

Composition at Cal State LA

Instructor Handbook

2011-2012

This document and other resources for teaching composition at Cal State LA are available for download at <http://www.calstatela.edu/academic/english/comp.htm>

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THE COMPOSITION CURRICULUM

1. THE WRITING REQUIREMENT AT CAL STATE LA

All Cal State LA students must complete the following writing requirements to graduate:

1. English 101
2. English 102
3. Graduation Writing Assessment Requirement (GWAR)
4. An upper-division writing course in their major

In addition, about 60% of first-time freshmen are required to take English 095 and/or 096, which are pre-baccalaureate writing courses. Placement in 095 and 096 is determined by a student's score on the English Placement Test (EPT), a system-wide placement examination. This examination consists of three equally weighted parts: (1) a multiple-choice section that tests students' ability to read critically; (2) a multiple-choice section that tests students' ability to identify and correct sentence-level errors in grammar, mechanics, and usage; and (3) a 45-minute impromptu essay in which students compose an expository essay in response to a general topic.

English 101 and 102 develop students' writing skills so that they can successfully complete reading and writing assignments in their Cal State LA classes. It also prepares them for the graduation writing requirement. Students must complete English 102 before attempting the GWAR and cannot enroll in the upper-division writing course in their major until they have passed it. At Cal State LA, most students meet the GWAR by passing the Writing Proficiency Examination (WPE), a 90-minute impromptu essay administered once each quarter by the Testing Center. The WPE Director is responsible for developing WPE questions and conducting the holistic scoring sessions. Readers are faculty members from across the university. Approximately 30% of the students who take the WPE fail at each administration. Students who are unable to pass the WPE on subsequent attempts can meet the GWAR by passing University 401, a course in which students receive intensive instruction and submit a portfolio at the end of the course to demonstrate their competency in writing. University 401 is administered through the University Writing Center.

The upper-division writing course in the major varies from department to department. Some departments have incorporated the requirement into an existing course, often the capstone in the major, while others have created a special course which students are encouraged to take at the beginning of their major course work and which prepares them to do the type of writing assigned in that major. English 340, "Writing the Critical Essay," is designed to help students write papers in their major classes and was previously designated as the department's upper-division writing course. To facilitate earlier enrollment in 340, English 492, the capstone senior seminar, now serves as a course that meets the upper-division writing requirement.

2. CAL STATE LA STUDENTS

Cal State LA students are ethnically diverse: the campus is approximately 50% Latino, 25% Asian, 15% Caucasian, and 10% African-American. Most students are first-generation college students and come from families of limited financial means. The parents of many students speak limited English, and English is often not the primary language spoken in the home or in the communities where students live. Because few have read widely in English, a majority are not adequately prepared for the reading and writing demands of the university. As a result, about 60% of Cal State LA's first-time freshmen place into

English 095 or 096, the developmental, pre-baccalaureate writing courses, and an additional 15% place into English 101 with a required one-unit supplemental workshop (ENGL 100).

Our students are challenging to teach for reasons other than their language background. Many have attended high schools where, for many reasons, the instruction and education provided was inadequate. Virtually all students work, some full time, and most have family commitments. As one of the first courses they take, the composition class plays an important role in socializing students to the expectations of the university. Therefore, it is important that you be explicit at the beginning of the quarter about your rules regarding attendance, classroom behavior, and assignments and that you enforce your rules consistently.

Despite these challenges, most composition faculty greatly enjoy working with Cal State LA students. On the whole, they are eager to learn and see a college education as their road to a more financially secure future. In this regard they are similar to other students attending four-year public universities. For example, in 1996, when asked about their most important reasons for attending college, 86% of freshman said they wanted to "get a better job" and 83% wanted to "make more money," compared to 78% and 75% respectively at other four-year public universities. However, when reasons that might be characterized as more "traditional" educational goals are compared, substantially higher percentages of Cal State LA students rated these as their most important reasons for attending college. For example, 84% of Cal State LA students wanted to "learn more about things," 80% wanted to "gain a general education," and 79% said they wanted to "improve reading/study skills," compared to 74%, 62%, and 43% respectively for students from four-year public institutions. Even though many come to Cal State LA with gaps in their educational background and limited academic English, these students have been successful in their communities. Moreover, the high percentage of students wanting to improve their reading and study skills indicates that Cal State LA students are aware that they need to become better readers, writers, and students.

In Fall 1998, the CSU Chancellor's Office put Executive Order 665 into effect. The primary purpose of EO 665 has been to reduce remediation at CSU campuses and to shift basic skills instruction to the community colleges. Executive Order 665 mandates that all first-time freshmen must begin remedial course work (called "basic" or "developmental" at CSULA) their first term of enrollment at a CSU campus, continue enrolling in remedial classes until they are ready for baccalaureate work, and complete all remediation by the end of their first year. Cal State LA students are also advised to complete English 101 during their first year. In addition, all community college transfer students must complete their basic skills requirements, including English 101, before they are eligible to transfer. As a result, English 095, 096, and 101, which once had significant percentages of upper-division students, now consist almost entirely of first-time freshmen. English 102, on the other hand, continues to enroll a significant number of upper-division transfer students.

3. INSTRUCTIONAL PRINCIPLES AND APPROACH

a. Overview

All courses in the writing program ask students to develop thinking and reasoning abilities and to learn rhetorical strategies for communicating effectively in writing. The curriculum offers a developmental sequence that initially emphasizes reflection but which moves quickly to analysis and interpretation. The focus of reflection and interpretation often begins with personal experience or observation and moves quickly to ideas and issues drawn from texts and a world outside students' immediate experience.

Classes are based on the premise that writing is a craft that can be taught and are structured around the principle that the best writing evolves over time, developing through careful consideration of a topic, formal or informal collaboration during the writing process, and multiple drafts which are revised in

response to various types of feedback. In all courses, the program's instructional practices are highly interactive, with both students and instructors actively engaged throughout the entire writing process: discovering a thesis; critically reading and discussing texts; and drafting, revising, and editing essays. Frequent use of small groups for prewriting activities and peer evaluation helps engage students actively in the learning process.

b. Reading/Invention/Revision

Research indicates that students who read extensively have a more extensive vocabulary, use more varied sentence structures, and have a better grasp of the conventions and genres of written language than students who have read very little. Since most contemporary students have not read widely or regularly, whatever we do to encourage them to read regularly will assist them in their academic and intellectual development. In addition, college-level writing almost always requires that students respond critically to texts, so composition instruction needs to help students learn strategies for reading and responding to texts.

In English 095, texts are used to help students generate ideas for writing and to help them find events in their personal experience or observations that they can relate to and reflect on. While the focus in English 095 is not on textual analysis, most instructors ask students to write reflectively and critically about the ideas found in texts. For example, students in English 095 might be asked to read an excerpt from Richard Rodriguez' *Hunger for Memory* or Mike Rose's *Lives on the Boundary* and write about their own literacy education. Alternatively, they might be asked to write about the institutional obstacles faced by some or all language learners. Some English 095 instructors also require students to read one full-length book as a way of encouraging more extensive reading.

In English 096, the emphasis on critical reading is increased, and students' reliance on personal experience is decreased. While students might begin the term by specifically relating texts to their personal experience and analyzing their experience with reference to a text, by the end of the term students should be developing a more critical and analytical relationship with the words and ideas of others. For example, students in English 096 might be asked at the beginning of the term to read Maya Angelou's description of her high school graduation and compare their own experience with anticipation and disappointment with Angelou's experience. By the end of the term, they might be asked to read Marie Winn's essay "Television: The Plug-In Drug" and argue for or against Winn's claims. As in English 095, instructors in English 096 often require students to read one full-length book as a way of encouraging more extensive reading.

