

English 160W: Writing Workshop (4 units)
Spring 2010
FFS 317
Schedule #32403
MWF 11:45-12:50

Dr. L. Hendrix
Office: PB 446
Office hours: MW 2:30-4:30 p.m.
and F 9-10 a.m.
Phone: (559) 278-2898
email: laurelh@csufresno.edu

Required texts:

Axelrod and Cooper. *Axelrod and Cooper's Concise Guide to Writing*. 5th ed., with the 2009 MLA Update. Boston and New York: Bedford/St. Martin's, 2009. Print. ISBN 0-312-60607-9

Hacker, Diana. *A Pocket Style Manual*. 5th ed., with the 2009 MLA Update. Boston and New York: Bedford/St. Martin's, 2009. Print. ISBN 0-312-59324-4

Lunsford and Ruskiewicz. *The Presence of Others: Voices and Images That Call for Response*. 5th ed.. Boston and New York: Bedford/St. Martin's, 2008. Print. ISBN 0-312-47358-3

ISBN numbers are provided for students who order their books from online vendors. All texts are available at Kennel Bookstore. *Students are responsible for obtaining the correct editions of course texts in time for their use in class.* Given budgetary, time, and copyright constraints, the instructor will not provide photocopies of course texts or portions of course texts for students, nor will she post these on Blackboard.

Course description: English 160W is designed to enable students to further develop and refine their critical thinking and writing skills. In a workshop setting, we shall focus on university-level academic writing--in particular, expository, argumentative, and analytical modes of writing . As writing, reading and critical thinking are inseparable, we will explore ideas through writing and broadening our perspectives by examining the writing of our peers and published writers. Course assignments and activities will enable students to approach writing as a process, with the ultimate goal of self-sufficiency and proficiency in written expression. In addition, formal course essay assignments will all involve library research, and a central component of the course will be the development of advanced research skills. The final portfolio will reinforce effective revision and editing strategies.

This is not a creative writing course or a course focusing on writing about literature. Students wishing to explore personal or other modes of writing are advised to enroll in other courses offered through the English Department.

Prerequisites for English 160W: satisfactory completion (C or better) of freshman English/English 1 graduation requirement and upper-division standing. Students are strongly advised to check with their major department to be sure that English 160W will satisfy the W requirement for their particular major or degree program. In earning a "C" or better in English 160W, students who already have completed 56 units will satisfy the upper division writing (W) requirement. English 160W does not count towards the English major.

Learning outcomes and objectives: What does it mean to earn a C or better in English 160W? The following learning outcomes and objectives spell out the specific skills and competencies expected of students enrolled in this course.

1. Students will demonstrate competency in expository and argumentative modes of writing, producing 2 initial “closure drafts”/papers of 5-6 pages. These closure drafts should demonstrate students’ ability to frame a topic, develop an arguable thesis, conceptualize and organize arguments and evidence supporting and developing the thesis. Students should be able to present their ideas in clear, coherent, grammatically correct prose.
2. Students will develop and refine their library research skills, utilizing traditional and electronic methods to access scholarly, peer-reviewed books and academic journals specific to their paper topics and fields of study. Students will learn strategies for assessing and choosing appropriate web-based sources, and learn which types of sources are unacceptable for use in academic writing.
3. Students will develop and refine invention, drafting, and revision strategies and skills, integral components to the writing process. This will be demonstrated in the course portfolio, where students will expand and revise their two closure draft essays, and edit them for grammar, mechanics, and style. Students will also select an unrevised timed essay to demonstrate their raw proficiency in the organizational, reasoning, developmental, stylistic, and grammatical skills to be mastered in the course. Portfolio essay final drafts will run 8-10 pages, plus works cited lists.
4. Students will demonstrate competency in marshalling secondary evidence in supporting and developing a sustained and coherent argument. Students will demonstrate the ability to summarize, paraphrase, and directly quote outside evidence, and will demonstrate mastery of the 2009 Modern Language Association (MLA) style for formatting, citing, and documenting their sources.
5. Students will demonstrate competency in analyzing and recognizing appropriate and inappropriate argumentation strategies, in their own writing, their peers’ writing, and in professionally written essays.
6. Students will demonstrate competency in standard written English, both in their formal papers prepared outside class, in timed writing produced in class, and in their final essay exam.

