

INSTRUCTIONAL OVERVIEW OF ENGLISH 101

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THE COMPOSITION CURRICULUM

The department maintains two “courses-in-a-box” for English 101. The course-in-a-box is a complete course designed and taught by CSULA composition faculty. Included are all course handouts, syllabi, schedules, and essay assignments. The course-in-a-box and other instructional resources can be downloaded from the CSULA Composition Faculty Resources website (<http://www.calstatela.edu/academic/english/comp.htm>).

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): Writing Proficiency Exam (WPE)
4. An upper-division writing course in their major

2. 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. Courses 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 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.

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.

3. SELECTING TEXTBOOKS

The English Department maintains a list of recommended texts. (See the end of this document. Also see the online collection of composition resources, available through the department's home page.) 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. (Availability of this option is subject to recent budget restraints.)

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

English 101 and 102 focus on analytic writing based on critical reading of texts. 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. In English 101 students start with the *text*, rather than personal experience, and they often are asked to analyze relationships of self to society within a larger social framework that is provided by the text.

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.

5. 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

INSTRUCTIONAL SUPPORT, POLICIES, AND MANAGEMENT

6. COMPOSITION FACULTY RESOURCES

Department of English Composition Program Website

<http://www.calstatela.edu/academic/english/comp.htm>

- Information on courses in the composition program, including learning objectives, recommended texts, and scoring/grading guides
- Information on the composition program and information for faculty
- Link to Composition Conversations blog
- Instructor Handbook (available as PDF download)
- Course-in-a-Box for ENGL 95, 96, 101, and 102 (archive files containing sample syllabi, assignments, and handouts) (recommended for instructors new to the program)
- Calendar of composition-related events for the academic year

English Department Office (E & T A604)

- Instructor Handbook (printed)
- Course-in-a-Box for ENGL 95, 96, 101, and 102 (archive files containing sample syllabi, assignments, and handouts) (recommended for instructors new to the program)
- Selection of Composition Textbooks (bookcase to the right of the door)

University Writing Center (JFK Library, Palmer Wing)

- Selection of Composition Textbooks
- Informational handouts about the Writing Center and other instructional materials

Title	Name	Email	Extension*
Staff	Yolanda Galvan	YGalvan@CSLANET.CalStateLA.edu	3-4140
Staff	Jeanne Gee	jgee@CSLANET.CalStateLA.edu	3-4140
Staff	Terry Flores	TFlores@CSLANET.CalStateLA.edu	3-4140
English Department Chair	Hema Chari	hchari@calstatela.edu	3-4140
Composition Coordinator	Chris Harris	charris3@calstatela.edu	3-4157
Writing Center Director	Lise Buranen	lburane@calstatela.edu	3-5350
Arts & Letters Librarian	Ying Xu	yxu1@calstatela.edu	3-3959

* Precede by 34 if not calling from a campus phone (area code 323).

7. 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. (Due to budget constraints, actual hours might vary.) 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.

GENERAL ADMINISTRATIVE INFORMATION

8. COMPOSITION TEXTBOOK RECOMMENDATIONS

Following are the Composition Committee's current recommendations of texts for English 101. 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 the department's Composition Committee.

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 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).

9. ENGLISH 101—GUIDELINES FOR EVALUATING ESSAYS

In English 101, students compose academic essays that explore and analyze various perspectives on important issues. In these essays, students engage with one or preferably more texts (broadly defined to include film and other media) to support their ideas. In dealing with complex issues and ideas, the student writer should acknowledge that complexity and avoid simplistic analyses. The guidelines below describe the criteria for evaluating an essay as A, B, C, or NC (no credit). Pluses and minuses may be used to make finer qualitative distinctions between letter grades.

The "A" essay:

- presents and sustains a controlling thesis or point of view in a clear, critical, and persuasive manner
- is coherently, logically, and effectively organized through well-developed paragraphs that are unified by specific, vivid, and appropriate details
- demonstrates a substantial, in-depth understanding of the text(s) being employed
- analyzes ideas and issues using well-chosen examples and evidence drawn from one or texts and, if appropriate, the writer's own knowledge and insights
- successfully uses sophisticated diction and sentence structure for rhetorical effect

- contains very few or no errors in grammar, spelling, or punctuation
- clearly stands out in terms of its conceptual development, rhetorical structure, insight, and language control

The "B" essay:

- presents and sustains a controlling thesis or point of view in a clear, persuasive manner
- is coherently and logically organized through well-developed paragraphs that are unified by specific and appropriate details
- demonstrates a reasonably good understanding of the text(s) being employed
- analyzes ideas and issues using well-chosen examples and evidence drawn from one or more texts and, if appropriate, the writer's own knowledge and insights
- generally uses sophisticated diction and sentence structure for rhetorical effect
- typically contains a few grammatical errors but none that interfere with meaning
- while clearly a solid piece of writing, lacks the insight, depth of analysis, and control of language found in the "A" paper