In both English 101 and 102, students "read to write," and assignments ask them to interpret and analyze texts. In English 101, students are asked to read critically, analyzing a writer's implicit and explicit assumptions and in their writing extend ideas found in texts through original analysis, evaluation and elaboration. Often students must decide between divergent even contradictory views found in multiple texts by careful attention to the quality and effectiveness of a writer's argument. For example, students might read a series of essays offering conflicting views on how to solve key problems in public education and be asked to write an essay in which they present their view on the issue and use the texts to argue against or to support their claims.

English 102 students read more challenging texts than 101 students, write analytic essays using several texts related to a topic or theme, and engage in individual research to find their own sources on a topic. They also learn how to determine the validity of the information they find, developing their own "information literacy" through critical attention to sources. In English 102 students continue developing as critical readers, taking into account historical, social and political context as a key element of a text's rhetorical situation. Through their research project, students also learn to not merely distinguish between different positions, but to recognize the possibility of higher order syntheses. The research process also helps students recognize the importance of maintaining the autonomy and integrity of source material—

that the words and ideas of others are not simply objects to be used to confirm or deny a claim, but ideas worthy of their own attention.

Invention and revision are key elements of the writing process, and students need extensive help and guidance during these phases of writing. They benefit from prewriting activities and discussions that help them read critically, identify issues, discuss alternative points of view, and establish or formulate a thesis. They also need to learn to revise at the global level (content, development, and organization) as well as at the sentence level in response to feedback from instructors and peers. Given the time constraints of the quarter system, students are usually completing final revisions on one paper while engaged in prewriting/invention activities for the next essay.

4. ATTENDANCE REQUIREMENT

The English Department's attendance policy states that any student who misses 20% of the scheduled class sessions can be assigned a failing grade by the instructor regardless of other work completed. In a 10-week quarter, there are 20 class sessions; this means that students are in danger of failing once they have missed four classes. This attendance requirement should be stated clearly in your syllabus. It demonstrates the importance of regular attendance and gives you the option of giving students a grade of No Credit if they miss a significant number of classes.

Individual instructors can choose whether to enforce this attendance requirement rigorously, especially in cases where there are extenuating circumstances. Instructors, however, should make every attempt to apply this requirement fairly.

5. SELECTING TEXTBOOKS

The English Department maintains a list of recommended texts. (See the Appendices.) Copies of books on the recommended list are usually available for examination in the department office. If not, it is possible to review a book's table of contents on publishers' websites. The list is not intended to be all-inclusive, but instead suggests titles that have an appropriate content and approach for the curriculum of each course. Those who wish to create course readers can do so through the CSULA book store or one of the commercial publishers who offer such services. In addition, it is now possible to put articles on electronic reserve in the library. Students can access, download, and print electronic reserve articles using campus or their home computers: this method is usually the most economical for students since they can avoid having to pay copyright fees and copying fees associated with course readers.

COURSES AND REQUIREMENTS

6. PRE-BACCALAUREATE WRITING COURSES: ENGLISH 095 AND 096

The main goal of English 095 and 096 is to develop students' writing skills to a level where they are ready for the challenges of college-level reading and writing in English 101 and other university baccalaureate courses. In English 095, students draw on personal experiences or observations for essay content and begin to develop strategies for reading texts critically. In English 096, students extend their ability to read critically and must analyze their experiences with reference to an outside text. The pre-baccalaureate writing program is designed to provide opportunity and guidance for students to explore, interpret, and communicate information about themselves and their lives; use writing as a tool to learn and to discover; develop critical reading strategies; develop a sense of purpose and audience; develop their ability to reduce sentence-level errors in their writing; and increase their ability to use writing to accomplish their own goals in the university and society.

a. Grading and Portfolio Evaluation

English 095 and 096 are graded Credit or No Credit (CR/NC). Students are evaluated on a portfolio consisting of three writing samples: two essays written during the quarter (revised and edited, with the rough drafts and the original writing prompt attached beneath the final presentation draft), plus a final in-class essay which is administered during the tenth week of classes, usually at the final class meeting. Generally, instructors develop their own prompt for the in-class essay, drawing on topics or themes that they have considered during the quarter.

English 095 and 096 instructors attend a mid-term socialization, usually held on Friday of the fifth week of classes, to read sample portfolios from previous quarters and to develop an understanding of the holistic scoring rubric and portfolio evaluation standards. During the fall quarter, instructors grade portfolios on Friday (English 095) and Saturday (English 096) of the tenth week of classes during an all-day holistic grading session held on campus. During winter and spring quarters, portfolios for both 095 and 096 are read on Friday of the tenth week. Portfolio grades are based upon the entirety of the portfolio and graded holistically, according to rubrics established for each course. (See the Appendices.) End-of-quarter procedures and directions for the portfolios are distributed by the eighth week of the quarter.

b. Responding to Papers

Instructors are expected to give adequate and specific feedback on student essays through conferences and/or comments on papers. Some instructors do not grade individual essays, but rather guide students in choosing essays and revising them to create a successful portfolio, making it clear that requests for further revision indicate that the essay is not yet ready for the portfolio. By the middle of the quarter, instructors should begin giving students more specific information about the quality of their writing, so students who are not doing passing work are aware of their status. Some instructors use the CR/NC distinction since that is the ultimate decision. Others give a numerical grade based upon the portfolio scoring guide for that course. Whatever their method, most instructors strive to strike a balance between encouraging students and giving them an honest assessment of their work. Students are understandably upset when they believe they have been doing passing work, but then receive a NC grade on their portfolio.

Peer response groups are also recommended as a way of helping students develop their ability to critique essays, of increasing the feedback that students receive, and providing an audience other than the instructor. Many students will benefit from additional tutorial instruction available in the University Writing Center.

7. ENGLISH 095: CATALOG DESCRIPTION, OBJECTIVES, AND REQUIREMENTS

Catalog Description: Prerequisite: English Placement Test (placement determined by student's score). Instruction in basic writing and reading. Focus on writing processes such as invention, revision, and editing. Use of personal experience and/or observation in writing narrative and expository essays. Graded CR/NC.

Objectives: Students will learn to

- Develop the ability to focus an essay upon a single assertion triggered by a writing prompt
- Use effective writing process strategies in invention, drafting, revising, and editing
- Develop critical reading strategies for both narrative and expository prose
- Use both narrative and expository structures to organize essays
- Demonstrate fluency by developing essays with sufficient specific detail

- Revise writing based on criteria articulated in the rubric and feedback from peers and the instructor
- Edit writing to eliminate major errors in English sentence structure, punctuation, and usage

Requirements: Students are expected to:

- Write 5-7 first draft essays
- Substantially revise 2 essays of 2-3 typed pages for inclusion in the portfolio
- Write an in-class essay for inclusion in the portfolio at the end of the quarter
- Attend a minimum of 80% of the scheduled class sessions
- Actively participate in prewriting and revision activities during class
- Read critically and respond informally in writing to assigned readings

8. ENGLISH 096: CATALOG DESCRIPTION, OBJECTIVES, AND REQUIREMENTS

Catalog Description: Prerequisite: English Placement Text (placement determined by student's score) or passing grade in ENGL 095. Frequent essays based on reading and responding to expository prose; instruction in expository writing conventions and critical reading strategies.