Furloughs: In response to the massive budget shortfall absorbed by the CSU for academic year 2009-10, faculty have agreed to furloughs as a means of mitigating the effect of severe funding cuts to the university system. Faculty are mandated to take 9 furlough days over the course of fall semester; three of these dates have been mandated by President Welty. The six other days are to be proposed by individual faculty, and approved by their college deans. The furloughs will result in faculty pay reduction of 9.23%. Faculty workload is to be reduced commensurate with this reduction in pay.

What does this mean for students enrolled in this course? The furlough days I have proposed will not necessarily coincide with those days mandated for staff or administrators, and seven will fall on instructional days. Furloughs will result in the following limits on my availability this semester:

1. I will not be available to students in person, or via email, phone, or office hours. On these days, I cannot perform any school- or course-related work.
2. In order to adhere to workload regulations, I cannot meet students outside my regularly scheduled office hours.
3. I will continue my usual policy of not editing or reviewing drafts sent to me via email.

4. Students will be responsible for keeping track of my furlough days, and must keep in mind that my furlough days will not necessarily coincide with those of their other faculty.
5. If necessary, I will set limits on office visits in order to make myself accessible to students enrolled in all my courses.
6. I will not overenroll this course, as this would further diminish the educational experience for those students enrolled.

These actions will mitigate pressures my workload, and enable me to satisfy the legal agreement I have signed which stipulates that “i. I will not work on mutually agreed or assigned furlough days; and ii. I will not work beyond the duties assigned for any week in which I have one or more furlough days.” The bottom line for students is that if faculty adhere to the terms of the furlough agreement, faculty availability and accessibility will be limited. In addition, course learning outcomes and objectives will have to be met given fewer days of instruction, placing responsibility on students to pick up whatever slack is created by faculty furloughs. These are the unfortunate consequences of a lack of state and taxpayer support for higher education.

Student workload notes: Students enrolled in English 160W should be mindful of university expectations for the amount of time to be spent outside class in order to successfully manage course workload. For each unit, students should expect to spend a minimum of 2-3 hours/week outside class. For a 4-unit course such as English 160W, this amounts to roughly 8-12 hours per week for this course alone.

Attendance policy: Regular attendance, consistent outside preparation, and thoughtful participation in class are not only expected, but also are absolutely essential to your progress in this course. By its nature, English 160W is a skills course; writing assignments, in-class exercises, and reading assignments are sequenced, designed to help students develop their writing and thinking capacities in a progressive fashion.

Given the above, I will enforce the following absence penalties for this course, basing absence percentages on a full semester of 45 class meetings. Students who miss more than 10% of class meetings (i.e. more than 5.0 class meetings) will be docked half their workshop grade [instead of counting 25% towards the course grade, the workshop portion will count for only 12.5%, with the remaining 12.5% counting as no credit or zero]. Students missing 7-8 classes (15-20 % of class meetings) will be docked a full letter grade. Those who miss **9 or more meetings** (i.e. more than 20% of class meetings) will earn a grade of WU (unauthorized withdrawal) unless such students meet the requirements for a W (withdrawal for serious and compelling reasons) or an I (incomplete) as outlined in the CSUF General Catalog. Students who leave class early (or who arrive late) will be docked 1/4, 1/2, or 3/4 absence for that session, commensurate with the portion of class missed. ***Students are responsible for keeping track of their absences, as well as keeping abreast of established university deadlines and policies for dropping a course. Do not rely on me to alert you to an excessive number of absences.*** Students whose work or personal schedules will compromise their ability to complete class assignments or attend class are advised to drop the class. If prolonged illness or other personal crises will make regular attendance difficult, you should drop the class.

