

**CSUS Syllabus English 109W (Fall 2022)**  
**Preparing to Write in the Disciplines**

**INSTRUCTOR: Hsiang Sean Liu**

**HOW TO CONTACT ME:**

- Send an Email (best way to contact if you need immediate help): [liuh@csus.edu](mailto:liuh@csus.edu) or email me via Canvas mail.
- Virtual Office Hours: T/TH 1:30 PM-2:30 PM via Zoom or by appointment

**INSTRUCTIONAL MODALITY:**

- Primarily Remote Synchronous Learning. You are required to virtually attend the course and engage in “real time” instruction.
- For online security, you will use a unique Join URL Zoom link for each class meeting. The Zoom meeting links will be created weekly and sent to you via Canvas Inbox messages. You can also find the Zoom links in Canvas Calendar.

**RESOURCE LINKS AND COURSE MATERIALS:**

**Technology:**

- Computer access with a browser such as [chrome](#) or [firefox](#) that is compatible with Canvas
- CSUS Software & Tools Catalog:  
<https://www.csus.edu/information-resources-technology/software-catalog/>
- Library access for research: <https://library.csus.edu/>
- Academic technology center: <https://www.csus.edu/atc/students.html>
- Zoom: <https://www.csus.zoom.us>

**Course materials:**

- English 109 Course Handouts via our Canvas course
- Sac State Career Center Handbook via our Canvas course

**COURSE DESCRIPTION**

**Prerequisites:** ENGL 20/20M with at least a C- grade or better and have completed at least 60 semester units.

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 Portfolio, from which they will receive a Writing Placement for Juniors (WPJ) score. For students who do not have a Writing Placement for Juniors (WPJ) score, passing this course will fulfill the WPJ prerequisite for writing intensive courses.

After completing first-year writing (English 5 or 10/11), second-year writing (English 20) courses, and other general education requirements, students have the experience and background knowledge required to join the various conversations held by members of a specific scholarly or professional community. That is what students are working towards as they learn to write in their majors: Getting your voice heard by other members of your professional or scholarly community. One way of achieving this is *Writing in the Disciplines* (WID), so this course is designed to help

students take important steps towards writing in their disciplines. After completing this course, students will be better prepared to write in the disciplines in upper-division courses in the major, writing intensive courses, research projects, capstone courses, graduate school, or on the job.

## **STUDENT LEARNING OUTCOMES**

Students will demonstrate increased awareness of the conventions of academic writing through preparation of a course portfolio. The course portfolio will demonstrate an ability to succeed in an upper-division Writing Intensive course by showing that the students can:

1. Compare the types of knowledge/concepts writers employ to effectively write for scholarly or professional communities.
2. Categorize the resources used to develop and evaluate the writing done for a specific scholarly or professional community.
3. Identify resources that facilitate effective composition of texts for a specific scholarly or professional community.
4. Evaluate resources that facilitate effective composition of texts for a specific scholarly or professional community.
5. Compose or revise a collection of original texts for a specific scholarly or professional community.
6. Assess the effectiveness of the process that led to the development of a collection of texts composed for a specific scholarly or professional community.

## **POLICIES & EXPECTATIONS**

### **CSUS Canvas**

We will be using Canvas for many of our assignments, including course handout downloads, and homework updates and submissions. 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**

We will engage in a variety of activities: whole class discussion, writing and editing exercises, small group discussion, peer evaluations, class presentations, teacher-student conferences, etc. All of these activities are intended to help you understand assignments, work with readings, and generate ideas in order to communicate more effectively when writing and presenting. This class requires a lot of collaboration such as giving/receiving of constructive criticism, helping each other, rating each other's work, writing together, presenting together, and more. In other words, your grade doesn't just depend on you alone. Your grade will be impacted by collaborating classmates and others' grades will be impacted by you. Your enthusiastic participation will not only help you make progress in your academic reading/writing ability, but it will also result in a more interesting class. The truth is students have the power to make the class fun!! Hopefully, you'll also make some friends! Please get help when you need it and ask questions. Do all homework and readings, and come to class prepared to talk things over and find out more.

### **Good Standing**

To be eligible to submit a course portfolio and therefore, pass the class, you must be in good standing during this class. This means that you need to:

A. Make sure your assignments are submitted in completed form, which means they meet all instruction requirements. Incomplete work will not be read or graded.

B. Submit your assignments on time. Late work may not be graded.

C. Attend class. **You will be dropped from the course if you miss 2 or more synchronous Zoom online sessions during the first TWO weeks of instruction.** You are strongly encouraged to attend all of the synchronous Zoom sessions throughout the semester. **If you need to miss any class meetings, be sure to contact me by email and watch the recorded Zoom sessions after the absence.** Please note that you will need to submit bi-weekly attendance report

assignments to verify the course attendance and participation requirement. The detail of the assignment will be explained in class.