Objectives: Students will develop the ability to

- Write with greater focus by generating a thesis that states a controlling purpose
- Develop ideas more fully and fluently
- Read and respond critically to outside texts
- Analyze personal experiences with specific reference to an outside text
- Incorporate quotations and paraphrase into essays with correct attribution
- Use the writing process effectively to develop ideas and substantively revise their essays
- Edit final drafts to eliminate systematic errors in English sentence structure, mechanics, and usage

Requirements: Students are expected to

- Write 5-7 first draft essays of 2-3 typed pages
- Develop critical reading strategies for expository texts. Use ideas from the text to analyze or reflect on their experience or observations, either by quoting or paraphrasing, in their assigned essays
- Substantially revise two of these essays for inclusion in the final portfolio
- Write an in-class essay at the end of the quarter for inclusion in the portfolio
- Attend a minimum of 80% of the scheduled class sessions
- Actively participate in prewriting and revision activities during class

9. LOWER-DIVISION WRITING COURSES: ENGLISH 101 AND 102

English 101 and 102 move beyond English 096 by focusing on analytic writing based on critical reading of texts. Although students may draw on their personal experience/observations for examples when relevant, essay topics are based on texts that are discussed in an analytic framework. Readings and essay topics in English 101 fit under the broad theme of "self and society," a theme that allows students to

consider ideas and issues closely related to their experience. However, English 101 uses texts in a more comprehensive manner than English 096 by starting with the *text*, rather than personal experience, and asking students to analyze relationships of self to society within a larger social framework that is provided by the text.

In English 102, students extend their ability to interpret and analyze a range of texts, write longer and more sustained essays, carry out independent research, and integrate multiple sources into their essays. Emphasis throughout is placed on developing information literacy, including the efficient retrieval, critical evaluation, effective organization, and ethical use of research materials; to promote these skills many instructors now incorporate training sessions in partnership with library staff. Instructors are encouraged to organize their course around a broad-based theme of their own choosing that will elicit discussion and analysis from several different perspectives. Essay topics should ask students to explore intellectually compelling issues that will help them develop the analytical and critical writing practices used in academic discourse.

a. Evaluation and Response to Student Essays

Students need to receive regular feedback on their writing. This may be accomplished through a combination of peer response, instructor comments on papers, or individual conferences. Some students may also benefit from the tutorial support available in the Writing Center. Through these varied methods of feedback, students should not only gain insight into ways to revise and improve their papers, but also develop a better understanding of the criteria for effective college-level writing.

10. ENGLISH 101—REFLECTIVE AND EXPOSITORY WRITING: CATALOG DESCRIPTION, OBJECTIVES, AND REQUIREMENTS

Catalog Description: Prerequisite: English Placement Test or completion of ENGL 096.

Reading and writing to develop and communicate ideas. Instruction in basic strategies for planning, composing, and revising college writing. Use of authorities, examples, arguments, and facts. Graded A, B, C, NC. [Note that C- is NC.]

Objectives: Students will learn to

- Learn fundamental rhetorical strategies used to produce university-level expository prose, especially
 - modify content and form according to purpose and audience
 - appropriately use authorities, examples, facts, etc. to support an argument or position
- vary stylistic options to achieve different effects
- Develop effective reading and writing skills
- Use reading and writing critically as a means of generating and exploring ideas
- Articulate an individual perspective through organizing and developing their ideas into a coherent essay
- Practice strategies for meaningful revision
- Develop an effective individual writing process
- Incorporate textual evidence through quotation and paraphrase into their essays and appropriately cite their sources
- Critique their own work and that of peers using the conceptual and stylistic conventions of academic discourse

- Edit final drafts to minimize mechanical/grammatical errors and to improve clarity of style

Requirements: Students are expected to:

- Draft and revise 4 formal essays (3-4 pages each) in response to selected readings
- Read assigned texts critically and analytically in preparation for writing assignments
- Attend a minimum of 80% of the scheduled class sessions
- Actively participate in prewriting and revision activities as well as in other activities that encourage conceptual development and an enhanced sense of audience

11. ENGLISH 102—CRITICAL AND ANALYTICAL WRITING: CATALOG DESCRIPTION, OBJECTIVES, AND REQUIREMENTS

Catalog Description: Prerequisite: ENGL 101 or equivalent. Continuing to practice the rhetorical skills introduced in ENGL 101, students will develop analytical, interpretive, and information literacy skills necessary for constructing a well-supported, researched, academic argument. Graded A, B, C, NC.

Objectives: Students will

- develop an ability to write about problems from historical, philosophical, rhetorical and/or cross-cultural and interdisciplinary perspectives;
- engage in group discussions and activities to develop critical perspectives, a clear sense of audience, and a fluent and effective style;
- plan, write, and revise three to four formal essays approximately 4-6 pages in length, at least one of which will involve research and the integration of multiple sources. Essays will include analytic, interpretive, and persuasive strategies to present and support a considered position;
- continue to develop critical attitudes toward culture and media;
- evaluate the relevance, validity and authority of information, and use and cite this information ethically.

Requirements: Students are expected to

- Plan, write, and revise 3-4 formal essays approximately 4-6 pages in length that demonstrate the ability to integrate multiple sources and do independent research
- Learn research techniques and demonstrate information literacy when locating and evaluating outside sources
- Read, analyze, interpret, and critique texts as assigned
- Attend a minimum of 80% of the scheduled class sessions
- Actively participate in prewriting and revision activities as well as in other activities that develop critical perspectives and an understanding of the way audience and purpose shape academic discourse

INSTRUCTIONAL SUPPORT, POLICIES, AND MANAGEMENT

12. THE UNIVERSITY WRITING CENTER

Cal State LA provides tutorial help for students free of charge at the University Writing Center, Palmer Wing (Library South), Room 2097. The center is open Monday-Thursday from 9:00 a.m.-6:00 p.m., Friday from 9:00 a.m.-3:00 p.m., and Saturday from 11:00 a.m.-3:00 p.m., with mid-week evening hours added after the middle of the quarter. Any Cal State LA student may use this valuable resource, but composition students are particularly encouraged to take advantage of the assistance available.

The Writing Center is particularly helpful for students who would benefit from greater individualized assistance than can be offered in a classroom setting. Instructors should try to identify such students early in the quarter and encourage them to work regularly with a tutor throughout the quarter.

Students whose EPT score is only a few points below the cutoff for English 101 are allowed to enroll in 101 rather than 096 if they enroll concurrently in English 100 (Supplemental Writing Practice), a one-unit adjunct course taught through the Writing Center. In English 100, groups of 5-8 students will meet weekly with a Writing Center tutor for a 75-minute session that provides supplemental instruction.

13. TEXTBOOKS

a. Ordering

Textbook order forms are available from Yolanda Galvan, the department secretary. Instructors should select texts as early as possible to ensure their arrival in the bookstore. In cases where instructors are hired too late to order texts, the Composition Coordinator in consultation with the Composition Committee may select texts for those sections.