The "C" essay:

- presents and generally sustains a controlling thesis or point of view in a fairly clear manner
- is coherently organized through paragraphs that contain specific and appropriate details
- demonstrates a basic understanding of the text(s) being employed
- contains some analysis of ideas and issues using examples and evidence drawn from one or more texts and, if appropriate, the writer's own knowledge and insights
- uses diction and sentence structure to adequately convey meaning
- contains errors in grammar, spelling, or punctuation, but they are not serious or frequent enough to obscure meaning
- adequately fulfills the assignment

The "NC" essay contains one or more of the following problems:

- no clear thesis and/or focus
- poor or unclear organization, logic, coherence, or inadequate paragraph development
- little analysis of issues, indicating an inability to examine an issue critically
- little effort to refer to text(s) or failure to integrate them appropriately into the essay
- overgeneralizations or irrelevancies; inappropriate, confusing, or inaccurate examples
- weakness in word choice and/or sentence structure that obscures meaning
- numerous grammatical and mechanical errors that interfere with meaning

10. ENGLISH 101—SAMPLE SYLLABUS

The following sample syllabus was taken from the course-in-a-box for English 101.

<Instructor Name>

Office: <instructor's office>

English Department Mail Room: E & T 637

Office Hours: <instructor's office hours—80 minutes per week for each 4-unit class>

Campus Phone: <instructor's telephone number>

Email: <instructor's email address—this is optional>

Course Web Site: <URL for course materials—this is optional>

English 101: Composition I

Catalog Description

Composition I: Reflective and Expository Writing

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.
GE A1

Learning Objectives

- 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

ADA Accommodations

Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation.

Attendance

English Department policy states that composition students must attend the first two classes of the quarter to retain their place in the class. Any student who is absent either the first or second class meeting will be dropped and the space given to another student who is trying to add.

Regular attendance is essential. Failure to attend class or arriving to class late will seriously damage your chances of passing this course. The English Department has a firm policy that states that no student may miss more than 20 percent of the class meetings. [If you are more than 20 minutes late, consider yourself absent. If you must miss a class for a valid reason, please call the department number or email me and leave a message that includes how I can reach you so that we can make sure you don't fall behind the rest of the class.](#)

Required Work

There will be weekly reading and writing assignments in this class. You will need to plan ahead carefully in order to complete the following tasks on time:

- Read assigned texts critically and analytically in preparation for writing assignments
- Actively participate in prewriting and revision activities as well as in other activities that encourage conceptual development and an enhanced sense of audience
- Draft and revise four formal essays (3-4 typed pages each) in response to selected readings
- Attend a minimum of 80% of the scheduled class sessions
- One final exam essay
- A reading journal in which you will summarize and respond to the assigned reading. (See handout for more on the reading journal.)

Please note that all assignments (the readings, the essays, and the journal entries) are required.

Texts, Supplies and Other Helpful Advice

Textbooks: These texts should be available in the campus bookstore.

Rereading America: Cultural Contexts for Critical Thinking and Writing, 7th edition (2007), edited by Gary Colombo, Robert Cullen, and Bonnie Lisle.

They Say, I Say (2005) by Gerald Graff and Cathy Birkenstein.

The writing handbook recommended by the English Department is Diana Hacker's *A Pocket Style Manual*, 4th ed. (Bedford/St. Martin's).

Supplies: Some regular, lined notebook (8.5 x 11) paper, some dark-ink pens (blue or black), and at least two standard-sized (8.5 x 11) bluebooks (exam books) to use for your reading journals. (These supplies should be available in the campus bookstore.)

Helpful Advice:

- If you do not already own one, it is a very good idea to purchase a decent American language dictionary in addition.
- Throw nothing away, and bring paper, our text, and your journals to class every time.
- In conjunction with regular attendance, you must keep up with the work. Late work is not acceptable and a missing assignment is counted as an absence.

Assessment

Attendance: Attendance is mandatory. I will take attendance at the start of every class. If you are not present I will mark you absent. Arriving late will count as half of an absence. You are allowed one absence without penalty. If you miss more than four classes you will be disqualified from taking the final and therefore will fail the class.

Grading Policy: The distribution of points for the individual assignments in this course is listed below.

Points	Assignment
30	Essay #1: Rough Draft (5 points), Final Draft (25 points)
30	Essay #2: Rough Draft (5 points), Final Draft (25 points)

Points	Assignment
35	Essay #3: Rough Draft (5 points), Final Draft (30 points)
35	Essay #4: Rough Draft (5 points), Final Draft (30 points)
25	Final Exam
25	Reading Journal
20	Attendance and Class Participation

For the quarter, 200 points are possible, and course grades are based on standard percentages (i.e. 90% and greater is some version of an A, 80-89% is some version of a B, and so on). Plus and minus grades are used in the class.