D. Avoid cheating or plagiarizing. All cases of clear plagiarism will be reported to the dean to become part of your permanent academic file. Using unauthorized notes on exams, copying from the internet or other texts, copying someone else's work, allowing someone to copy your work, or having someone correct all of your writing errors are all forms of cheating. These are serious offences and will result in your earning a zero/F on assignments—whether it is one sentence or the whole piece of work. Let's face it, plagiarizing and cheating are done out of desperation and/or lack of self-confidence. University studies and social life can cause a lot of stress. An "easy out" can be tempting, especially when one is overwhelmed and exhausted. Instead of cheating, you can a) manage your time from day one of the semester, b) create study groups the first week of class, c) get a FREE tutor in **Writing Center (Tel. 278-6356, Calaveras Hall, Room 128) or Peer and Academic Resource Center (PARC, Tel. 278-6010, Lassen Hall 2200)**, d) meet your teachers at office hours and visit them throughout the semester. We are all paid for office hours. Don't get desperate, get help. Refer to the University Academic Honesty Policy for more information.

### Assignments & Studying

A. The objectives of this course demand a multiple revision process, so all formal written assignments require 2 or more revisions. **All of the course assignments should be submitted via Canvas. When you upload your assignments to Canvas, please note that I will only accept Microsoft Word or PDF documents. Handwritten documents are NOT acceptable.**

B. All of your Journal Entry assignments and the first two drafts (Draft A and Draft B) of your major writing projects (Projects 1, 2, & 3) will be graded on a completion/incompletion basis. As long as you meet the requirements for the assignments and submit them on time, you will earn the full credit for the assignments. Your final course portfolio will be graded on a point basis. Details about the grading rubric for the final course portfolio will be presented and discussed later in the semester.

C. You are allowed 3 late assignments for any reason. **Failing to submit any official writing projects or consistently submitting assignments late WILL affect your eligibility of submitting your final course portfolio.**

All of your assignments will be submitted online via Canvas, so even if you miss class, you can submit them from any computer that allows you to access Canvas. I strongly suggest that you get in touch with me or a classmate through the Canvas email tool if you are absent.

### D. Getting Help

From Me: Come to my office during office hours. I love to help students, so don't be nervous. **Know that I am dedicated to your success and want to assist you.** However, if you come the date an assignment is due and tell me you don't understand, it's too late. Get your questions answered and your work done EARLY to avoid losing points and a low grade. Don't wait to get help!! When you are unsure of what to do, first email your classmates, but if they don't know, email me or come to office hours.

From the Writing Center or PARC: As mentioned earlier, these are programs where students can get free help on their reading and writing assignments. Staffed by student tutors, they 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 FREE tutor.

From Classmates: We really can't do our university education alone, so in this class we practice a lot of collaboration. Take a few minutes now and get the contact information of your classmates. Be friendly!

Name	Contact Information	Hobby	Major
1			
2			

3			
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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>.

### **COVID-19 RELATED INFORMATION**

If you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact **Student Health & Counseling Services (SHCS) at 916-278-6461** to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link [COVID-19 Illness/Exposure Report Form](#). Expect a call from SHCS within 24 hours.

#### **Crisis Assistance and Resource Education Support (CARES)**

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](#).

### **MAJOR ASSIGNMENTS & EVALUATION**

#### **Portfolio Evaluation**

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.

#### **WPJ Recommendation Score**

Because ENGL 109M/W fulfills the WPJ portion of the GVAR requirement, you will receive a “WPJ Recommendation Score” in addition to a grade in this class. The WPJ recommendation score will not necessarily correlate with your grade, and it won’t impact your GPA. Rather, the purpose of the WPJ recommendation score is to give students feedback on the progress they are making in become proficient college-level writers.

The scores range from 1-5 for students who successfully complete the course. (If you’d like to know more about what each recommendation score means, please check the file entitled “WPJ Recommendation Scores in ENGL 109W/M” uploaded to the home page of our Canvas course for details.) After receiving any of these scores, you will be able to enroll in a writing intensive course. If you do not complete the course, or do not get a C- or better in the course, you will receive a recommendation score of 0, and you will need to either retake ENGL 109M/W, or you will need to submit a WPJ Portfolio during the next submission period.

#### **Final Grade Cut-Offs and Evaluation for Course Portfolio**

<b>A</b>	94-100%	<b>B+</b>	87-89%	<b>C+</b>	77-79%	<b>D+</b>	67-69%	<b>F</b>	0-59%
<b>A-</b>	90-93%	<b>B</b>	84-86%	<b>C</b>	74-76%	<b>D</b>	64-66%		
		<b>B-</b>	80-83%	<b>C-</b>	70-73%	<b>D-</b>	60-63%		

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 Major Assignments and 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 our Canvas site.