This attendance policy applies regardless of the reasons for non-attendance. Furlough days will not be counted towards student absences. The only general exception to my attendance policy will be

made for medical reasons articulated in an official note from a licensed attending physician, in which case a documented medical absence will not count towards the class contributions penalties for absences outlined above (the policy regarding no makeups for in-class work missed during an absence, however, will still apply). ***This note must be presented to the instructor on a student's return to class; otherwise, the absence will be counted as unexcused.***

The only other grounds for an excused absence is in relation to students' participation in an officially recognized, university-sponsored activity. For example, if a student is a member of an official university organization, athletic team, or group and must miss class in order to participate in an official off-campus activity, this absence will not count towards the class contributions penalties outlined above (***proof of membership in said organizations and notice of organization-related absences must be presented to the instructor in advance of absences; otherwise, such absences will be counted as unexcused.***)

Please note that if, in the case of either type of excused absence, you will miss more than 20% of class meetings (i.e., 9 or more absences – in effect, three weeks of class or more) -- you should consider withdrawing from the course prior to the deadline for serious and compelling reasons, as an excessive number of overall absences will compromise your performance in class activities and on assigned work.

The key for all students enrolled in English 160W is to bank allowed absences, and use them only in cases of personal, university activity-related situations, or medical emergencies. Should you miss class for any reason, be advised that you are responsible for familiarizing yourself with material covered in your absence, and should hand in, upon your return to class, any work due during your absence. ***Group activities carried out or quizzes administered during your absence cannot be made up outside class, whether the absence is covered by a medical or activity-related excuse or not.***

I do not award either extra credit or make-up assignments, a practice I have observed without exception for 30 years of teaching. So please, don't ask for either!

Assessment and grading: In this course, students will write several in-class essays (timed; unrevised) and two preliminary formal essays / "closure drafts" of 5-6 pages each. Points assigned to the closure draft packages will count towards the class contributions portion of the course grade (25%). From both in-class and closure drafts produced over the course of the semester, each student will compile a portfolio consisting of two revised and expanded formal essays based on prior closure drafts, related invention materials, and workshop drafts, plus an in-class essay chosen from those written over the course of the semester, and a short self-assessment essay. Students' progress and proficiency in writing will be assessed at the end of the semester on the basis of the portfolio, a final essay exam, and activities counted towards the class contributions portion of the course grade.

Course grades will be determined as follows: Portfolio, 55%; class contributions, 25%; final exam (timed essay, written during our final exam meeting), 20%. The class contributions portion of the grade will be based on workshop and group activities, quizzes, required conference, closure draft completion points, and other activities. In the portfolio, final drafts of revised formal essays will run 8-10 pages (2000-2500 words). Letter grades will be assigned to the course portfolio and the final essay exam. Essays submitted to fulfill course requirements must be the product of this course: I do

not accept recycled essays from other courses. Submission of such papers will be viewed as an instance of cheating and handled in accordance with university policy on cheating and plagiarism. Outside sources must be formatted, cited, and documented properly according to 2009 MLA style (see *A Pocket Style Manual* and *Axelrod and Cooper's Concise Guide to Writing*). University policy on cheating and plagiarism will be strictly enforced.

Papers, paper preparation, and submission of assignments: Our course schedule includes not only proposed furlough days, but also due dates for peer review workshop drafts, closure draft packages, revision workshops, and the final portfolio. It also includes dates for our timed, in-class essays. Please note these dates carefully, and follow all guidelines articulated in individual paper assignments and below.

For **in-class essays**, you will need to supply an 8 1/2 x 11" blue book and two working pens. You may consult your handbook and a print dictionary while writing your timed essays. Unless specified, all other work – including invention exercises, workshop drafts, closure drafts, and final portfolio essays – must be word-processed/typed. Our *Concise Guide to Writing* features a sample essay formatted according to MLA style (pp. 438-45). Use a 12 point font; Times or Times New Roman are preferred fonts for this course. Double-space, using standard white paper, black ink, and one-inch margins on all sides.