As textbook costs can be a considerable burden for students, instructors are encouraged to choose texts that are reasonably priced. Many popular readers, rhetorics, and grammar guides are also available in lower-cost concise or compact editions that may be just as useful to students. Instructors are also encouraged to consider using the library's electronic reserve system as an alternative to course packets.

b. Desk Copies

Instructors can obtain desk copies by contacting the publisher's representative. Generally, instructors will be asked to mail or fax a request on department letterhead with appropriate course information and have the text sent to the school. Telephone numbers of major publishers are available in the department office. Instructors who do not receive their desk copies before classes begin can buy a copy of their text at the Cal State LA Book Store and return it for full credit once the desk copy arrives. Be sure to keep your receipt and ask the cashier to write "desk copy" on the receipt at the time you purchase the book.

14. THE UNIVERSITY LIBRARY AND INFORMATION LITERACY

The Library offers instructors training sessions for their students in conducting research online, using electronic databases, and evaluating information found on the web; staff are eager to work with composition faculty. Contact Catherine Haras, Information Literacy Coordinator, at 343-5168 for further information.

Many 102 instructors schedule a visit to the library and participation in a library research workshop as part of a research paper assignment. These visits can be very effective ways to introduce information literacy skills and help students navigate the wealth of resources available. If you are interested in

scheduling such a class visit, you should contact Ying Xu (yxu1@calstatela.edu), the library's Arts and Letters librarian, to set up a time and date.

To make the most of your class' time in the library, you should consider the following:

1. Review the materials on information literacy provided by Catherine Haras (of our library) and posted on the Composition Faculty resources page (<http://www.calstatela.edu/academic/english/cinfolit.php>).
2. Ensure that your research assignment will help students develop (and potentially master) the information learning outcomes articulated for ENGL 102. In other words, ensure that the assignment requires some research, encourages critical evaluation of sources, calls for the use of information for a specific purpose, and helps students learn to use information ethically and legally.
3. Help students develop a focus for their research assignment prior to the library visit. The librarians have told us of classes with very general research assignments; the entire class period is then spent helping students narrow their focus so that they can begin searching, leaving little time for any actual research.

15. EARLY ASSESSMENT OF STUDENTS' WRITING SKILLS

Assessing students' writing skills at the beginning of the quarter provides a rough idea of the strengths and weaknesses of individual students as well as of a class as a whole. Some instructors assign a brief diagnostic essay—for example, a 30-minute in-class or take-home essay in response to a prompt—during the first or second class meeting, while others prefer to use an early essay assignment that is more integrated with the course for the same purpose. Each instructor needs to consider his or her needs in deciding whether to have students write a diagnostic essay. Ultimately, whether one calls it a diagnostic essay or not, what the instructor needs is a sense of where the students are, and what each student needs is early and meaningful feedback. Such early assessment allows instructors to get to know their students, fine-tune their teaching according to the needs of a particular class, and identify students who might benefit from extra assistance in the Writing Center.

16. OFFICE HOURS

According to university policy, faculty must schedule 1 hour and 20 minutes of office hours weekly for each course they teach. Instructors who teach two classes, therefore, would need to schedule 2 hours and 40 minutes of office hours, and instructors who teach three classes would need to schedule 4 hours. University policy requires that office hours be held at a time and place convenient to faculty and students. When at all possible, instructors should hold office hours in their assigned offices. If use of the assigned office is unacceptable (due to schedule overlaps with other faculty or some other reason), please contact Yolanda Galvan to make alternative arrangements.

17. SYLLABUS REQUIREMENT

By Cal State LA policy, all faculty must provide students with either an electronic or hardcopy syllabus that contains all of the information listed below and turn in a file copy to the department office. Students must receive this syllabus no later than the second class meeting. However, we strongly encourage all composition instructors to have their syllabus ready for the first class meeting. The university policy on syllabi is shown below:

“An instructor must provide his or her syllabus in an accessible format in keeping with the CSU Accessible Technology Initiative with proper notification from the Office of Students with Disabilities. The syllabus shall include but not be limited to the following:

- (1) Contact information for the instructor: campus office hours and location, campus telephone extension, and campus e-mail address.
- (2) General course description including course prerequisites, if any.
- (3) Student learning outcomes for the course.
- (4) For all general education courses, the area of the general education program that the course fulfills.
- (5) Topical outline of the course.
- (6) Requirements - policies and procedures (for example, attendance, assignments, readings) and basis for evaluation (written work, examinations or quizzes, term papers, portfolios, projects, laboratory or field work assignments, and other items as appropriate).
- (7) Grading system and its relation to achievement of the requirements stated above.
- (8) Date and time of final examination.
- (9) The following ADA statement verbatim: "Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation."
- (10) An academic honesty statement that includes reference to the University policy.

19. REGISTRATION AND DROP/ADD PROCEDURES

To control the number of students in each composition section, the English Department has developed a set of specific registration procedures for the Drop/Add period. You will receive detailed instructions on these procedures prior to the first day of classes. Please follow them carefully so that we can accommodate as many students as possible while holding the line on class size.

The English Department sets pre-enrollment in English 095 and 096 at 19 students and at 27 or 28 students in English 101 and 102. The target enrollment is 19 for 095 and 096 and 25 for 101 and 102. Instructors should refuse to add students above 19 in English 095 and 096 and above 27 in 101 and 102 because to do so will compromise the quality of instruction for the students already enrolled.

Instructors need to take an active role in ensuring that students who are added during the Drop/Add period officially enroll through STAR (Student Telephone Assisted Registration) or online through GET (Golden Eagle Territory) after they have given students permission to add the course. Especially in the fall quarter, students are inexperienced in dealing with university procedures and may not understand that they must enroll through STAR or GET to be officially added to your class. You will receive updated class rosters after the first week of classes to assist you in monitoring enrollment. It is essential that you identify non-enrolled students and make sure they are officially enrolled. Please follow instructions included with the registration procedures.

20. COPYING PROCEDURES

The department has two copy machines, a Canon copier and a risograph machine, to support instruction. They may be used to copy class handouts, activities, short supplementary readings, etc. They should not be used to create classroom sets of readings that, in effect, constitute a course packet of readings. Not only have recent court decisions ruled that such packets are illegal unless instructors obtain permission

from copyright holders, but the department budget will not cover such copying. To encourage balanced usage and keep copying costs to a minimum, the department has established the following copying guidelines:

Canon Copier: Use the Canon copier when you have 10 or fewer pages to copy. Ask one of the office staff if you need help in using it. Each faculty member is assigned an individual copy code and allocated a set number of copies per quarter, depending upon their total enrollment. You must key in your personal code number before copying, and the machine records an ongoing tally of your usage.

Risograph Machine: The risograph is a fast and efficient machine and more cost-effective than the copier. Use it when you need to make 10 copies or more of each page you are copying. Jeanne Gee or the Composition Coordinator will provide instruction in using the risograph.

Drop-Off Copying: Faculty should expect to do most of their own copying. However, at certain times the staff can do copying if they are given several days. There is no drop-off copying service until the end of the Drop/Add period each quarter because of the many other demands on staff time during Drop/Add.

Please note that due to the severe budget cuts enacted for 2009-2010, access to photocopying has been severely limited.

21. OTHER RESOURCES

VCR: A number of rooms in King Hall are equipped with VCRs and DVD players. In addition, the English Department has two VCRs, both stored in the department. To use one for your class, sign up in advance with Yolanda Galvan. Instructors are responsible for transporting the VCR to their classroom and for returning it to the appropriate location. However, students are usually willing to assist in this task if you need assistance.