Please note that these percentages are used when all work is attempted. In order to pass this course the papers, presentation, responses and final all must be legitimately attempted. Plagiarism does **NOT** constitute a legitimate attempt of the assignment.

Also note that in order to receive credit for this course, you must earn a grade of C or better (73% or higher). A grade of C- or below (72% and below) is a No Credit grade. If you receive a NC grade, you will have to take English 101 again.

Policies

ADA Accommodations: Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation.

Cell Phones and Pagers: Please turn off all cell phones, pagers, portable radios, televisions, computers, MP3/CD/Disc/Mini-disc players, and any other electronic communication and/or entertainment devices before coming to class.

Preparing for Class: Please read the assigned texts before class. Often I will offer some guidelines about future reading assignments in class. For example, I might tell you to focus on a particular character or scene for the next class meeting. If you are absent, you are responsible for getting the assignment from a classmate.

Academic Dishonesty/Cheating: Collaborating with others is encouraged when you are planning your papers, reviewing each other's work, preparing for presentations or for exams. Study or reading groups can be effective ways to study and learn. However, when you write your papers, the text needs to be your own.

- ◆ You must carefully observe the standard rules for acknowledging the sources of words and ideas. If you make use of a phrase or a quote or if you paraphrase another writer's words or ideas, you must acknowledge the source of these words or ideas telling us the source of these materials. APA and MLA style differ on the exact format of this attribution, but the simple version is the name of the author and the page number (if appropriate) in parentheses at the end of the sentence containing the use of the source material. (We will work on properly acknowledging sources this quarter.)
- ◆ If you plagiarize or otherwise misrepresent the source of your work, you will receive a zero on the assignment and be reported to the Student Disciplinary Officer.

Instructional Overview of First Year Composition Courses

- ◆ If you panic and are tempted to plagiarize or cheat, DO NOT. Contact me and we can negotiate a solution. Once you cheat, it is too late for you to negotiate anything.
- ◆ For more information, please refer to the University's Academic Honesty policy available in the *University Catalog*, each term's *Schedule of Classes*, and online at the University's web site.

Schedule

	Date	Class Activity	Reading Due	Writing Due
Wk 1-1		Introduction to course		
Wk 1-2				In-class Essay #1
Wk 2-1		Discuss Readings	Devor, "Becoming Members of Society" (383-392); Kincaid, "Girl" (381-383); Cofer, "The Story of My Body" (393-402)	Reading Journal #1 (on assigned readings) due
Wk 2-2		Discuss Readings Developing An Essay		Assign Revised Essay #1
Wk 3-1		Discuss <i>They Say, I Say</i> Peer Review Training	<i>They Say, I Say</i> , Introduction	Revised Essay #1 Due
Wk 3-2		Discuss Readings	Rose, "I Just Wanna Be Average" (161-173); Bambara, "The Lesson" (270-278); Garland, "Good Noise: Cora Tucker" (358-369)	Reading Journal #2 (on assigned readings) due Assign Essay #2
Wk 4-1		Handback Essay #1 Discuss Readings Using Text	<i>They Say, I Say</i> , 15-47 (to be discussed next meeting)	
Wk 4-2		Discuss <i>They Say, I Say</i> Peer Review Essay #2		Rough Draft of Essay #2 Due
Wk 5-1		Discuss Readings	Gatto, "Against School" (152-161); Anyon, "Social Class and the Hidden Curriculum of Work" (173-189); Kozol, "Still Separate, Still Unequal" (239-256)	Reading Journal #3 (on assigned readings) due
Wk 5-2		Discuss Readings Some Very Common Problems		Essay #2 Due Assign Essay #3

Instructional Overview of First Year Composition Courses

Wk 6-1		Thinking and Writing in Modules Discuss <i>They Say, I Say</i>	<i>They Say, I Say</i> , 51-97	
Wk 6-2		Peer Review Essay #3 Handback Essay #2		Rough Draft of Essay #3 Due
Wk 7-1		Style Workshop	<i>They Say, I Say</i> , 101-135	
Wk 7-2		Style Workshop		Essay #3 Due
Wk 8-1		Discuss Readings	Terkel, “Stephen Cruz” (353-358); Ehrenreich, “Serving in Florida” (294-307); Mantsios, “Class in America—2003” (307-324)	Reading Journal #4 (on assigned readings) due Assign Essay #4
Wk 8-2		Handback Essay #3 Discuss Readings		
Wk 9-1		Peer Review Essay #4		Rough Draft of Essay #4 Due
Wk 9-2		Style Workshop		
Wk 10-1		Student Evaluations Discuss final exam reading		Essay #4 Due
Wk 10-2		Discuss Final Exam	Hughes, “Let America Be America Again” (848-851)	
Finals		Handback Essay #4 Final Exam		