Invention exercises and closure draft packages (the “final” drafts and supplemental prewriting materials for our three preliminary essay assignments) must be handed in on posted due dates, and must include the final copy with a works cited list, workshop drafts with peer comments, and graded invention exercises. Because writing is a process, I cannot make intelligent or useful responses unless all specified drafting and prewriting materials are included. Forthcoming assignment sheets will detail the specifics to be included for each preliminary paper/closure draft package and the final portfolio. **I reserve the right to deny credit to any closure draft package or portfolio lacking required invention, drafting, and workshop materials. I reserve the right to deny credit when the lack of drafting and prewriting materials casts doubt on the veracity of the student's writing process, or if required drafting and prewriting/invention exercises have not been completed by the student and reviewed by me prior to the paper package due date. Such gaps in coursework can result in failure of the course.**

In addition, students will be required to submit to the instructor via email an electronic copy of the final draft and works cited list for every formal essay assigned in the course. These e-drafts will be submitted to *turnitin.com*. Failure to submit a readable e-copy of a final draft will result in a grade of zero for the formal paper assignment. Instructions for submitting electronic copies of paper drafts and penalties for late submission of e-copies will be included in the assignment sheet for each formal essay. That said, **submitting an e-copy alone is not sufficient to meet established deadlines for the paper package.**

Due dates and lateness penalties: Invention exercises, complete closure draft paper packages and the final portfolio are due at the beginning of class on established due dates, and must be handed to me in person. *I will not accept these via email, Blackboard, or fax.* Such assignments handed in late on the due date will be docked one-half letter grade or its equivalent; such assignments will be docked one full letter grade or its equivalent for each calendar day late (including weekend and furlough days).

Assignments over five days late will be assigned a grade of F, and will not be read or evaluated by the instructor.

Never slip your work under my office door; I accept no responsibility for work submitted in this fashion, and will count the turn-in date as when I step through the office door. If you are absent on a paper due date, you are responsible for making alternate arrangements for submitting the work to me in a timely fashion. If you must submit work outside class or outside scheduled office hours, you should do so at the English Department office (PB 382). Call 278-2553 for office hours and furlough day closures. Staff will time/date stamp your work and place it in my mailbox.

English Department Writing Center: While not a requirement for this course, enrollment in the English Department Writing Center is **strongly** recommended for all students. Writing Center tutors are trained to assist students in mastering invention, drafting, and revision techniques, and provide vital support for students. Students enrolled in the Writing Center meet in groups of three with a tutor twice a week, and have access to the Writing Center's computer lab. The Writing Center also offers some walk-in tutorial services. In my experience, 160W students enrolled in the Writing Center enjoy greater success in the course. The Writing Center contact number is 278-0334, and is located in ED 184. Students may also access tutoring services at the Learning Resource Center (Learning Center). For more information about their services, visit the Learning Center webpage on the campus website or call 278-3052.

Academic integrity: In accordance with University policy, the English Department and its faculty will neither countenance nor tolerate cheating or plagiarism. I will pursue disciplinary action against any student who cheats or plagiarizes. As articulated in official University policy, cheating and plagiarism are defined as follows:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent and deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.

Cheating and plagiarism also include the misuse of electronic sources of information. Because I do not allow you to submit papers which you have written for another course, such an action would constitute cheating.

In other words, when you use someone else's ideas or his expression of ideas without proper documentation -- that is, letting the reader know that these words or ideas belong to someone else -- you are plagiarizing, and this is so regardless of whether you obtained these words or ideas via print or electronic media, and whether you are careless in inserting quotation marks or documenting your sources. If your essay is a collage of outside sources with little or no synthesis into a coherent and cohesive argument of your own, you are plagiarizing. Any time you present a paper as your own where parts or whole parts of the paper are the work of another and not your own, you are plagiarizing. When someone else, not you, rewrites your essay for you or edits your essay to the point that it no

longer reflects your own writing ability, and you present this writing process as your own, you are cheating.

Cheating and plagiarism are a serious offenses. Either can lead to a failing grade on the assignment in question and the receipt of an "F" for English 160W. Either may also lead to expulsion or suspension from the University. If your instructor concludes that you have knowingly and intentionally engaged in cheating or plagiarism, she is required to report such instances to the English Department chair and the university. In order avoid plagiarism, be sure to follow discipline-standard procedures for utilizing and documenting source materials (see *A Pocket Style Manual* and the *Concise Guide to Writing*). If you have questions as to how to implement these guidelines, consult the course instructor. Seek assistance with your writing *only* from your instructor or formal tutorial services provided through the University.