Computer Lab: The English Department Computer Lab is located in KHB 3007. It was upgraded in Spring 2005 and has 30 Dell (IBM compatible) computers. Microsoft Word is available on all machines, and there is access to all library databases and the Internet. Sign up with Yolanda Galvan to reserve the room for use with your class.

22. CHANGING CLASSROOMS

Temporary or One-Time Change of Location: If your class is meeting somewhere other than your regularly assigned room for any reason, please notify the departmental office. Some students will not remember where they are supposed to be and will come to the department asking for help. It's also a good idea to post a notice of the temporary location on your classroom door to guide students.

Permanent Change of Classroom: If your class is scheduled in a "problem" classroom and you would like to change to a different room, ask Yolanda Galvan to request another classroom. Sometimes classes are canceled, and rooms become available at the beginning of the quarter. Be aware, however, that there may be no other space available at the time your class meets. In this case, you will have to remain in the room for the remainder of the quarter.

23. STUDENT PAPERS

a. Late Papers

Students who are absent on the day that assigned papers are due may turn the paper in to your mailbox in the department office. Staff members will not stamp papers to indicate the time or date when papers are

turned in. Unless you are ill on a day when a paper is due, do not ask an entire class to turn in a set of papers to your box in the department office. It creates too much traffic, confusion, and work for the staff.

b. Returning Papers

Return all papers to students during class sessions. Students who are absent must pick their papers up in class after they return or during your office hours. Please do not leave papers for students to pick up outside your office or in the department office.

If English 101 or 102 students want to pick up papers turned in at the end of the quarter, they will need to see their instructors during office hours sometime the next quarter. As an alternative, students can give instructors a self-addressed, stamped manila envelope at the end of the quarter, and their final papers can be mailed.

English 095 and 096 portfolios are not returned to students but are kept on file in the department for one year and stored in file cabinets in the department storage room.

24. ABSENCES/CANCELING CLASSES

If you are ill and cannot attend class, call the department office so that we can notify the students of your absence. If you cancel a class to substitute an alternative activity (i.e., library research, individual conferences for the entire class, etc.), you should also notify the office so they can inform lost or confused students.

25. AVOIDING PLAGIARISM

Even the best instructor will occasionally find that a student has plagiarized a paper. While student plagiarism cannot be completely avoided, instructors can reduce its occurrence by explaining the university's academic honesty policy, instructing students in the difference between acceptable paraphrasing and plagiarism, and by carefully choosing assignment topics. For further resources, contact Lise Buranen in the University Writing Center.

UNIVERSITY/DEPARTMENTAL POLICIES AND PROCEDURES

26. UNIVERSITY POLICY ON CHEATING AND PLAGIARISM

The policy is designed to place less of a burden in terms of proof and reporting on the instructor and to give the instructor more authority to resolve academic dishonesty incidents, while still ensuring due process for students. The text below, taken from Appendix D of the most recent University Catalog, describes the types of academic dishonesty most relevant to composition classes, the university's definition of plagiarism, and academic consequences that faculty may impose. (Sections of the policy describing administrative sanctions and procedures for ensuring due process can be found in the Appendices.)

a. Cheating

At Cal State L. A., cheating is defined as the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. The following examples are intended to be representative, but not all-inclusive:

- (a) Examinations/Tests Administered by Faculty or the University
 - Copying from another student's paper

- Employing signals to obtain answers from or provide answers to others
- Stealing or arranging for the theft of an examination
- Knowingly reviewing an unauthorized copy of an examination
- Using lecture notes or textbooks during an examination when prohibited
- Possessing crib notes at the location and during the time of the examination
- Having someone else take an examination in your place
- Feigning illness or telling falsehoods to avoid taking an examination at the scheduled time
- Claiming falsely that you took an examination at the scheduled time
- Storing and/or accessing course subject matter in a calculator, computer or recording device, without authorization from the instructor, when such instruments are otherwise permitted to be used during an examination period
- Utilizing calculators and/or other learning aids forbidden by the instructor
- Obtaining assistance in answering questions on a take-home examination, when such action is specifically prohibited
- Attempting to use or using bribery to obtain an undeserved grade
- Changing an answer on a graded test and claiming the student's response to the question was incorrectly marked wrong

(b) Papers/Reports, Laboratory/Homework

- Copying the work of other persons in whole or in part and claiming authorship
- Submitting a paper obtained from a any source that provides research/term papers
- Using a ghost writer to compose a paper and claiming authorship
- Claiming an assigned share of a team report, toward which insufficient or no contribution was made
- Lying about the reason for not submitting a report on time
- Pretending to have submitted a paper to an instructor
- Stealing another student's report and submitting it as one's own work
- Submitting the same term paper to two or more different instructors for credit in their courses without their prior permission
- Inventing, falsifying, or altering data for a research survey or laboratory experiment
- Misrepresenting the authorship of an experiment or exercise
- Depending upon others to complete laboratory assignments or homework when instructions call for independent work
- Sabotaging someone else's laboratory work or other exercise
- Fabricating bibliographic references

b. Plagiarism

At Cal State L. A., plagiarism is defined as the act of using ideas, words, or work of another person or persons as if they were one's own, without giving proper credit to the original sources.

The following examples of plagiarism are intended to be representative, but not all-inclusive:

- Failing to give credit via proper citations for others' ideas and concepts, data and information, statements and phrases, and/or interpretations and conclusions
- Failing to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof
- Paraphrasing the expressions of thought by others without appropriate quotation marks or attribution
- Assembling parts from various works and submitting the synthesis or single paper as one's own creation
- Representing another's artistic/scholarly works, such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own

c. Misrepresentation

Knowingly furnishing false academic information to a University official, faculty member, or campus office is subject to discipline for academic dishonesty.

d. Collusion

Any student who intentionally helps another student perform any of the above acts of cheating, plagiarism or misrepresentation is subject to discipline for academic dishonesty.

e. Consequences and Sanctions

Violations of academic honesty have a dual aspect, constituting both a breach of ethics and a form of academic non-performance. Hence the consequences of violating this policy may fall into two categories. Addressing the violation as an academic matter does not preclude the imposition of further administrative sanctions.

Academic Consequences:

Faculty have the right to establish the standards by which the academic performance of students will be evaluated, including the consequences of students not meeting some portion or all of the academic requirements of a course through acts of cheating, plagiarism, misrepresentation or collusion. These consequences may include but are not limited to assigning a lowered grade, zero or "F" on an individual assignment, or lowering the student's grade or assigning an "F" in the course. Faculty may alternatively permit the student to repeat an assignment/test or complete and submit additional assignments. Furthermore, before these consequences can be effected, the faculty member must have verified instances of academic dishonesty by personal observation and/or documentation. In such cases, if a student denies the charges, an instructor shall not assign a grade until the case is resolved or impose any other negative consequences. In all cases the violation should be reported to the University Judicial Affairs Officer using the Academic Dishonesty Allegation form.

27. GRADES

a. Online Grading

All grades are submitted online using the Cal State LA student information system known as GET (Golden Eagle Territory). All continuing instructors have already received an ID number and instructions for grading online. New instructors will receive their ID and instructions during their first quarter of employment. After completing the grade roster and before submitting the grades, instructors must make a copy of their grade roster for the department. Turn copies in to Jeanne Gee.

b. Notifying Students

It is against university policy to post grades even if students' CIN or some other means of anonymous identification is used. If students want to know their grade before it is available on the university system, they must give instructors a self-addressed post card.

