and addressing counter-arguments
 - iv. Other ways of generating writing related to the prompt
5. Assign essay for homework