Honor Code: Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. These principles translate into concrete responsibilities for students enrolled in university courses. Students shall understand and seek clarification about expectations for academic integrity in this course (including definitions of what constitutes cheating, plagiarism, and inappropriate collaboration). Students shall neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis for grading. Finally, students shall take responsibility to monitor academic dishonesty and to report it to the instructor or other appropriate official for action. The Honor Code allows instructors to require students to sign a statement at the end of exams and assignments affirming that they have done their own work and have neither given nor received unauthorized assistance on said work. Alternatively, faculty may also require their students to sign a single statement for each course, such as "I am aware of the CSU Fresno Honor Code. I will do my own work and neither give nor receive unauthorized assistance on work for this course."

Plagiarism detection: California State University, Fresno, subscribes to *Turnitin.com* plagiarism screening service. For this course, you must submit to the instructor an electronic copy of closure drafts and works cited and final portfolio drafts plus works cited, so that she may verify the originality of the paper via *Turnitin.com*. Once submitted to the *Turnitin.com* database, the paper will be used for plagiarism detection and for no other purpose. During the course of the semester, we will discuss what practices the university and larger academic community consider as violations of academic integrity, as well as how to avoid such practices. If, at any point, you have questions regarding proper research methods and documentation requirements, consult the course instructor.

Other notices:

1. Upon identifying themselves to the instructor and to the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities (278-2811).
2. State OSHA guidelines mandate that faculty notify students of evacuation procedures for our classroom building. In case of an emergency, class members calmly should proceed to the nearest exit (avoid elevators). Class members should gather as a group at the nearest assembly and await further instructions from emergency personnel.
3. The university classroom is not an appropriate place for infants or children. Both for safety reasons and as a courtesy to the instructor and your fellow students, please do not bring your children to class.

4. **ALL electronic devices – cell phones, iPods, wireless headsets, pagers, PDAs, laptops, Blackberries, whatever – must be turned off and put away during class meetings, including the final exam meeting.** Ringing cell phones are disruptive, and class is no place to be surfing the internet or chatting electronically with family and friends. Please don't force me to embarrass you in front of class by having to ask you to turn off or put away your electronic devices. (The "cookies" policy will be enforced for all cell phone and texting violations.) Disregard of this policy will be treated as a species of disruptive classroom behavior, as use of electronic devices can be disrespectful to the instructor and other students, and can interfere with classroom activities.
5. Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced material used in this course. The copy in this course has been provided you for the purposes of private study, scholarship, or research. Other uses may require permission from the copyright holder. The use of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).
6. University computer policy: CSU Fresno requires all students to have their own personal computer or have other personal access to a workstation (including a modem and a printer) with software necessary for conducting research and for producing written work for the course. Minimum and recommended standards for computers, peripherals and software are available from Information Technology Services or the University Bookstore.
7. The University's policy on disruptive classroom behavior will be enforced in this class. As stated in official University policy, "The classroom is a special environment in which students and faculty come together to promote learning or growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained." This means that differences of judgment and opinion must be expressed in a manner which is reasoned, reasonable, and considerate of others. Any behavior which disrupts the learning process and demonstrates disrespect for the professor or other students will not be tolerated. University policy stipulates that "faculty have a responsibility in the classroom to respect student diversity and diversity of viewpoint, but they also have the primary responsibility to maintain the orderliness and integrity of the learning environment." Therefore, any "conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and / or removal from class." For the full text of the University's disruptive classroom behavior policy, see <www.csufresno.edu/classschedule/current/policy>

Schedule : Subject to revision. Complete assigned readings prior to the dates on which they are scheduled to be discussed. CGW = *Axelrod and Cooper's Concise Guide to Writing*; PO = *Presence of Others*; Hacker = *A Pocket Style Manual*. Changes to the schedule will be made as far in advance as possible, either announced in class or via email.

