English 109W
Writing for GWAR Placement¹

■ Instructor Information

Name: Mandy Proctor  
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Office Location: Douglass Hall 101  
Office Hours: Tuesday and Thursdays 12:00-1:00pm & by appointment
Webbook: See SacCT for a link (and remember to bookmark for future access)

■ Course Description & Objectives

According to the university catalog, English 109W "provides intensive practice in prewriting, drafting, revising, and editing academic writing. Students research, analyze, reflect on, and write about the kinds of writing produced in academic disciplines. Students produce a considerable amount of writing such as informal reading responses, rhetorical analyses, and an extended academic research project: students will submit their writing late in the semester in a GWAR Portfolio, from which they will receive a GWAR Placement. Prerequisite: English 20 with a C- grade or better and have completed at least 60 semester units. Students will develop increased awareness as academic writers through preparation of a Course Portfolio. At the end of the semester, students will demonstrate an ability to succeed in upper-division Writing Intensive General Education coursework by showing that they can:

1. Engage in writing as a process that includes invention, revision, and editing based on feedback from peers and instructors throughout the writing process
2. Critically read and interpret texts from a variety of academic genres, media, and contexts with attention to the ways in which genre influences purpose, format, evidence, tone, conventions, and organization
3. Understand specific ways in which writers in academic discourse communities purposefully contextualize their writing within the disciplinary conversations in order to participate in the production of knowledge in that discipline
4. Engage in critical reading, researching, writing, and thinking processes to compose both formal and informal texts that respond critically to disciplinary knowledge-making contexts and that signal the writer's credible participation in disciplinary conversations
5. Compose not only texts in which they demonstrate context-appropriate rhetorical choices, but also texts in which they explain, justify, and critically self-reflect about making context-appropriate rhetorical choices.

Said another way, English 109W will help you to develop those reading and writing skills that will be used in your upper division classes and major. We will focus on discourse analysis, investigating the various rhetorical conventions, genres, strategies, and expectations of your specific field of study. To become an effective academic writer, you not only need to be aware that your particular major has specific ways of using language for a variety of purposes, you must also be able to handle new rhetorical situations. Thus, our focus this semester will be to learn how to ask the questions rhetorically-aware academic writers must ask themselves as they face new writing situations. We will focus on specific rhetorical concerns that all writers must consider both within and outside of the academic community.

Finally, as the academic community represents a group of scholars joining in conversation, we also will engage in collaborative learning. This semester you will participate in several discussions and workshops that will give you an opportunity to practice the critical-thinking and writing strategies required for the scholarly work you'll be expected to produce in your college career.

¹ Adapted from 109 Program Description written by Sylvia Morales
Policies & Expectations

■ Web Enhanced (SacCT, Webbook, & Google Drive)
We will be using SacCT for assignments and homework updates. Most of the course materials are on the 109 Writing in Academic Disciplines Webbook. You will want to bookmark the site for access as we will be using the Webbook regularly. We will also be using Google Drive to submit most assignments. If you don’t already have a Google account, be sure to set up one immediately. You can find information on setting up your Google account on my website linked from SacCT. A computer problem is not a valid excuse for failing to print or complete an assignment. Consequently, you will need to familiarize yourself with the campus lab locations and/or get contact information for a reliable classmate who can update you as necessary.

■ Participation
Participation means more than just showing up to class; I expect that all assignments will be completed when due and all materials read before the class session. You will also be required to bring any drafts, reading materials, and handouts to class on the dates designated on the schedule. In addition, I expect each student to participate actively in all discussions and/or activities. A failure to participate fully will result in a reduced participation grade. Occasionally I will assign additional assignments that are meant to help you practice a strategy or prepare to write an assignment. The points for these assignments will be part of your participation grade.

■ Classroom Expectations
It is important to me that all students experience a comfortable learning environment in which they can ask questions, offer possible answers, and get help from their teacher and their classmates. To create this environment, all students need to be engaged in the learning process and respectful of others.

