

English 200

Proposed Semester Length Format

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Course Description and Requirements

Course Description 200 College Writing II (3 units)

Further work in expository writing with emphasis on argumentation and persuasion. Introduction to the preparation and writing of the research paper. Prerequisite: ENGL 101 or 102 with grade of C- or better.

Minimum Writing Requirement (8000 final draft words):

‡ 'L DUC (750 words)

‡ \$ PLGWHUP DQG-750 words

‡ \$ VHTXHQFHG UHVHDIUEKHWVD\ rhetorical analysis* (2000 words)

‡ 6HH (VVD\ 'HVFULSWLRQV EHZRZ DQG DVVLJQPHQWV LQ \$SSHQGL

* Rhetorical analysis may be substituted with optional essays (See appendix III)

Methods of Instruction:

F2F - Three hours of classroom instruction per week. Classes may include guided and independent reading and writing, peer editing, small group work, and discussion of topics related to the readings.

Online - Students should expect to engage with content and assignments 12 to 16 hours per week.

Online Platform:

All courses have an accompanying course site on Blackboard which contains assignments and handouts, dropboxes for assignments, plagiarism checkers, online testing capabilities, web links, movies and more.

For more information, contact bbhelp@csueastbay.edu

Student Challenge:

Students may challenge courses by taking examinations developed at the campus. Credit shall be awarded to those who pass them successfully. No instructor is obliged to offer credit-by-examination for a course.

The university recognizes that exceptional students, by reason of special studies or experiences, may already have achieved the objectives of certain courses in the basic program; therefore, students with this background may petition to receive credit in selected courses by special examination. Such an examination is normally from three to six hours in length and may be oral as well as written. Each course may be challenged only once (See

Course Learning Objectives/Student Learning Outcomes

Course Learning Objectives (CLOs) for instructors:

By the time students complete English 200, they should

1. Critically read, discuss, and evaluate the rhetorical effectiveness of a written argument in terms of **ethos**, **pathos**, and **logos**, inductive and deductive reasoning, logical fallacies, audience appeal, strategies of support using evidence to support a claim (CLO 1);
2. Become familiar with primary and secondary research methods and protocol, including personal interviews, surveys, library searches, on-

Student Learning Outcome (SLOs) for students

In this class students will perform the following tasks:

1. Read various assigned texts

RECOMMENDED TEXTS

Most textbooks available in print and as an eBook.

Allyn & Bacon Concise Guide to Writing (ISBN-10: 0-134-4265-2). Available to rent in print and as an eBook

Allyn & Bacon Guide to Writing (Also available on Revel, an interactive learning environment available at <http://www.revel.cengage.com>)

ESSAY DESCRIPTIONS ² SUGGESTED

Rubrics:

All assignments graded according to rubric specifications (see Appendix IV)

Suggested Sequenced Essays for Research Project

This is an overview of assignments, specific assignments can be found in Appendix III.

Essay: Prospectus/Exploratory essay (minimum 750 words)

This paper should explain the topic and the position of your research project and the course you propose to follow to research your topic. Be sure to include the following 6 items in your prospectus: 1) your research question, 2) the significance of this topic, 3) the sources you expect to use, 4) your method for keeping track of the information, 5) opposing viewpoints you have discovered as part of your exploratory process, and 6) your working thesis for the research paper. This prospectus should be typed and double-spaced. Your paper should be typed in MLA or APA format

Essay: Annotated Bibliography (minimum 1,000 words)

Once you have decided on a topic this writing project presents the sources that will be the basis for your research-based classical argument. Before you can write a researched argument, you must choose effective source material as evidence for your stance.

Sequence: Homework tasks/essay chunks, outline, rough draft/peer or tutor review, revision plan, final draft, reflection. (See sample assignment, Appendix III).

Essay: Rhetorical Critique with Summary (Multi-draft) (F/D 1,000 words)

Choose an article that you find most valuable as a source for your research paper and write a rhetorical critique answering the prompt: Did the author write an effective argument?

Sequence: Article annotation, homework tasks/essay chunks, outline, rough draft/peer or tutor review, revision plan, final draft, reflection. (See sample assignment, Appendix III).