January	F	22	Introduction to the course
	M	25	CGW 1: 1-10; Preface for Students, xvi-xxiii
	W	27	<i>In-class essay #1</i> (bring 8 1/2 x 11" blue book, 2 working pens; Hacker and print dictionary ok)
	F	29	Discuss paper 1 CGW 4: Explaining a Concept, 99-112 <i>Grammar diagnostic test</i>

February	M	01	CGW 4: 121-28; Invention workshop—paper 1
	W	03	CGW 4: 112-20 (Holmes, “In the Blink of an Eye”) PO: Barry, “Guys vs. Men,” 405-15
	F	05	CGW 4: Planning and drafting, 131-34 CGW 10: Cueing, 331-37
	M	08	Library research methods workshop—mandatory Meet at Library, Studio 2 Invention exercises, paper 1, due
	W	10	Technique: CGW 9: Paraphrasing, Summary, 318-320 Lincoln’s Gettysburg Address
	F	12	<i>Furlough Day—no class meeting</i>
	M	15	Presidents’ Day—no class meeting
	W	17	Technique: CGW 14: Using Sources I, 405-14; Hacker, 110-15
	F	19	Technique: CGW 14: Using Sources II, 414-429; 438-35 Hacker, 119-152
	M	22	Peer review workshop, essay 1; CGW 4: 135-36
W	24	CGW 4: Revising, Editing, and Proofreading, 136-42 Technique: Grammar review (bring Hacker)	
F	26	<i>Furlough day—no class meeting</i>	
March	M	01	Closure draft package due, paper 1 <i>In-class essay #2</i>
	W	03	Discuss essay 2 CGW 5: Arguing a position, 147-154; 166-68
	F	05	CGW 5: 154-59; 167-72; Invention workshop, paper 2
	M	08	CGW 5: 172-80 PO: Sommers, “War Against Boys,” 133-38 Pollitt, “Girls Against Boys,” 139-42
	W	10	CGW 11: Arguing, 345-56 PO: Rosen, “The Image Culture,” 353-73
	F	12	<i>Furlough Day—no class meeting</i>
	M	15	Invention exercises, paper 2, due Technique: Grammar, Greatest Hits I
	W	17	Technique: Grammar, Greatest Hits I, continued
	F	19	PO: King, “Letter from Birmingham Jail,” 163-77 CGW 9: 322-330
M	22	CGW 5: Revising, Editing, and Proofreading, 182-88 CGW 11: Logical fallacies, 357 Discuss Portfolio; Conference Schedule to be announced	

	W	24	PO: Bishop, "Enemies of Promise," 304-10 Easterbrook, "The New Fundamentalism," 343-47 Henderson, "Church of the Flying Spaghetti Monster," 347-52
	F	23	<i>Furlough day—no class meeting</i>
	M	29	Spring Recess—no class meeting
April	W	31	Spring Recess/Cesar Chavez Day—no class meeting
	F	02	Spring Recess—no class meeting
	M	05	<i>Furlough Day—no class meeting</i>
	W	07	<i>Furlough Day—no class meeting</i>
	F	09	<i>Furlough Day—no class meeting</i>
	M	12	Peer review workshop, paper 2; CGW 5: 181-82
	W	14	Closure draft package due, paper 2 <i>In-class essay #3</i>
	F	16	<i>In-class conferences—no class meeting</i>
	M	19	<i>In-class conferences—no class meeting</i>
	W	21	<i>In-class conferences—no class meeting</i>
	F	23	<i>In-class conferences—no class meeting</i>
	M	26	<i>In-class conferences—no class meeting</i>
	W	28	Revision workshop #1, for paper 1, revision-in-process
	F	30	Technique: Grammar, Greatest Hits II, Hacker
May	M	03	PO: Clayton, "A Whole Lot of Cheatin' Going On," 198-203 Fryer, "Acting White," 143-56 Croissant, "Can This Campus Be Bought?," 81-89
	W	05	Revision workshop #2, for paper 2, revision-in-process
	F	07	Portfolio preparation day: Q & A PO: Coontz, "The Way We Wish We Were," 568-85 Whitehead, "The Making of a Divorce Culture," 224-32
	M	10	Final portfolios due Discuss final exam
	W	12	Last day of instruction; office hours end PO: Rifkin, "Biotech Century," 311-19 Wilson, "Cars and Their Enemies," 320-30
	F	14	<i>Furlough day—no office hours</i>
	W	19	Final examination 1:15-3:15

English 160W: Writing Workshop
Portfolio contents checklist

Name _____
10 May 2010

Place a check mark next to each item below included in your portfolio.