One of the biggest signs of respect that you give your classmates and your teacher is by listening attentively when someone is talking and/or by actively participating in group activities. This means that cell phones, mp3 players, homework for other classes, etc. should not be used during our class time. This also means that you should not be talking when I or another student is talking. If you must take a call or read/send a text message while class is in session, please step outside the room. If I find that this respect is not being given by all class participants, I may find it necessary to start deducting points or assigning absences.

■ Homework & Studying
The average college class requires 2-3 hours a week of study time for each class hour. Because this class is 2.5 hours per week, you should expect 5-7.5 hours a week of homework. Obviously, some weeks will require less and some more. Your own study skills will also influence how much time you spend. However, it is my expectation that you will devote an appropriate amount of time to your work for this class, and I will grade accordingly.

■ Late & Missed Assignments
I will not accept any papers or other assignments late for credit. However, most of your assignments will be submitted online, so even if you miss class, you can submit them from any computer that allows you to access Google Drive. In addition, assignment sheets distributed in class will be available on SacCT by the same night. I strongly suggest that you get in touch with a classmate if you are absent. Your classmate can give you details on any assignment you may have missed. You can contact classmates through the SacCT discussion board or email tool.

■ Getting Help
From Me: I strongly encourage any and all students to actively participate in their own learning. As with any course of study, but especially with writing, it is extremely important that you take the work you do in this course seriously. In order to improve your writing skills, you must write often and be critical of your own work. That said, I am more than willing to help any student who may be facing difficulties with any assignment or anyone who would just like to talk out ideas and strategies. Please contact me if you need help with this course. I am here to help you succeed and am available during my office hours. Often, I will also let you know of times when I will be available beyond my normal office hours. If these hours do not fit your schedule, please contact me so we can schedule an appointment at another mutually agreeable time.
We can also communicate by email if that works better for you. Please keep in mind, however, that email is often best for shorter, more direct questions like clarifying an assignment or scheduling an appointment. If you need to discuss something more involved, meeting in person is probably the better option. When you email me, put your name and English 109 in the subject line. I check my email regularly throughout the day, but I cannot guarantee an instant response. While I try to respond to emails within twenty-four hours during the week, you'll want to plan ahead: If you send me an email the night before an assignment is due, you will probably not receive a response until the following morning right before class. Should you have any late night questions, please check all of the course materials for answers; another classmate may also know the answer, which is another good reason to swap email addresses or other contact information with a reliable classmate!

From the Writing Center: I strongly encourage all students to visit the Writing Center (Tel. 278-6356, Calaveras Hall, Room 128). The Writing Center (WC) is a place where students can get free help on their reading and writing assignments. Staffed by student tutors, the WC can schedule one-on-one appointments to discuss and provide assistance with your writing assignments from idea generation to final editing (although it is not the tutor's job to edit papers for students). Visit early in the semester to make your appointment with a WC tutor.

Students with Disabilities: Finally, students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with “Services to Students with Disabilities.” If you qualify, bring your letter of accommodations to me as soon as possible. Visit the SSWD website for more information: http://www.csus.edu/sswd/sswd.html.

Absence Policy

According to the CSUS catalog: “Classroom attendance is generally necessary for academic success; therefore, regular attendance at class is expected. In some courses (for example, laboratories or seminars), attendance is absolutely critical to the work of the course. Students are advised that individual faculty may establish attendance policies in their courses and may link absences to their evaluation of students' performance in the course. Such policies must be stated in the course syllabus made available at the beginning of the semester. Excessive absences may lead a faculty member to assign a "WU" or "F" grade.” Absences and partial absences will affect your attendance and participation points and/or your final course points per the following:

<table>
<thead>
<tr>
<th>Number of Absences</th>
<th>Point Deduction</th>
<th>Total Points Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardy</td>
<td>1/3 of an absence</td>
<td>Tardy is considered missing between 5-10 minutes of a class (this also includes early departures). Missing more than 10 minutes of a class will equal one (1) absence.</td>
</tr>
<tr>
<td>1st Absence</td>
<td>No deduction</td>
<td>No deduction</td>
</tr>
<tr>
<td>2nd Absence</td>
<td>No deduction</td>
<td>No deduction</td>
</tr>
<tr>
<td>3rd Absence</td>
<td>10 pt deduction</td>
<td>10 pt total deduction</td>
</tr>
<tr>
<td>4th Absence</td>
<td>20 pt deduction</td>
<td>30 pt total deduction</td>
</tr>
<tr>
<td>5th Absence</td>
<td>20 pt deduction</td>
<td>50 pt total deduction</td>
</tr>
</tbody>
</table>

You cannot pass this course if you earn more than 5 absences.

Students should keep track of their own absences. No exceptions will be made for additional absences regardless of the reason (i.e. illness, medical appointments, work schedules, childcare, car trouble, conflicts with another class, athletic obligations, etc.). Please make sure to schedule your other obligations so that they do not interfere with your attendance.

Assignments & Evaluation

Required Texts

We will use our class webbook, Writing in Academic Disciplines, as well as the Sacramento State University Student Writing Handbook, available online through the Sacramento State website, and linked from SacCT. You will also be required to print handouts and readings from the internet. Consequently, you'll need to have regular access to a reliable computer and an adequate paper and ink supply.
Plagiarism

Academic writing in the USA requires you to give credit for anyone’s ideas you may use, including paraphrasing, re-wording, and anything else that hides the fact that the idea did not occur originally with you. Regardless of where you obtained an idea (e.g. the internet, a book, etc.), you must report that the idea did not originate from you. At minimum, you should write something like, “According to the University of Hawaii website…” before the idea in your paper. If you do not give credit for an idea from someone else, you may earn zero points for the assignment. Failure to document the use of someone else’s work is considered plagiarism and may result in dismissal from the university. If you have any doubt about how to give credit for an idea, please ask me prior to submitting your work. For the college’s policy on academic honesty, see the college’s website.

Portfolio Evaluation & GWAR Placement

This course includes a final cumulative portfolio evaluation. We will discuss specific portfolio requirements during class; however, your portfolio will include a variety of assignments. It is extremely important that you save and keep organized all assignments completed during the semester (whether or not they are collected or graded) as many, if not most, will be a required part of your final portfolio.

Your portfolio evaluation will determine your GWAR Placement score so that you may complete your writing-intensive coursework and complete the Graduation Writing Assessment Requirement (GWAR).

- A 3-unit placement means that you should take your General Education Writing-Intensive course (3-units).
- A 4-unit placement means that you should take English 109X (1-unit) plus your General Education Writing-Intensive course (3-units) concurrently.
- A 6-unit placement means that you should re-take English 109M/109W (3-units), and then take your General Education Writing-Intensive course (3-units).

The criteria used to evaluate your portfolio is included as a separate section of this syllabus. See “English 109 Portfolio Placement Criteria.”

Good Standing

In order to remain in good standing in this course, you must follow the policies outlined in this Course Syllabus regarding attendance, reading and writing assignment due dates, tardiness, and academic honesty. You will be eligible to submit a GWAR Portfolio only if you are in good standing in the course. “Good standing” is defined as having earned at least 70% of the total possible course points, and your portfolio having met the minimum requirements at the time of the portfolio submission. If you are not in good standing, you will not be permitted to submit your portfolio. This means you will automatically earn an F for the course, and that you will need to retake the class in order to receive your GWAR placement.

Final Grade Cut-Offs

<table>
<thead>
<tr>
<th>Grade</th>
<th>3-unit or 4-unit placement</th>
<th>6-unit placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>D+ 67-69%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>D 64-66%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>C 74-76%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>C- 70-73%</td>
</tr>
<tr>
<td>C</td>
<td>77-79%</td>
<td>D- 60-63%</td>
</tr>
<tr>
<td>C+</td>
<td>74-76%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td></td>
</tr>
</tbody>
</table>

