At CSU Channel Islands, a key part of your education is to develop the communication skills needed for success at the University and in your future career. The first step in reaching this goal is to select the first-year writing sequence that best fits your needs and abilities.

You may select either the two-semester English 102/103 Stretch Composition sequence, or the one-semester English 105 course, Composition and Rhetoric. Completion of either English 105 or English 102 plus English 103 satisfies the first-year writing requirement.
OPTION ONE: The Stretch Sequence

Most CSU Channel Islands students begin with the two-course composition sequence. The two-course sequence gives students a full year to develop the communication skills required in the final portfolio described on page six of this brochure.

ENGL 102 STRETCH COMPOSITION I (3 units)

This course focuses on helping students develop strategies for using writing as a tool for thinking and learning. Upon completing this course, students will have learned that all writing involves a number of thinking and writing strategies, including invention, prewriting, drafting, peer review, revising, and editing. This is the first course in the two-course stretch sequence. It may be linked with another lower division General Education course, in which case the student enrolls in both courses.

ENGL 103 STRETCH COMPOSITION II (3 units)

Following ENGL 102, student writers in ENGL 103 become well versed in a variety of approaches to constructing the types of writing required in their college courses and in the workplace. Completion of ENGL 103 fulfills the general education requirement for undergraduate writing and prepares students for success in their courses across the curriculum.

You are a good candidate for the ENGL 102/103 Stretch Sequence if you:

• consider yourself an average reader and writer.
• do not feel ready to jump right in and begin with a documented research paper.
• want to learn more about revising your writing based on feedback from others.
• don’t feel very confident giving advice to other writers.
• could use some instruction on using the library and developing effective research skills.
• would prefer to slow down a bit and work on your writing at a steady pace.
• could use some brushing up on the conventions of grammar, punctuation, and spelling.
**Why Take the Stretch Sequence?**

The advantage of the ENGL 102/103 Stretch sequence is its emphasis on time, process, and community.

**Time:** In ENGL 102 and 103, students and teachers work together for the entire year rather than just a single semester. The course goals are the same as those in ENGL 105, but students are given twice as much time to accomplish them. This means that students complete more assignments, and get more writing practice, than they could in a single semester. The stretch sequence provides students with the opportunity for a richer, deeper experience with college-level writing. For each writing assignment, students discuss possibilities with the teacher and their peers, work through multiple drafts, and build working relationships with other student writers. The extra time allows for a supportive environment in which students can *stretch* their development across two semesters, building a solid foundation to handle the writing demands of courses they will take later in their college careers.

**Process:** ENGL 102 and 103 emphasize the development of effective personal writing strategies. CSUCI students face a variety of writing demands in a range of courses, so the development of effective strategies is key to their ability to adapt to particular assignments and teacher expectations. In 102/103, students work in peer writing groups and, together, learn to brainstorm, generate possibilities, and plan initial drafts, and then respond to one another’s drafts and guide revisions leading up to finished papers. Teachers guide this process and prepare students to use these strategies on their own as they move on to other courses.

**Community:** Students in 102 and 103 work together for an entire year with the same teacher, often in the same classroom, to establish a supportive community of writers. Studies show that successful college writers often work with others through all stages of the writing process. Rarely do good writers work alone. The workshop model emphasizes how to work effectively in a community. Through linkages with introductory courses in selected disciplines, students in ENGL 102 and 103 meet others with similar majors and career aspirations. On this foundation, students begin to make connections that will benefit them for the next four years.
OPTION TWO: Composition and Rhetoric

Some students prefer the faster pace and more challenging atmosphere of the one-semester ENGL 105 course. The final portfolio requirements are the same as those in ENGL 102 and 103, but ENGL 105 students fulfill the first-year writing requirement in one semester rather than two.

ENGL 105 COMPOSITION AND RHETORIC I
(3 units)

This course offers instruction and practice in writing university-level expository and persuasive prose. The subject matter of the course is thematic and variable. The focus of the course is development of proficiency in conceptualizing, analyzing, and writing academic papers, most of which involve the integration of outside sources. Substantial writing is required. This course may be linked with another lower division course, in which case the student will enroll in both courses.

Why Take ENGL 105?

The advantage of the single-semester ENGL 105 course is the immediate opportunity for students to apply their writing skills to new and challenging writing situations.

A Focus on Performance: In ENGL 105, students immediately begin work on college-level research and writing. Using the skills and strategies they bring to the course, students move quickly from a study of their own processes to the development of finished products. Typically, ENGL 105 students complete three or four substantial writing projects, most of which involve significant research and documentation of sources.

Faculty teaching ENGL 105 have created a course that assumes students are ready to jump right in at this advanced level.