Essay: Counter Argument Essay(F2f or online)(could be in-class essay midterm)(750 words)

This essay is a short essay (at least one page) where you write from a perspective that opposes your own position on your topic. Refer to r1Bedfe rbe(min you to la: Aipa

Optional/Alternative Essay: Synthesis/Argument (Multi draft; 1000 final draft words)

This essay asks students to read a pair of articles, compare and contrast them, then synthesize and form their own opinion on a subject.

Sample prompt: **Should everyone go to college?**

There has been a lot of discussion over whether college is worth your time and money. Many believe college is expensive, it takes too long, and often students can accomplish their career goals with on-the-job training. But, on the other hand, is it worth it to avoid college? Will you make less money in the long run? Will you be able to compete with college-educated applicants? Will be able to find a well-paying, satisfying job?

You will examine two sources and write a synthesis paper that includes your own opinion about the subject. Your outline should follow one of the frameworks for a synthesis essay.

Sources: "The Atlantic" (2014) and "The Economist" (April 2014).

Assignment sequence: Article annotations, homework, outline, rough draft/peer or tutor review, revision plan, final draft, reflection (see sample assignment, Appendix III).

Optional/Alternative Essay: Rhetorical Analysis/Evaluation (Multi draft; 1000 final draft words)

This essay asks students to perform a rhetoric critique on an assigned essay.

Sample prompt: **Does David Whalen write a rhetorically effective argument supporting the case for the liberal arts?**

Write a rhetorical analysis of David M. Whalen (16 Sept. 2016) that incorporates a 250-word summary (one page) of the article. You will analyze about how the text tries to influence its readers rhetorically while ignoring your FEELINGS about the liberal arts.

Assignment sequence: Article annotation, homework, outline, rough draft/peer or tutor review, revision plan, final draft, reflection (see Sample Assignment, Appendix III).

APPENDIX I: SAMPLE SYLLABI FACE-TO-FACE COURSE

Course Syllabus for English 200

Final paper (8-10 pages)

200

Total

1000

Note: To receive credit for this class, you must complete the required work. Anyone who earns less than 70 percentage points or receives less than 700 points will not receive credit for the course.

Late Paper Policy: Late papers and assignments lose 10% of the grade points for each day of the class meeting that they are late. Note the due date and time for each essay (see class schedule). No essays will be accepted more than one week late. No exceptions!

Academic Dishonesty (Cheating and Plagiarism):

- Cheating

APPENDIX I: SAMPLE SYLLABI ONLINE COURSE

English 200

Syllabus subject to change without notice

9. Write, revise, and edit essays in response to peer, tutor, and/o instructor criticism (SLO 9);
10. Produce a major argumentative research essay using relevant and sufficient evidence, appropriately documented, and free of plagiarism (SLO 10).

COLLEGE READING, THINKING, AND WRITING

College-level essay standards. You are expected to write essays using standard grammar and critical thinking conventions for college-level writing (see rubric in essay standards handout).

Critical Thinking. You should be able to take concepts and logically apply them to the outside world. You will be graded on your critical thinking abilities.

Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.

Reading with a pencil. When reading an academic text take notes either in the margins of your source (textbook) or on a separate sheet as you read. Highlighting a text is good for memorization; however it does not encourage critical thinking. Putting the text in your own words helps you to understand the text better.

Reading to Writing in Standard English. Proper grammar and spelling must be practiced through your own writing to help you absorb correct usage of Standard English.

Reading for Writing. DO READINGS BEFORE HOMEWORK. Since this is an online class, most of your learning will be acquired through course readings. This class is reading heavy in the beginning and writing heavy at the end.

Writing from readings. Good writers read a lot. Emulating the style of an author you enjoy will help you in your own writing.

Writing is a process. Clear your mind, develop support, and revise (composing in multiple drafts). Writing is a recursive process and the process of revision is built into the framework of this course.

Writing for an audience. Occasionally you will share your writing with tutors and classmates. DO NOT

COURSE REQUIREMENTS/POLICIES

Syllabus and Schedule: The syllabus and schedule are subject to change without notice.