Assignment Evaluations

Parts of your assignments – which will be identified in class - will not be graded on quality as they will be revised throughout the semester for submission in your portfolio. These portions will earn full points as long as they meet the minimum requirements stated on the assignment sheet. Points for quality will be based on criteria we discuss in class and the below:

- **A (90-100%)** Follows all assignment directions and requirements perfectly and demonstrates exceptional comprehension, connection, and application of course concepts.
- **B (80-89%)** Follows all assignment directions and requirements perfectly and demonstrates strong comprehension, connection, and application of course concepts.
- **C (70-79%)** Follows most assignment directions and requirements and demonstrates some comprehension, connection, and application of course concepts.
- **D/F (0-69%)** Fails to follow the assignment directions and requirements and demonstrates little to no comprehension, connection, and/or application of course concepts.
## List of Assignments & Course Points

The following indicates short descriptions and point values for the major assignments. The below is subject to change; any changes will either be announced in class and/or posted to the class website.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Reflection Journals</strong></td>
<td>200</td>
</tr>
<tr>
<td>You will write ten journal assignments that will ask you to reflect on your learning throughout the course and practice a variety of analytical techniques. All journal assignments will be graded on the quality of your responses as well as your ability to follow all directions. Journals will be graded twice during the semester; the dates are indicated on the course calendar. The grading of Journal entries 1-5 will be worth 100 points total. The grading of Journals 6-10 will also be worth 100 points.</td>
<td></td>
</tr>
<tr>
<td><strong>Rhetorical Choice Presentations</strong></td>
<td>25</td>
</tr>
<tr>
<td>With a group of your classmates, you will present on one category of rhetorical choices. Individually, you will be responsible for presenting on one choice. Your presentation grade will be based on your individual performance.</td>
<td></td>
</tr>
<tr>
<td><strong>Rhetorical Choice Quizzes</strong></td>
<td>25</td>
</tr>
<tr>
<td>You will have five in-class quizzes to test your studying and knowledge of rhetorical choices before each presentation. Each quiz will be worth 5 points.</td>
<td></td>
</tr>
<tr>
<td><strong>Discourse Community Analysis Report</strong></td>
<td>50</td>
</tr>
<tr>
<td>After analyzing various writing situations and techniques from your major’s field of study, you will synthesize your findings into one formal report that describes and provides examples of the discourse community’s writing situations and conventions. The points indicated here are for submitting a complete document that meets all requirements.</td>
<td></td>
</tr>
<tr>
<td><strong>Annotated Bibliography</strong></td>
<td>50</td>
</tr>
<tr>
<td>You will prepare to write a formal paper by doing some research into a topic related to your major’s field of study. You will then compose an annotated bibliography that summarizes and discusses these texts. The points indicated here are for submitting a complete draft that meets all requirements. These points are not based on the quality of your writing as you will revise and polish this document for your final portfolio.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing in the Discourse Style of your Major</strong></td>
<td>50</td>
</tr>
<tr>
<td>For this assignment, you will compose a research paper that follows the discourse conventions of your major’s writing style to demonstrate your understanding and application of these conventions. In your final portfolio, you will be required to discuss your own work and how it demonstrates your proficiency with these techniques. You will submit a draft to your instructor, but you will not receive written feedback on this draft unless you visit the instructor during office hours. These points are not based on the quality of your writing as you will revise and polish this document for your final portfolio.</td>
<td></td>
</tr>
<tr>
<td><strong>Final Portfolio</strong></td>
<td>500</td>
</tr>
<tr>
<td>The points indicated here are for final/revised polished versions of the below documents and will be based on the quality of your writing. Your final portfolio will also determine your GWAR Placement.</td>
<td></td>
</tr>
<tr>
<td>→ Portfolio Argument/Self-Reflection</td>
<td></td>
</tr>
<tr>
<td>→ Discourse Community Analysis Report</td>
<td></td>
</tr>
<tr>
<td>→ Annotated Bibliography</td>
<td></td>
</tr>
<tr>
<td>→ Writing in the Discourse Style of your Major</td>
<td></td>
</tr>
<tr>
<td><strong>Participation</strong> (see Policies &amp; Expectations above for a complete description)</td>
<td>100</td>
</tr>
</tbody>
</table>

**TOTAL COURSE POINTS**

1000
The below 109W/109M Program Documents are considered part of this syllabus. All policies and requirements stated on these program documents must be followed for successful completion of the course.