<b>1. Annotated Bibliography + Proposal Writing Project Draft A &amp; Draft B (60 points)</b>	
<b>Draft A: due Oct. 3</b>	<b>30</b>
<b>Draft B: due Oct. 10</b>	<b>30</b>
If you submit your work that meets all requirements to Canvas by the due date, you will earn full points. 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 the text for your final portfolio.	
<b>2. Discourse Community Analysis Project Draft A &amp; Draft B (60 points)</b>	
<b>Draft A: due Oct. 31</b>	<b>30</b>
<b>Draft B: due Nov. 7</b>	<b>30</b>
If you submit your work that meets all requirements to Canvas by the due date, you will earn full points. 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 the text for your final portfolio.	
<b>3. Résumé/Cover Letter Writing Project Draft A &amp; Draft B (50 points)</b>	
<b>Draft A: due Nov. 14</b>	<b>25</b>
<b>Draft B: due Nov. 21</b>	<b>25</b>
If you submit your work that meets all requirements to Canvas by the due date, you will earn full points. 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 the text for your final portfolio.	
<b>4. Bi-Weekly Attendance Report (50 points)</b>	<b>50 (10 points x 5)</b>
This assignment will be substituted for the attendance/course participation requirement. In the assignment, you will reflect upon what you've learned from the course every week. It is also a communication tool if you find the course materials confusing or difficult.	
<b>5. Journal Entry Assignment (250 points)</b>	<b>250 (12.5 points x 20)</b>
There are 20 journal assignments, which are detailed on <i>Weekly Assignment Sheet</i> below. Most often you are asked to present your analyses and responses to what you've learned and read for class meetings; some responses will focus on aspects of your writing process. These journal assignments are intended to help you better understand major writing projects, to self-evaluate your own writing practices, and to stimulate class discussions, so you must complete all of them <i>thoughtfully and thoroughly</i> . They should be typed and double-spaced work (12 font Times New Roman) in order to receive full credit for the journal assignment (unless the journal assignment specifies another format or task).	
<b>6. Mandatory One-on-One Conference (30 points)</b>	<b>30</b>

There are two required one-on-one meetings held throughout the semester (Weeks 8-9 & Weeks 13-15). You will be given feedback and strategies about how to revise your assignments for the final portfolio. As long as you sign up and attend the meetings, you will receive full credit.	<b>(15 points x 2)</b>
<b>7. Final Portfolio (500 points)</b> The points indicated here are for final/revised polished versions of the three major assignments listed above and will be based on the quality of your writing.	<b>500</b>
<b>TOTAL COURSE POINTS</b>	<b>1000</b>

### English 109 Fall 2022 M/W Tentative Schedule & Weekly Assignment

	IN-CLASS DISCUSSION TOPIC	ASSIGNMENT FOR NEXT TIME
<b>WEEK 1</b>		
M 8/29	Course Introduction; Social Group Membership Profile	<b>Review</b> Course Syllabus
W 8/31	Critical Reading Strategies	<b>Review</b> Critical Reading Strategies <b>Complete</b> Journal Entry (J)#1 (Social Group Membership Worksheet)
<b>WEEK 2</b>		
M 9/5	<b>J#1 Due; Labor Day</b>	<b>Read</b> "Rhetorical Situation and Rhetorical Appeals" in Course Handout
W 9/7	Rhetorical Situation (WRT Triangle) & Rhetorical Appeals	<b>Complete</b> J#2 (Rhetorical Appeals Worksheet) <b>Complete Bi-Weekly Attendance Report #1</b>
<b>WEEK 3</b>		
M 9/12	<b>J#2 Due;</b> Writing Rhetorical Analysis	<b>Complete</b> J#3 (Rhetorical Analysis Chart)
W 9/14	<b>J#3 Due;</b> Watching <i>Food Inc.</i> in class	<b>Research</b> Answers to <i>Food Inc.</i> Discussion Questions
<b>WEEK 4</b>		
M 9/19	<i>Food Inc.</i> Discussion Questions; Project #1 Instruction	<b>Complete</b> J#4 (Response to <i>Food Inc.</i> )
W 9/21	<b>J#4 Due;</b> Scholarly Journal Article vs. Newspaper Article; Writing Annotated Bibliography	<b>Complete</b> J#5 (Locating & Evaluating Sources) <b>Research</b> possible scholarly journal articles and newspaper/magazine articles related to your Project #1 topic; <b>Complete</b> J#6 (Mini Annotated Bibliography) <b>Complete Bi-Weekly Attendance Report #2</b>
<b>WEEK 5</b>		
M 9/26	<b>J#5 &amp; J#6 Due;</b> Annotated Bibliography Peer Review; Project #1 Pre-writing Workshop: Problems of Consequences Motives for Writing a Proposal; Project #1 Proposal Outline	<b>Complete</b> Journal Entry #7 Assignment (Project #1 Planning Worksheet) <b>Read</b> Project #1 Proposal Sample #2
W 9/28	Evaluating Project #1 Proposal Sample and completing Journal #8 Assignment	<b>Compose</b> Project #1 Draft A <b>Complete</b> J#8 (Proposal Sample Evaluation)
<b>WEEK 6</b>		
M 10/3	<b>Project #1 Draft A &amp; J#8 Due</b> Analyzing Discourse Communities; Studying Forms of Communication	<b>Complete</b> J#9 (Project #1 Peer Response Form) & J#10 (Project #1 After Peer Response Memo)
W 10/5	<b>Completing</b> J#11 (Genre Analysis Worksheet) in class; Project #2 Instruction; Ethnographic Research	<b>Revise/Edit</b> Project #1 Draft A → Draft B <b>Complete Bi-Weekly Attendance Report #3</b>
<b>WEEK 7</b>		
M 10/10	<b>Project #1 Draft B, J#9 &amp; J#10 Due;</b> Collecting Data for Project #2; Brainstorming Interview Questions for Project #2;	<b>Complete</b> J#12 (Project #2 Interview Questions) <b>Research</b> Scholarly Journal & Professional Document for Project #2