You are a good candidate for ENGL 105 if you:

• think of yourself as a strong reader and writer.
• feel comfortable beginning a writing course with a documented research paper.
• know how to revise your writing based on feedback from others.
• feel comfortable giving substantive feedback to other writers.
• already possess solid library and research skills.
• are immediately ready to work at a quick pace.
• are confident about the conventions of grammar, punctuation, and spelling.
Grading Criteria in the First-Year Writing Program

Content
- The material challenges the intelligence and sophistication of a college-level audience.
- A single focus is emphasized through the entire paper.
- The focus is consistently developed with significant and interesting details, examples, and discussion.
- Relevant outside sources are clearly introduced and integrated into the surrounding discussion.

Organization
- The focus of the paper is clearly emphasized.
- The overall pattern is artfully conceived.
- The focus is developed through a sequence of related paragraphs.
- Paragraphs are purposefully organized and substantially developed with supporting evidence or detailed examples.
- Transitions between and within paragraphs are explicit, clear, and purposeful.

Style
- Sentence structure varies according to the content, purpose, and audience.
- The sentences are clear, logical, and enjoyable to read.
- Word choice is precise, interesting, and appropriate to the writing task.
- The language is mature and idiomatic.
- The writer’s tone complements the paper’s purpose and suits the audience.

Mechanics
- Format is appropriate.
- References to outside sources are cited and documented according to the appropriate style sheet.
- Problems in grammar, spelling, punctuation, or usage do not interfere with communication.
*The Writing Portfolio*

A “portfolio” is simply a collection of work. Many professionals use portfolios to show other people what they are capable of producing. In ENGL 105, the majority of your final grade will be based on a portfolio of three finished pieces of writing that will represent your capabilities as a writer by the end of the term. In ENGL 102/103, you will have the opportunity to build your final portfolio over both terms, and your final grade will be based on a combination of your final portfolio and some of the other process-oriented activities you have engaged in over the course of the year.

In both courses, the general criteria on page five will be used to evaluate your final papers. Successful writers in both courses will learn to apply these criteria to their own writing and to the writing of others. Since these criteria are valued by professors across the campus, the successful writer in the first-year writing program will move a long way toward satisfying the demands of faculty around the university.

For your final portfolio, you will choose three papers to represent your best work. At least two of your papers will involve the citation and documentation of outside sources. Each portfolio is read and evaluated by at least two teachers. As faculty members, they represent the academic audience which you’ll be writing for here at CSU Channel Islands. Because you need to create papers that capture and hold the attention of college-educated readers, that present focused and supported ideas that challenge the intellect of such readers, and that conform to the general conventions of academic writing, we feel that basing final grades on the judgment of more than one teacher is the most reliable way to evaluate student performance. You will get more details about this grading system on the first day of class.
The Decision is Yours: Which Course Should You Take?

Generally speaking, you are well prepared for ENGL 105 if you have done quite a bit of reading and writing in high school. ENGL 105 teachers will assume that you can read, summarize, and analyze published material from magazines, newspapers, books, and scholarly journals. They will also assume that you have written a variety of essays in a variety of forms, including narrative, descriptive, and persuasive writing. They will also assume that you feel comfortable with the rules of spelling, punctuation, and grammar. And finally, they will assume that you have committed yourself to the faster pace of the ENGL 105 curriculum. In short, the teachers of both of these classes know that you have thought seriously about this decision, and they will either slow down a bit (102/103) and help you develop these important writing strategies, or they will move on quickly, assuming that you are ready for the challenge of ENGL 105.

Here is a checklist of general characteristics that should help you decide if you are best suited to the ENGL 102/103 Stretch sequence or to ENGL 105:

<table>
<thead>
<tr>
<th>ENGL 102/103:</th>
<th>ENGL 105:</th>
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</thead>
<tbody>
<tr>
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</tr>
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</tbody>
</table>
“The English department is here to help you find the right class. They don’t care whether it’s 103 or 105, just as long as it is the right fit. So listen to what they have to say.”

— Hayley Redburn

“Being able to choose my own level of English has made my year easier and more worthwhile, since I had time to adjust from high school writing to college writing.”

— Vanessa Sherman

“If you are a FastPass worker, take ENGL 105. If you like to have more time for papers, 102–103 would fit you best.”

— Aden Gomez

“Stretch composition (102–103) was a great choice because you can learn at your own speed. You have the time to really focus on developing your writing style rather than just busting out a bunch of papers in a semester and praying for a good grade.”

— Rachel Lucianı

“After being out of school for a year prior to starting at CSUCI, English 102–103 was a great way to get back in the swing of things.”

— Erin Crocker

Refer to the Schedule of Classes for complete list of Stretch Sequence and Composition and Rhetoric courses.

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