English 109 W/M

Program Syllabus

SUPPLEMENTAL SYLLABUS

This Program Syllabus is a supplement to the course syllabus provided by your instructor. Students must adhere to the policies on both syllabi to pass the course.

PREREQUISITES

In order to take English 109 W/M, you must have passed English 20 (or its equivalent) with a C- or higher, and have completed at least 60 units.

ENROLLMENT

Students are currently allowed to choose the Writing Placement for Juniors (WPJ) exam or elect to take English 109 W/M to receive their upper division writing placement. Students may also be placed into English 109 W/M based on the results of their WPJ exam.

Self-Placed into 109: If you have elected to take English 109 W/M instead of taking the WPJ timed test, you will be required to follow through and receive your GWAR Placement score through the English 109 W/M portfolio. Exceptions to this policy will be made only for students who drop the class before the University census date. Students who drop after the census date for any reason will receive a 6-unit GWAR Placement score and will be required to re-take the class in order to complete the first step of the GWAR requirement.

Placed through WPJ Exam: Students who have been placed into the class based on their WPJ results will be required to take and complete this class in order to move-on in the GWAR process.

COURSE OVERVIEW

English 109 W/M is a 3-unit writing course that provides intensive practice in prewriting, drafting, revising, and editing academic writing. Throughout this semester, you will be asked to research, analyze, and reflect on the kinds of writing produced by your discipline, and to produce a considerable amount of writing, both formal and informal.

COURSE GOALS

Students will develop increased awareness as academic writers through preparation of a course portfolio. At the end of the semester, students will demonstrate an ability to succeed in upper-division Writing Intensive General Education coursework by showing that they can:

1. Engage in writing as a process that includes planning, revision, and editing based on feedback from peers and instructors;

2. Critically read and comprehend academic texts;

3. Understand, identify, and analyze the rhetorical situations of academic texts, including their contexts, audiences, purposes, and personas;
4. Understand, identify, and analyze specific rhetorical choices of academic writers, which may include genre, format, evidence, citation, style, and organization;

5. Develop an awareness of and preparedness for the writing they will do in their majors through research, exploration, and/or practice of the discourse community’s conventions;

6. Engage in formal and informal writing that analyzes and critically reflects on their major’s writing conventions and their own writing practices and choices.

EXPECTATIONS & GOOD STANDING

In order to remain in good standing in this course, you must follow the policies on the Course Syllabus provided by your instructor regarding attendance, due dates, tardiness, and academic honesty. You are eligible to submit a GWAR portfolio only if you are in good standing in the course. If you are not in good standing or if your portfolio does not meet minimum requirements, you will not be permitted to submit your portfolio: that means you will earn an F for the course, and you will need to retake the class in order to receive your GWAR placement.

ASSESSMENT: FINAL PORTFOLIO

You will assemble much of the writing you produce this semester in your portfolio; your portfolio will be evaluated by your instructor. Your portfolio will be worth at least 50% of your overall course grade. The other 50% of your grade will be determined by your individual instructor. Your portfolio will be evaluated at the end of the semester; see your instructor’s Course Syllabus for submission due dates. The evaluation will determine your GWAR Placement score, so that you may complete your writing-intensive coursework and complete the Graduation Writing Assessment Requirement (GWAR).

- A **3-unit placement** means that you should take your General Education Writing-Intensive course (3-units).
- A **4-unit placement** means that you should take English 109X (1-unit) plus your General Education Writing-Intensive course (3-units) concurrently.
- A **6-unit placement** means that you should re-take English 109M/W (3-units), and then take your General Education Writing-Intensive course (3-units).