Academic Honesty: Cheating and plagiarism are not tolerated at the university and, if discovered, will result in severe disciplinary action.

Academic Dishonesty includes, but is not limited to:

- cheating, which includes possessing unauthorized sources of information during examinations, copying the work of others, permitting others to copy your work, submitting work done by others, completing assignments for others, altering work after grading and subsequently submitting it for re-grading, submitting the same work for two or more

Class Syllabus, Schedule, Videos, PPTs, and Handouts: Instructors are now required to use BlackBoard as a way of getting class material to students. You are required to do all readings and watch power point presentations, and videos for week as required.

‡ **The syllabus and schedule are subject to change without notice.**

‡ , ZLOO DOVR XVH HPDLO WR LQIRUP \RX RI VXGGHQ FKDQJHV LP
date changes.

Counseling. All currently registered students of CSU East Bay are eligible for counseling services at Student Health and Counseling Services (SHCS). Please note that all of our counselors are "generalist" trained to work with students on any personal issue. In addition, there are individual, couples, and group counseling options. To make a counseling appointment at SHCS Counseling Services please call our front desk at 510-885-3735, stop by or visit their website at: <http://www.csueastbay.edu/shcs/>

Discrimination Policy:

A Note on Discrimination, Harassment, and Retaliation (DHR) Title IX and CSU policy prohibit discrimination, harassment and retaliation, including Sex Discrimination, Sexual Harassment or Sexual Violence.

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immediately.

‡ & 68 (% KDV ERWK FRQILGHNDLORUHQW DQG DQRQ reporting options available to you.

‡ 1 R Confidential resources include faculty and staff, who are required to report all incidents and thus **cannot** promise confidentiality.

us.help.blackboard.com//Learn/9.1_2014_04/Student

‡ DFFHVLELW\ ‡ EODFNERDUG KHOS
 ‡ KRZ WR XVH GLVFVVLRQ Comments to Bb
 ‡ WDNLQ tests in Bb ‡ FRPPXQLFDWLQJ ZLWK FODVVPDWHV
 ‡ 7XUQLWLQ VWDWXV SDUHQFRPSXWHU VHWLQJ DQG VXSSRUWHG E

GRADING

Grading Analysis: Grading analysis is done online through Blackboard. In order to view comments on your work go to Gradebook and hover over the grade and a speech bubble will appear. Click on (or hover) and you will see the comments based on the rubrics for this class (see essay guidelines handout for rubrics).

Check your grades often. If you have questions about your grades, email me immediately.

All feedback and grades for preliminary drafts and homework that is built into essay assignments will be graded within 48 to 72 hours in most cases. Grades for final drafts and tests may take up to a week for grading.

Your final grade will be based on the assigned work during the quarter and on your class participation.

In addition you can earn up to 25 points in extra credit work.

Your grades will be posted on BlackBoard and your final grade will be based on the percentage earned.

| | | |
|--------------------------|-------------------------|--------------------------|
| 90 to 92.99 percent = A- | 93 to 100% = A | |
| 80 to 82.99 percent = B- | 83 to 87.99 percent = B | 88 to 89.99 percent = B+ |
| 70 to 72.99 percent = C- | 73 to 77.99 percent = C | 78 to 79.99 percent = C+ |
| 60 to 62.99 percent = D- | 63 to 67.99 percent = D | 68 to 69.99 percent = D+ |

I strictly follow the above percentages. A 92.97 is an A-, so do not email asking me to GIVE you an A, when you EARNED an A-. This is unfair to every other student in the class.

Any percentage below 70 percent constitutes a N/C (no credit). '8QLWV WKDW \RX HDUQ LQ F taken under the C/NC grading pattern will apply to your degree requirements as long as they are not remedial courses (courses numbered 0800 - 0999). "CR" signifies you mastered the material at the level of "C-" or higher. "NC" signifies a work level of "D+" or lower. Faculty use of "+" or "- LV RSWLRQDOµ & 68(% & DWDORJ 1RQH RI WKH DVEULHQJH QWV DUH point.