28. FACULTY MEETINGS

There is one general meeting for all composition faculty each year. This is held during the fall quarter on the first or second Friday after classes begin. It is usually scheduled to meet from 9 a.m. to noon. At the conclusion of the meeting, the chair meets with the composition faculty to review the university's evaluation procedures for part-time lecturers.

29. STUDENTS' EVALUATION OF TEACHING

University policy requires all lecturers to administer Student Opinion Surveys in all their classes every quarter that they teach. These are part of each lecturer's permanent file and must be considered in the yearly evaluation of lecturers. Be sure to set aside 20 minutes during the ninth or tenth week to administer the questionnaires. Follow the directions provided.

30. HIRING, EVALUATION, REHIRING

a. Hiring

New applicants for lecturer positions are reviewed yearly by the Part-Time Instructors Review Committee (PTIRC), who rank those that they recommend, and these names are added to the lecturer pool. The English Department chair selects applicants from the pool to fill any vacancies that become available.

b. Departmental Evaluation of Teaching

University policy requires regular evaluation of all part-time faculty. Contract faculty are reviewed as determined by university and department policy (yearly or less frequently depending on contract status), and quarter-to-quarter faculty must be reviewed after they have taught two quarters. In the English Department, lecturers are reviewed by the Part-Time Instructors Review Committee (PTIRC), an elected committee of full-time tenured English Department faculty. All lecturers under review submit a file of materials to the office of the Dean of Arts and Letters by a deadline established by PTIRC. PTIRC evaluates instructors on the basis of the instructional materials in their file, their student evaluations, and a classroom observation, if one has been conducted. After PTIRC has reviewed the files, the committee completes a College of Arts and Letters evaluation form that summarizes their evaluation of each instructor. The files and evaluations are next reviewed by the chair of the department who may concur with the committee or complete a separate evaluation to disagree with or qualify the conclusions of

PTIRC. The Chair of the English Department holds an informational meeting on the review process after the completion of the fall quarter Composition Faculty Meeting.

c. Eligibility for Contracts, Rehiring

Lecturers are eligible to be rehired based on their evaluation by PTIRC and the guidelines/requirements in the California Faculty Association (CFA) contract with the CSU. Under the current contract, lecturers who have taught for six years without an interruption in service are eligible for a three-year contract. Lecturers with fewer than six years of service are eligible for a one-year contract if they met the specified service requirements during the previous academic year. Instructors who are not eligible for year contracts but who have received a satisfactory rating from PTIRC may be hired on a quarter-to-quarter basis, depending on course enrollments and departmental needs.

For more specific information, please consult the CSU-CFA Collective Bargaining Agreement (CBA) for Unit 3 (Faculty) employees available at the Chancellor's Office website (<http://www.calstate.edu>) and at the CFA website (<http://www.calfac.org>).

d. Salary and Salary Increases

Salary compensation is determined by the CBA for Unit 3 (Faculty) employees. Please consult the current CBA (see previous section) for more information.

GENERAL ADMINISTRATIVE INFORMATION

31. ENGLISH DEPARTMENT STAFF

The English Department is fortunate to have three excellent, long-term staff members who keep the department running smoothly: Yolanda Galvan, the department secretary and office manager; Jeanne Gee, who has widely varied secretarial responsibilities involving both faculty and staff; and Terry Flores, whose primary responsibilities are in Student Advisement and Records. We sometimes have a part-time student assistant to help the staff. This is an extremely small staff considering the size of the department (over 60 faculty members including lecturers and TAs) and the number of students enrolled in English classes. They are willing to help composition faculty in any way, but they have many demands on their time, so please limit requests to those that are absolutely essential to teaching.

32. DEPARTMENT OFFICE HOURS

To be available to students who take late afternoon or evening classes, the office is open from 8:00 a.m. to 6:00 p.m. on Mondays-Thursdays. It is also open from 8:00 a.m.-5:00 p.m. on Fridays, but is closed for one hour for lunch on Fridays (time varies).

33. OFFICE ASSIGNMENTS/KEYS/MAILBOXES/TELEPHONES/E-MAIL

Offices: All offices are shared; in some cases, desks are also shared. Yolanda attempts to arrange office assignments so those instructors with different teaching schedules share the same office. She makes office assignments at the beginning of the fall quarter and notifies instructors if their offices will be changed for subsequent quarters. We no longer have enough space for all lecturers and TAs to have offices on the sixth floor of E&T, so some offices are located in the Fine Arts building.

Keys: Each instructor receives two keys: one to his/her office and the second to the departmental office containing the mailboxes and copy machines. Yolanda will complete the required form, obtain the necessary signatures for approval, and submit the form for processing. When your keys are ready

(generally after several days), you will be notified and then must go to the Campus Police office to pick them up. Instructors who are hired on quarter-to-quarter contracts must turn in their keys to Yolanda if they are not returning for the next quarter. Keys must also be turned in if you are moved to a different office or at the end of the academic year.

Mailboxes: Each instructor has a mailbox in the departmental office. Check it regularly for departmental, university, and student communications.

Telephone Extensions: The departmental telephone number is 323-343-4140. All instructors have a telephone extension in their office for calling students and for receiving calls. Only local calls (including 323, 818, 626, 562, and 310 area codes) can be made from offices. To call students living in other area codes, instructors must use the phone in the department office. Not all lecturers and TAs have voice mail because of the costs involved in setting up voice mailboxes. Therefore, instructors should list the departmental telephone number along with their extension number on their syllabus.

E-Mail: Instructors receive a campus e-mail account and address when they open a computer account. Instructors preferring to be contacted through another contact e-mail address should notify Yolanda Galvan.

34. PAYROLL/PAYCHECKS

Instructors who are on quarter-to-quarter contracts must complete various employment forms at the Human Resources Department in ADM 605 and must be added to the university payroll each quarter. Paychecks for contract instructors are issued between the 30th and the 1st, depending on the month. Instructors who have one-quarter appointments and Teaching Associates receive checks according to a different schedule. Jeanne Gee notifies these instructors each quarter regarding the dates when checks will be available.

35. FACULTY ID CARDS

All lecturers are required to obtain a faculty ID card. Some contract lecturers have permanent Golden Eagle ID cards, and these are automatically renewed when they receive their contract and are added to the university payroll. Those contract lecturers who have paper ID cards must go to the Golden Eagle card office in the basement of King Hall to have their ID updated. Lecturers who are hired on a quarter-to-quarter contract obtain their ID from Human Resources in ADM 605 after completing their personnel and payroll forms. They will have to have the ID updated each quarter.

36. PARKING

Parking stickers can be purchased from the Cashier in the Administration Building. (The other option is to buy a daily permit.) Certain sections of the parking structures are reserved for faculty and staff. Lecturers must have their Human Resources ID card (NOT the Golden Eagle Card) to buy a faculty/staff parking pass.

37. CAMPUS COMPUTER (NIS) AND GET ACCOUNTS

Both faculty and students need a NIS computer account to access the library catalog and to use the open access computer labs on campus. Faculty also must have a GET account to access the student information system and to submit grades online. Yolanda will provide new lecturers with the necessary forms and submit them once they are signed. You will be notified when the accounts have been processed and must then go to Academic Technology Support (ATS) in Library South to pick up your

accounts. The NIS and e-mail account is usually ready within a week; the GET account takes longer to process but will be ready well before grades are due.