COURSE GRADE

In addition to awarding your portfolio a GWAR Placement Score, your instructor will award you a course grade based on the policy outlined in the Course Syllabus; he or she will determine your grade based on two factors:

1. Your GWAR portfolio Placement determines the range of grades you are eligible to receive for the course. See below.

<table>
<thead>
<tr>
<th>Placement</th>
<th>Possible Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 units</td>
<td>A through C</td>
</tr>
<tr>
<td>4 units</td>
<td>A through C-</td>
</tr>
<tr>
<td>6 units</td>
<td>D+ through F</td>
</tr>
</tbody>
</table>

2. Your instructor’s evaluation of your writing, revision, and overall participation determines which grade you earn within that range.
In the portfolio, the writer demonstrates the following:

1. WRITERLY AWARENESS BY:
   a. Explaining how she or he has engaged in writing as a process that includes planning, revision, and editing based on feedback from peers and instructors;
   b. Reflecting on how his or her thinking, reading, and writing are shaped by rhetorical situations, which may include his or her literacy history, contexts, genres, audiences, purposes, and personas.
      ___ 3-units: Provides full explanations and critical self-reflection
      ___ 4-units: Provides limited explanations and superficial self-reflection
      ___ 6-units: Provides incomplete or inadequate explanations and self-reflection

2. RHETORICAL AWARENESS BY:
   a. Identifying and analyzing rhetorical choices and conventions of academic communities and their texts, which may include genre, format, evidence, citation, style, and organization;
   b. Identifying, analyzing and justifying his or her own rhetorical choices, which may include genre, format, evidence, citation, style, and organization.
      ___ 3-units: Provides a variety of identifications and thorough analysis and justification
      ___ 4-units: Provides some identifications and limited analysis and justification
      ___ 6-units: Provides incomplete or inadequate identifications and negligible analysis and justification

3. RHETORICAL SKILL BY:
   a. Making effective rhetorical choices that meet the expectations of academic audience(s) and/or are appropriate for the writer’s specific rhetorical situation; these choices may include genre, format, evidence, citation, style, and organization;
   b. Displaying evidence of editing with adequate control of grammar and mechanics.
      ___ 3-units: Consistently makes effective and appropriate rhetorical choices; displays proficient control of grammar and mechanics; errors do not slow the reader, impede understanding, or seriously undermine the authority of the writer.
      ___ 4-units: Sometimes makes effective and appropriate rhetorical choices; displays adequate control of grammar and mechanics; errors do not slow the reader, impede understanding, or seriously undermine the authority of the writer.
      ___ 6-units: Fails to make effective and/or appropriate rhetorical choices; displays need for substantially more editing practice and/or control of grammar and mechanics; errors slow the reader, impede understanding, and/or seriously undermine the authority of the writer.
English 109 W/M
Portfolio Minimum Requirements

In addition to any requirements set by the instructor, English 109 W/M portfolios must adhere to the following requirements:

1. **PORTFOLIO COVER:**
   
   Must include student’s full name, name of instructor, and semester.

2. **PORTFOLIO CERTIFICATION:**
   
   Students must include the following language as certification of the portfolio work somewhere inside the portfolio:

   “I certify that the work presented in this portfolio meets my Student Responsibilities as listed in Sacramento State’s *University Policy Manual*: “Academic Honesty Policy and Procedures.”
   [http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm](http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm)

3. **PORTFOLIO WORK:**
   
   a. **Quantity of Work:** The following is a minimum quantity of work; individual instructors may require additional work:
      
      - at least three (3) different texts of revised, polished writing;

   b. **Self-Reflection Text(s):** At least one text must be a document in which the writer:
      
      - describes the process for composing and the content of the portfolio to the reader;
      - explains how the portfolio demonstrates that the writer has met the course goals;
      - supports that explanation using her or his portfolio documents, and
      - recommends and justifies her or his appropriate GWAR Placement.

   c. **Other Genre(s):** Other texts should demonstrate that the writer has done extended research into the writing of his or her major field of study, and may be comprised of:
      
      - rhetorical analysis of documents in the writer’s major field of study;
      - texts written in the style of the writer’s major field of study.