COURSE ASSIGNMENTS

Discussion Posts:

Discussion posts are a way for you to explore your writing through interaction with your cohorts. You are required to post an answer to the weekly discussion by Thursday and respond WR WZR RI \RXU FODVVPDWHV· DQVZHUV E\ 6XQGD\

Quizzes:

Quiz 1 (50 pts): Twenty questions, five points each consisting of True/False, fill-in, and multiple choice on the syllabus, schedule, and general essay requirements. This is a timed quiz (one hour).

APPENDIX II: SAMPLE MIDTERMS AND FINALS

Midterm:

Counter Argument Essay for F2F or online classes (could be class essay midterm)

This essay is a short essay (at least one page) where you write from a perspective that opposes your own position on your topic. Refer to your peer review draft (F2F) and take one (or more) opposite stance(s) for this essay. This assignment should help you to anticipate and respond to counter arguments in your paper.

Midterm or Final:

WST Practice Test(F2F/Online)

The Writing Skills Test consists of an analytic essay that requires you to demonstrate that you can think and write critically. Most four-year colleges have some form of a writing skills test that demonstrates that you can write and THINK at the college level.

For purposes of this final, you will be following the CSU East Bay model. Take a few minutes to plan your essay and the rest of the class to write your essay (prewriting is a requirement). In all cases you are being asked to write an argument, so think about the components of a good argument: A debatable thesis (claim), backed up by relevant reasons, examples (facts, statistics, quotes, anecdotes) and explanations and a conclusion that does MORE than just restate the introduction. Your conclusion should add to the argument and in the case of a personal argument (like this one), you should convey to your readers why they should believe you, in other words how does your argument relate to them (college students) or society at large?

You should back up all claims that you make with evidence and while that evidence will be personal knowledge, try to give credit to where you saw, or from whom you heard, such evidence. For example, you can

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Appendix III: Sequenced Essay Assignments

Sequenced Essays: Research Paper

Annotated Bibliography (1000 words):

Your annotated bibliography should be titled. It should contain between 5 and 8 sources, a few of your original sources having been dropped out by this time and, perhaps, a few new sources having been added. By this time you will already have done a substantial amount of reading around your subject and should have a fairly specific idea of what sources you will be using for what purposes. Your annotated bibliography will be a continuously double-space typed list (in MLA or APA style) of those sources. After each bibliographic entry, you should include the following: 1) a brief paragraph comprised of a summary or description (3-7 complete sentences) of the contents, argument, plot, purpose, or main point of each source; and 2) a sentence or two to describe how each source will be used in your overall project. The annotated bibliography should help you to gain a thorough overview of your materials, allowing you to begin to evaluate each one critically. The annotated bibliography will help you to begin to crystallize and synthesize your ideas as you gather together and continue to amass information. Each entry must specifically state the type of source that each source is. You must also state at the beginning of your annotated bibliography which documentation style you are using, either APA or MLA.

This will be reviewed, commented on, and graded by the teacher.

* Optional:

This will be reviewed, commented on, and graded by the teacher.

Peer Review Draft (minimum 2000 words)

I expect each student to participate in a peer review session to provide feedback on your fellow

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Appendix III: Alternate/Optional Assignments

Some instructors may not want to perform a rhetorical analysis within the Research Essay Sequence. Here are some optional assignments.

Optional Essays:

Prospectus/Exploratory Essay (F/D 1,000 words)

Your prospectus/exploratory essay should be a 2-2½ double-spaced typed pages (minimum 1000 words). This paper should explain the topic and the position of your research project and the course you propose to follow to research your topic. Be sure to include the following 6 items: 1) why you are interested in this topic, 2) your research question, 3) the significance of this topic, 4) the sources you expect to use, 5) your method for keeping track of the information, 6) opposing viewpoints have you discovered as part of your exploratory process, and 7) your working thesis for the research paper. This should in MLA or APA format.

