



# CSUEB Composition Program Handbook

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## Placement and Composition I Overview

### **California State University System-Wide Placement**

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





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

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

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

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

The following GE A2 Written Communication



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

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

Outcomes Statement, 17 July 2014)

	<p>thought. Presents a distinct, credible voice that meets the demands of purpose, audience, and genre. Exhibits complex, rhetorical moves in response to a larger conversation.</p>	<p>the demands of purpose, audience, and genre. Exhibits rhetorical moves in response to a larger conversation</p>	<p>recognizable voice that may/not meet the demands of purpose, audience, and genre. Inconsistently exhibits rhetorical moves in response to a larger conversation</p>	<p>that does not meet the demands of purpose, audience, and genre. Does not exhibit rhetorical moves in response to a larger conversation.</p>
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Textual/local features of writing products

Language, style, voice, and mechanics

Uses sophisticated language to craft a clear message with appropriate style and voice for the audience, purpose, and genre  
Demonstrates sophistication in word choice and varied sentence structure

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

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

Write effectively in English for a variety of purposes and audiences

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

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

Practice the discovery, critical evaluation, and reporting of information

## **CSUEB Composition Program Statement on Thinking, Reading, and Writing**

### Thinking

Students will build on their experiences in extended, critical engagement with ideas

Critical thinking is the foundation of academic culture

For critical engagement of ideas, instructors need to enhance students' abilities to  
be reflective, understanding who and what influences their ideas  
become "problematizers" who work toward informed opinions  
analyze and synthesize the ideas of others  
gain awareness of their own thinking, reading, and writing processes

### Reading

Reading is a cross-disciplinary skill all students must use, and all freshmen are expected to read at the freshman level in all their classes

Entering freshmen have limited experience with texts that use audience and purpose to determine format, such as nonfiction, nonfiction social commentary, or college-level textbooks

Students will see reading and writing in a broad, social context if they read a variety of theme-based essays

As teachers, we need to enhance students' abilities to  
process units of meaning instead of reading word by word  
summarize, analyze, and evaluate what they read  
recognize the writer's assumptions and purpose  
recognize and become part of the writer's intended audience

### Writing

Academic writing takes time, is not based solely on personal experience, and is driven by discipline demands, the writer's purpose, and the audience's expectations

Academic writing depends on a writer's ability to formulate questions, use research for exploration, and analyze and revise ideas

Academic writers use

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

### **Composition I: English 100, Stretch I**

#### Course Catalogue Description

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

#### General Course Information

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

#### English 100: Course Objectives

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

#### English 100: Course Learning Outcomes

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

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

English 100: Course Benchmarks

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

Week 5 Benchmarks

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

English 100: Course Writing Requirements

- Suggested Essay Sequencing for English 100

Four Major Essays:

Summary/Response

Rhetorical Analysis

Persuasion

Reflection

○ Other Writing Assignments of Various Length

Prereading assignments

Summaries and short analysis

Identifications of rhetorical devices

Skill building exercises

Essay development pieces

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



WEEK 5 BENCHMARKS

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

*\*COMPLETION OF MAJOR  
ESSAY 1*

WEEK 10 BENCHMARKS

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

*\*COMPLETION OF MAJOR  
ESSAY 2*

WEEK 15 BENCHMARKS

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

*\*COMPLETION OF MAJOR  
ESSAY 3*

WEEK 16 BENCHMARKS

REFLECTIVE THINKING  
AND WRITING  
PORTFOLIO

English 101





English 102: Course Writing Requirements

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



## **Composition I: English 103, Stretch I (ESOL)**

### Course Catalogue Description

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

### English 103: Course Learning Outcomes

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

### English 103: Course Benchmarks

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

#### Week 5 Benchmarks

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

#### Week 10 Benchmark

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

\*COMPLETION OF MAJOR  
ESSAY 1



English 103: Course Writing Requirements

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

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

English 104: Course Objectives

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



Sentence-level editing practice at the paragraph level

Essay development pieces

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### **Tips and Further Information**

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

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

## **Composition I: English 109 College Writing Lab**

### Course Catalog Description

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

- **SCAA Writing Associates (WAs)**

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

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

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

## **Appendix A: Sample Assignments and Class Activities**

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

### **Major Essay 1: Summary and Response**

#### **Parameters**

3 to 5 pages  
MLA Format  
Participation in Workshop and Conference

#### **What is a Summary and Response?**

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



**Tips and Further Information**

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

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

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

**A Scaffold for Summary and Response Writing**

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

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

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

**Format requirements**

Only essays following these formatting requirements will be accepted:

typed; double-spaced

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

all four margins set at 1”

MLA formatting

header with last name and page number on all pages

single-sided printing (for final drafts)

3-5 complete pages

## **Summary and Response Essay Assignment**

**Parameters:** 3 to 5 pages with M

**Tips and Further Information**

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

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

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

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

## Summary Response Activities

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

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

### Day1. Focus on summary writing

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

### Day 2: More on summary writing

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

### Day 3: More on summary writing

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





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

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

### **Day 5: Focus on Response**





## Creating Writing Assignments Based on Nonfiction Texts

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