38. ACCESS TO COMPUTERS AND CAMPUS COMPUTER LABS

A NIS account is required to use any campus computer. There are a number of open access computer labs on campus that are available for student and faculty use. There is also a faculty lab located in Fine Arts 138. This lab not only has some of the best computer hardware and software on campus, but also offers software support and training for faculty.

39. LIBRARY: LOCATION, ACCESS, AND RESOURCES

JFK Library, located west of King Hall, is comprised of two wings: Library North and Library South (the Palmer wing). The collection of books is unfortunately somewhat limited. However, it has extensive databases, and interlibrary loan is very efficient. Both students and faculty need a NIS account to access the databases and the library's card catalog.

40. EMERGENCIES

a. Reporting an Emergency

Call campus police at 911 from any campus telephone. Dial 3-6000 from your cell phone.

b. Difficult or Threatening Students

Members of the department use a code word to alert the staff that help is needed with a problem student. This code word is distributed at the beginning of each quarter in the memo outlining general departmental procedures.

c. Emergency Drills

Cal State LA holds regular emergency drills. Usually, you will be notified in advance. When the alarm sounds, everyone must vacate the building. You will be directed to a location away from the building by the emergency drill monitors for the building.

APPENDICES

POLICIES IN CASES OF SUSPECTED ACADEMIC DISHONESTY

Policies on academic dishonesty and procedures to be followed in suspected cases of academic dishonesty are found in Appendix D of the most recent University Catalog. The policies and procedures below are included in the handbook for ease of reference.

For the purposes of reporting allegations of academic dishonesty, the term "reporting party" includes probationary, tenured and temporary faculty, librarians, persons in academic administrative positions, counselors, coaches, and administrators of testing centers. Teaching assistants, graduate assistants and staff should report allegations of academic dishonesty to their authorized university supervisor. Allegations shall be made against individual students rather than groups of students.

When a reporting party suspects that a student has committed an academically dishonest act, it is the reporting party's responsibility to take the following steps:

1. The reporting party must first carefully consider the evidence of the apparent dishonesty. A perception, which is not supported by reasonable evidence, will not suffice. Examples (not necessarily comprehensive) of evidence sufficient to pursue action are:
 - Documentation regarding the source of text which the student has used without proper attribution or has attempted to represent as his/her own work
 - A demonstrably marked difference in the writing style of the student, as compared to his/her work on previous assignments
 - Testimony from others regarding a student's use of dishonest means to fulfill the assignment at hand
 - Firsthand observation of the student engaging in a dishonest act, in a situation in which the student cannot effectively deny that the act took place
 - Admission by the student that he or she undertook a dishonest act in fulfillment of the assignment at hand
 - A suspicious degree of similarity in work done by different students

Reporting parties are encouraged to discuss any perception of dishonesty and the evidentiary basis for an action with the University Judicial Affairs Officer prior to discussing perceptions of wrongdoing with the affected student.

2. When satisfied that a reasonable evidentiary standard has been met and as soon as possible after discovering the alleged violation, the reporting party should arrange an office conference in order to inform the student of the allegations and of the due process rights (see the Academic Dishonesty Allegation form). At the conference, the student should be informed of the supporting evidence and the consequences and procedures regarding academic dishonesty.
3. Although the student may elect to make a decision at the office conference, the student shall be informed by the reporting party that he or she may have five (5) business days to inform the University Judicial Affairs Officer whether he or she agrees to the charges of academic dishonesty proposed by the reporting party or whether he or she requests a hearing.
4. If the student agrees to the allegations of academic dishonesty, the Academic Dishonesty Allegation form signed by the student and the reporting party, will be filed with the University Judicial Affairs Officer for informational purposes. This information may be used for administrative sanctions.
5. In cases when the student does not agree to the allegations of academic dishonesty, the student should sign the section of the Academic Dishonesty Allegation form requesting a hearing. The form and all supporting documentation from both the student and the reporting party shall be forwarded to the Judicial Affairs Officer.
 - All notes and discussions between the reporting party and the student will remain confidential as outlined in section 8 of this document.
 - A report of academic dishonesty cannot be filed more than one year after discovery and no more than seven years after the alleged violation.
 - The reporting party shall not assign a grade or score until the case is resolved or impose any other negative consequences.

In cases where the student fails to attend the scheduled conference to discuss the alleged dishonesty, or when the alleged dishonesty is detected at the close of the quarter and the reporting party has not been

successful in a good-faith effort to contact the student, an Academic Dishonesty Allegation form describing the alleged incident and documents supporting the allegation shall be sent to both the student and the University Judicial Affairs Officer by the reporting party. The reporting party shall not assign a grade or score until the case is resolved or impose any other negative consequences.

In cases where the reporting party cannot, for serious and compelling reasons, participate in any one or more parts of the above process, the department/division chair or school director shall represent the reporting party.

Due Process:

It is incumbent upon the academic community that students be assured of fair and equitable treatment. To that end, students have the right to due process and procedural safeguards, fair determination of facts, and sanctions justified by the evidence and appropriate to the seriousness of the offense.

For purposes of this policy, the Academic Dishonesty Allegation form shall be the statement of charges against the student. If the student does not agree with the charges, he or she should so indicate on the Academic Dishonesty Allegation form. Consequently, the University Judicial Affairs Officer will conduct an investigation of the charges and decide on their merit. The burden of proof lies with the reporting party. If the Judicial Affairs Officer determines that the charges have merit, he or she will determine the appropriate administrative sanctions and confirm the academic consequences proposed by the reporting party. Except in extraordinary circumstances, the Judicial Affairs Officer will notify the reporting party in writing of the determination of the charges within 60 days. Except in extraordinary circumstances, the Judicial Affairs Officer will notify the student in writing of the determination of the charges, the academic consequences, and the administrative sanctions within 60 days. The student may appeal the determination, the academic consequences, or the administrative sanctions by requesting a hearing as described in E.O. 970.

Finality of the Academic Dishonesty Process

Once a determination of academic dishonesty has been made and notwithstanding any other University policy or regulation, a student does not have the right to file a grade grievance challenging a course grade on the grounds that the charges of academic dishonesty were unwarranted. A student may pursue a grade grievance in a course in which an academic dishonesty charge was made provided that the grievance is based on issues other than the charges of academic dishonesty or if the allegation of academic dishonesty was not upheld.

Notwithstanding any other University policy or regulation, and unless significant new evidence is discovered, the decision and findings of fact following a hearing, or the admission of cheating, plagiarism, misrepresentation, or collusion by a student, made in accord with this policy, shall be deemed conclusive as to any subsequent investigation or hearing arising from or relating to the same events.

Confidentiality

When a reporting party alleges an incident of cheating, plagiarism, misrepresentation or collusion that reporting party is expected to arrange an informal conference with the student, advise the student of the allegation(s) as well as supporting evidence thereof, and provide the student with a copy of the Academic Dishonesty Allegation form so that the student may become fully apprised of the allegation(s). Regardless of the number of students involved, each student shall be met with individually. The student will also receive a copy of the University policy documents and procedures. All parties to these and all subsequent deliberations regarding incidents of cheating, plagiarism, misrepresentation or collusion have the right to expect that such deliberations will occur in a setting of strictest confidentiality.