W 10/12	Project #2 Composing Workshop	<b>Contact</b> Interviewee for Project #2 <b>Conduct</b> Interview for Project #2
<b>WEEK 8</b>		
M 10/17	<b>J#12 Due;</b> Midterm Mandatory One-on-One Conference	<b>Conduct</b> Interview for Project #2
W 10/19	Midterm Mandatory One-on-One Conference	<b>Conduct</b> Interview for Project #2
<b>WEEK 9</b>		
M 10/24	Midterm Mandatory One-on-One Conference	<b>Conduct</b> Interview for Project #2; <b>Complete</b> J#13 (Rhetorical Analysis of Scholarly/Professional Documents)
W 10/26	Midterm Mandatory One-on-One Conference	<b>Complete</b> J#14 (Typed Interview Notes), & Project #2 Draft A
<b>WEEK 10</b>		
M 10/31	<b>Project #2 Draft A, J#13, J#14 Due;</b> Project #2 POWERPOINT Sample Discussion.	<b>Revise/Edit</b> Project #2 Draft A → Draft B <b>Complete</b> J#15 (Project #2 Peer Response Form) & J #16 (Project #2 Revision Plan)
W 11/2	Project #3 Instruction; Project #3 Composing Workshop Part 1 (CSUS Job and Internship Handbook)	<b>Revise/Edit</b> Project #2 Draft A → Draft B <b>Complete Bi-Weekly Attendance Report #4</b>
<b>WEEK 11</b>		
M 11/7	<b>Project #2 Draft B, J#15 &amp; J#16 Due;</b> Project #3 Composing Workshop (CSUS Job and Internship Handbook) Part 2	<b>Complete</b> J#17 (Writing Accomplishment Statements in Resume)
W 11/9	Project #3 Composing Workshop (CSUS Job and Internship Handbook) Part 3	<b>Complete</b> J#18 (Project #3 Resume and Cover Letter Worksheet) <b>Compose</b> Project #3 Draft A
<b>WEEK 12</b>		
M 11/14	<b>Project #3 Resume and Cover Letter Draft A &amp; J#18 Due;</b> Completing J#19 (Project #3 Peer Response) & in class	<b>Revise/Edit</b> Project #3 Draft A → Draft B
W 11/16	Portfolio Workshop	<b>Complete</b> J#20 (Course Goal Reflection Chart) <b>Compose</b> Self-reflection Text for Portfolio <b>Complete Bi-Weekly Attendance Report #5</b>
<b>WEEK 13</b>		
M 11/21	<b>Project #3 Resume and Cover Letter Draft B, J#19 Due;</b> Final Portfolio Conference	<b>Revise/Edit</b> Required Writing Assignments for Portfolio
W 11/23	<b>Journal #20 Due;</b> Final Portfolio Conference	<b>Revise/Edit</b> Required Writing Assignments for Portfolio
<b>WEEK 14</b>		
M 11/28	Final Portfolio Conference	<b>Revise/Edit</b> Required Writing Assignments for Portfolio
W 11/30	Final Portfolio Conference	<b>Revise/Edit</b> Required Writing Assignments for Portfolio
<b>WEEK 15</b>		
M 12/5	Final Portfolio Conference	<b>Revise/Edit</b> Required Writing Assignments for Portfolio
		<b>FINAL PORTFOLIO DUE TUESDAY, December 6</b>