Rhetorical Analysis(F/D 1,000 words)

Sample Assignment: 7KH ZRUU'LV DQ GHULYHG IURP DQ \$QFLHQW *UHHN RU 'XQGR μ \$ JRRG DQDO\VLV VKRXOG XQGR WKH SDUW RI DQ DUJ

essay. An analysis succeeds when it produces useful, interesting, or significant conclusions, and when it teaches the reader something about the text being analyzed.

The purpose of this essay is to create an argument, an analysis, of a written textual argument. For this assignment please analyze a single element, or a set of elements in an argument (claim, support, warrant, logical fallacy, inductive or deductive logic, etc.) or a single rhetorical strategy or set of complementary strategies (the DXWKRU·V XVH RI PHWDSKRU LURQ\ GHILQLWLRQ reader DVHG GLFWL

may closely analyze either a text that we have discussed in class or not. Your essay should be 4-6 double-spaced, typed pages (1000-1,500 words). (CSUEB Compfac Handbook 2003).

Problem/Solution Essay(F/D 1,000 words)

Instructors can use any number of articles for this problem/solution essay.

class, and I will read, comment and return during class. Outlines will NOT be accepted late under any circumstances.

Peer review (750 words). Print and bring two copies of a peer review draft, typed, double-spaced, MLA format. You will give two peer reviews, and get two peer reviews based. Number your paragraphs and underline your thesis statement (F2F). Online students: submit your paper to the OWL or go into the SCAA for a F2F review. Be sure to bring your essay prompt and have questions ready for your tutor. Submit the marked up document to me.

Revision Plan. Once you finish your peer review, write a detailed, point-by-point revision plan based on the comment you received (F2F).

Final draft (1,000 words). After revising your draft using the comments you received during your peer review, submit your paper to the appropriate dropbox. Your similarity rating must be ten percent or less.

Reflection. After you have finished your paper you will write an in-class reflection describing your best peer review advice, what you learned from writing this paper, and how this knowledge can be carried into your other classes or professional field. (Excerpted in part from **Allyn & Bacon Guide to Writing**)

build an argument.

| C = Adequate Critical Thinking Skills | | | | |
|---|---|---|--|--|
| Issue/problem stated, but description leaves some terms undefined, ambiguities unexplored, boundaries, undetermined, and/or background unknown. | Info is taken from source(s) w/ some interpretation evaluation, but not enough to develop a coherent analysis or synthesis. | Questions some assumptions, Identifies several relevant contexts when presenting a position. May be assumptions D Z D U H R I R W K D Q R Q H . | Specific perspective, thesis, hypothesis acknowledges different sides of an issue. | Conclusion is logically tied to info (info picked for desired conclusion), some related outcomes identified clearly. |
| D = Critical Thinking Needs Improvement | | | | |
| Issue/problem to be considered critically is stated w/o clarification or description. | Info is taken from source(s) w/o any interpretation/ evaluation. Viewpoints of experts are taken as facts, w/o question. | Shows emerging awareness of present assumptions, sometimes labels assertions (claim) as assumptions, true w/o proof. | Specific perspective, thesis, hypothesis is stated, but is simplistic or obvious. | Conclusion is inconsistently tied to some of the info discussed, consequences and implications are oversimplified. (aacu.org) |

Appendix V: Challenging English 200

California State University, East Bay
Department of English

Critical Writing Program

Note: A student wishing to challenge 200 must provide photo identification to the proctor on the day of the exam.

Challenging English 200

The CSUEB catalog states the following about challenging courses:

Students may challenge courses by taking examinations developed at the campus. Credit shall be awarded to those who pass them successfully. No instructor is obliged to offer credit-by-examination for a course.

The university recognizes that exceptional students, by reason of special studies or experiences, may already have achieved the objectives of certain courses in the basic program; therefore, students with this background may petition to receive credit in selected courses by special examination. Such an examination is normally from three to six hours in length and may be oral as well as written. Each course may be challenged only once.

If you wish credit under this plan, you must register during registration for the units to be earned by the examination. The class being challenged for credit must be listed in the class schedule for the particular quarter. Obtain a petition for credit by examination from the office of the department offering the course, and get the permission of both the instructor and department chair. The examination must