Concomitant with this right of confidentiality is the obligation of all parties to refrain from any discussions of these issues regarding cheating, plagiarism, misrepresentation or collusion outside of the

informal and formal conferences and meetings as outlined elsewhere in this document. Confidentiality shall be maintained unless a legitimate need to know is established by the department/division chair or school director in order for the faculty to complete their responsibilities as University employees or in any legal action, and in a manner consistent with the Family Educational Rights and Privacy Act (FERPA) (Student Records Administration - 011, Sec 5.8) and any other applicable law. The department/division chair or school director may consult with, or request documentation of a student's history of academic dishonesty from the Judicial Affairs Officer, and may apprise individual faculty of the student's history on a strict need to know basis. Violators of this principle of confidentiality are themselves subject to university disciplinary action.

In the matter of student records and according to Federal and State privacy laws, students have the right to protections against improper disclosure of personal information. However, it is permissible for transcripts of student academic records to contain information regarding a student's academic status including such disciplinary actions as suspension or expulsion. Being a temporary action, suspension may be expunged from the record upon the student's reinstatement.

Threats/Retaliation:

Any threats or acts of retaliation against any member of the faculty or staff as a consequence of implementing this policy on Academic Honesty will be cause for disciplinary action under section 41301, Title 5, California Code of Regulations, in addition to civil and criminal liabilities.

Evaluation of Academic Performance

Nothing in this policy is intended to limit a faculty member's ability to assign a grade to a student in a course based solely on the faculty member's individual determination of the extent to which the student achieved the objectives of the course whether or not the faculty member files a report regarding the student's honesty.

COMPOSITION TEXTBOOK RECOMMENDATIONS

Following are the Composition Committee's current recommendations of texts for composition courses. Yolanda has copies of most of these texts, which you may review, but they are not to be removed from the office.

Faculty are asked to choose their texts from this list. If you wish to use a text that is not listed here, please submit with your book order a description of the text you would like to use instead, along with a brief rationale for your choice. The starred selections for each level are texts that are recommended for new faculty. In addition, for faculty assigned to classes at the last minute, enough copies of the starred texts should be available in the bookstore at the beginning of each quarter to get you started, but you may still need to put in a book order. Check with the bookstore, the Composition Coordinator, and/or Yolanda to find out for sure.

We are continually revising and updating these recommendations, so we would appreciate feedback about these or other books you've used to help us in making appropriate selections for our courses. Please forward any comments you have, positive or negative, as well as suggestions for additional texts, to Hema Chari or Lise Buranen.

HANDBOOK

For All Levels

If you assign or recommend a handbook, please consider using the following so that students do not have to buy different handbooks over the course of several quarters in the composition program.

The Everyday Writer (4th ed.), edited by Andrea Lunsford (Bedford/St. Martin's)

A handbook with a strong rhetorical focus; the 4th edition includes 2009 MLA and 2010 APA updates along with other documentation formats.

TEXTS

English 096

Readers:

*Atwan – *America Now* 7th ed. (Bedford/St. Martin's)

Well-focused, thoughtful, and very up-to-the-minute, this text has many short, provocative readings taken from recent periodicals, arranged into interesting themes.

Borrowman and White – *The Promise of America* (Pearson Longman)

Brand new and perhaps both a bit long and a bit challenging for English 096, this book nonetheless has many thoughtful essays that could make for an interesting and productive course. The theme of the text is similar to *Rereading America* (recommended for English 101).

Cohen – *50 Essays* 2nd ed. (Bedford/St. Martin's)

Just the essays, with minimal apparatus (activities, discussion questions, or writing topics); many good "standard" texts for English 096.

Rosa and Eschholz – *Models for Writers* 9th ed. (Bedford/St. Martin's)

The organization of this text is not one that the committee found useful (it was more mechanistic that we prefer), but it contains many good readings appropriate for English 096.

Rhetorics:

Ede, *Work in Progress* 6th ed. (Bedford/St. Martin's)

Recommended for instructor use rather than for use in the class, this book has helpful and effective suggestions for classroom activities.

Graff and Birkenstein – *They Say/I Say* (Norton)

Recommended for instructor use rather than for use in the classroom, this book has many good strategies for introducing students to the use of other texts in their writing, especially for incorporating quotations.

English 101**Readers:**

*Colombo, Cullen, and Lisle – *Rereading America* 7th ed. (Bedford/St. Martin's)

Arranged on themes of American myths, this text offers many controversial, thought-provoking readings (some quite long, some shorter) questioning the “American Dream”; it has good discussion questions and a helpful Instructor's Manual, though the suggested writing topics may not be appropriate for English 101.

Berndt and Muse – *Composing a Civic Life* (Pearson Longman)

A rhetoric and reader, this text has chapters on critical literacy, research, and argument, and compelling, interesting readings arranged around themes of community.

Goshgarian – *Exploring Language* 11th ed. (Pearson Longman)

Despite the focus on language, the breadth and depth of the readings and the themes into which they are arranged make this book very appropriate and useful for English 101; good discussion questions for each reading and each chapter, though the suggestions for writing may not be appropriate for English 101.

Maasik and Solomon – *Signs of Life* 5th ed. (Bedford/St. Martin's)

The classic semiotic/pop culture reader, this text has many provocative, challenging readings and images (photographs and advertisements) as well as helpful apparatus.

Selzer and Carpini – *Conversations* 6th ed. (Pearson Longman)

Thoughtful, challenging readings and visuals in standard but thoughtfully arranged freshman-comp themes, this text has a helpful introduction to each chapter and background on each reading, but no other apparatus (an Instructor's Manual and companion website are available).

Rhetoric:

Graff and Birkenstein – *They Say/I Say* (Norton) Recommended for use in English 101 or 102

A very useful little book to help students learn to interact with textual sources and to use and incorporate quotations. Several instructors have used this rhetoric and found that students quickly learn to internalize the templates without simply falling into formulaic, mechanical writing.

English 102

Readers:

*Behrens and Rosen – *Writing and Reading Across the Curriculum* 10th ed. (Pearson Longman)

(Also available in a Brief Edition)

A writing-across-the-curriculum rhetoric and reader, this text has chapters on summary, critical reading, analysis, and synthesis, and thoughtfully-chosen, connected readings from various disciplines (psychology, folklore, business, etc.).

DiYanni and Hoy – *Occasions for Writing* (Thomson Wadsworth)

With themes comprising the “usual suspects” (identity, gender, family, education, ethics, work, etc.), well-chosen readings, and helpful apparatus, the book also contains many visual “readings” and a section on finding, using, and evaluating evidence.

Jacobus – *World of Ideas* 7th ed. (Bedford/St. Martin’s)

Classic “big ideas” reader, not for the faint of heart, this text is challenging for students and instructors, but one’s efforts can be rewarded. It’s a bit dead-white-male but has a few affirmative-action additions (some live white males and a chapter on feminism). Helpful apparatus, including annotations of unfamiliar terms and names.

Miller – *The Informed Argument* 7th ed. (Thomson Wadsworth)

A classic argument text, with thoughtfully chosen readings arranged in interesting themes and sub-themes, this book has several chapters on argument and research; the readings have good discussion questions but no writing topics.

Rhetorics:

Graff and Birkenstein – *They Say/I Say* (Norton) Recommended for use in English 101 or 102

A very useful little book to help students learn to interact with textual sources and to use and incorporate quotations. Several instructors have used this rhetoric and found that students quickly learn to internalize the templates without simply falling into formulaic, mechanical writing.

Ramage, Bean, and Johnson – *Writing Arguments* (Pearson Longman)

Heavy-duty formal argument text, this book has few readings that are not arranged thematically. Since it would almost have to be used in conjunction with a reader (or additional readings), it might be a bit too much for a ten-week quarter.