- _____ 1. **Portfolio cover letter**
- _____ 2. **One timed essay, unrevised.** Essay identified in the timed essay blue book. Essay # _____
- _____ 3. **Formal essay package #1: Explaining a Concept.**
- _____ a. final draft, with a works cited page
 - _____ b. the revision plan for the essay
 - _____ c. revision workshop peer review drafts with peer comments
 - _____ d. browser copies for new sources used
 - _____ e. the complete closure draft package for this essay [closure final draft + wks. cited, peer review workshop drafts with peer comments, invention exercises, and browser copies]
- _____ 4. **Formal essay package #2: Arguing a Position.**
- _____ a. final draft, with a works cited page
 - _____ b. the revision plan for the essay
 - _____ c. revision workshop peer review drafts with peer comments
 - _____ d. browser copies for new sources used
 - _____ e. the complete closure draft package for this essay [closure final draft + wks. cited, peer review workshop drafts with peer comments, invention exercises, and browser copies]

I verify that I have included each checked item above in my portfolio. I am responsible for supplying the professor with any missing items. I understand the completeness policies and lateness penalties outlined in the Portfolio Guidelines handout, distributed and discussed in class on 24 March 2010, and reviewed in class on Friday, 07 May 2010. If the professor requests an e-copy of any part of my portfolio, I will supply this within two days of her email request, which will be sent to my Fresno State email account.

Signature

Date

English 160W: Portfolio scoring matrix

Spring 2010

Portfolio points: _____ / 70 = _____

Scoring guide: 10 = highly effective; 9 = very effective; 8 = generally effective; 7 = adequate; 6 = inadequate; 5 = unsatisfactory; 4 or below = highly unsatisfactory, or insufficient materials for evaluation. Portfolios will be worth a maximum of 70 points. Lateness penalties will be applied to point totals, and the appropriate letter grade below assigned to portfolios. **Letter grades for the portfolio will be assigned as follows: A=63-70; B=56-62; C=49-55; D=42-48; F=41/below.**

Process. Portfolio contents complete. Portfolio demonstrates consistent and credible evidence of the writer's process as seen in final portfolio drafts, revision workshop drafts with peer comments, browser copies for new sources used, and complete closure draft packages for both essays [closure final draft + wks. cited, peer review workshop drafts with peer comments, invention exercises, and browser copies]. Final drafts reflect meaningful and substantial revisions. Readable e-copy received on time if requested.

In-class/timed essay. Degree of competency in the areas of organization, content/development, and reasoning; essay demonstrates minimum competency in grammar and mechanics.

Organization. The paper's organizational strategies carry out the purpose of the essay, either to explain a concept or to argue a position; the introduction grabs reader attention, identifies and narrows the topic, states the thesis and previews essay organization; discussion is logically ordered, divided, and sequenced; transitions guide readers through shifts in ideas within and between paragraphs; the conclusion wraps up essay content and points to larger issues.

Reasoning. Level of complexity, sophistication, and comprehensiveness; avoidance of logical fallacies; fair treatment of counter arguments; reasonable and appropriate tone; maturity of reasoning.

Content. Appropriate and full support of reasons through a broad base of credible and reliable evidence, including facts, data, statistics, appeals to credible authorities, and relevant/representative examples; employment of appropriate outside sources, correctly cited using parenthetical references and a works cited list; consideration of audience needs; clear and thorough discussion of supporting materials; sources comply with assignment restrictions.

Stylistics. Effective and accurate word choice and sentence phrasing; avoidance of dumped quotations; streamlined and effective sentence structure. Correct integration of outside sources via summary, paraphrase, and direct quotation.

Readability. Freedom from sentence-level and surface errors in grammar and spelling; mechanical correctness; correct formatting of parenthetical citations and works cited entries.