

Directed Self Placement: Course Descriptions for CSUSB's Stretch Composition Program

English 102A-103A-104A	English 102B-103B-104B	English 105A-106A	English 105B-106B	English 107
Stretch Composition I, II, III	Stretch Composition for Multilingual Students I, II, III	Accelerated Stretch Composition	Accelerated Stretch Composition for Multilingual Students, I & II	Advanced Composition
Our moderately paced first year writing option.	Our moderately paced first year writing option for multilingual students.	Our accelerated option first year writing option.	Our accelerated first year writing option for multilingual students.	Our most aggressively paced first year writing option.
Intended for typical entering college students who may feel somewhat nervous about reading and writing at the college level and/or whose previous writing experiences have focused primarily on forms of writing, like 5 paragraph format, Schaffer paragraphs, and other systematic approaches to writing development. Should appeal to those who like the idea of more extended relationships with colleagues and those who would appreciate more support and time in managing extended intellectual writing projects.	Similar to the 102-103-104 "A" sequence but intended for students who speak another language in addition to English. Should appeal to students who feel more comfortable speaking, reading, and writing in a language other than English, including international students; students who immigrated to the U.S. during elementary, middle, or high school; and U.S.-born bilingual students. "B" section instructors have training and experience in working with multilingual students.	Intended for students who have some confidence as academic readers and writers but may want to develop more familiarity with academic conventions and habits of mind. Should appeal to those who like the idea of more extended relationships with colleagues and some support in managing extended intellectual writing projects.	Similar to the 105-106 "A" sequence, but intended for students who speak another language in addition to English and who have some confidence as academic readers and writers, but may want to develop more familiarity with academic conventions and habits of mind. Should appeal to those who like the idea of more extended relationships with colleagues and some support in managing extended intellectual writing projects. Should appeal to students who feel more comfortable speaking, reading and writing in a language other than English, including international students, students who immigrated to the U.S. during elementary, middle, or high school, and U.S.-born bilingual students. "B" section instructors have training and experience in working with multilingual students.	Intended for students who are confident, flexible readers and writers, who have familiarity with academic conventions and habits of mind, and who have had experience managing extended intellectual writing projects. Should appeal to those who are self-directed and self-motivated, consider themselves rhetorically sensitive readers and writers, and appreciate a steady volume of independent work.
Three quarter sequence; students and instructor stay together for all three quarters.	Three quarter sequence; students and instructor stay together for all three quarters.	Two quarter sequence; students and instructor stay together for both quarters.	Two quarter sequence; students and instructor stay together for both quarters. Class meets at the same time both quarters.	One quarter long
22 students per class.	22 students per class.	23 students per class.	23 students per class.	26 students per class.
Successful completion of 102A-103A-104A earns 8 credits: 4 elective units and 4 credits to satisfy GE writing (GE A.1). (Enrollment in the 102A-103A-104A sequence counts as 12 units for financial aid purposes).	Successful completion of 102B-103B-104B earns 8 credits: 4 elective units and 4 credits to satisfy GE writing (GE A.1). (Enrollment in the 102B-103B-104B sequence counts as 12 units for financial aid purposes).	Successful completion of 105A-106A earns 4 elective credits and 4 GE writing credits (GE A.1).	Successful completion of 105B-106B earns 4 elective units and 4 GE writing units (GE A.1).	Successful completion of 107 earns 4 credits and satisfies your general education written communication requirement (GE A.1).

English 102A-103A-104A	English 102B-103B-104B	English 105A-106A	English 105B-106B	English 107
Stretch Composition I, II, III	Stretch Composition for Multilingual Students I, II, III	Accelerated Stretch Composition	Accelerated Stretch Composition for Multilingual Students, I & II	Advanced Composition
This three quarter option may be right for you if:	This three quarter multilingual option may be right for you if:	This two quarter option may be right for you if:	This two quarter multilingual option may be right for you if:	This one quarter option may be right for you if:
You like working in a collegial atmosphere that involves regular, extended interactions with your peers, as well as with your instructor, and which provides both structure and latitude to support productive, interesting work.	You like working in a collegial atmosphere with other students from diverse language backgrounds and would appreciate learning from an instructor specifically trained in teaching composition to multilingual students.	You often enjoy working independently but also appreciate the opportunity to exchange and develop ideas with others.	You often enjoy working independently but also appreciate the opportunity to exchange and develop ideas with other students from diverse language backgrounds and would appreciate learning from an instructor specifically trained in teaching composition to multilingual students.	You work well independently and often learn best when you attack complex projects on your own and think them through for yourself.
You have sometimes struggled to maintain motivation and self-discipline around academic reading and writing assignments.	You have sometimes struggled to maintain motivation and self-discipline around academic reading and writing assignments. Although not always, this can be related to frustrations with moving between your languages.	You are reasonably self-disciplined when it comes to reading and writing for academic purposes but sometimes have found it hard to feel motivated in relation to these assignments.	You are reasonably self-disciplined when it comes to reading and writing for academic purposes but sometimes have found it hard to feel motivated in relation to these assignments. Although not always, this can be related to frustrations with moving between your languages.	You are typically self-motivated in relation to academic reading, researching, and writing projects and know how to break up a larger project into increments to get it done thoughtfully, over time.
You have had some writing practice in in your previous schooling, with a lot of attention to forms of writing or organizing your writing. For instance, you may have been required to employ the 5 paragraph format, to produce Schaffer paragraphs, or to work with some other structural system for writing.	You have had some writing practice in your previous schooling, with a lot of attention to forms of writing or to systems (like 5 paragraph format) for organizing your writing. You sometimes felt it is easier to figure out what you want to say in your first language or as if your first language got in the way of what you were trying to say in English.	You have had a fair amount of writing practice your previous schooling, with most assignments asking you to articulate your personal response to a reading or to produce a thesis driven paper.	You have had a fair amount of writing practice your previous schooling, with most assignments asking you to articulate your personal response to a reading or to produce a thesis driven paper. You sometimes felt it is easier to figure out what you want to say in your first language or as if your first language got in the way of what you were trying to say in English.	You are a flexible and fluid writer with experience in writing in a variety of genres and for a variety of purposes.
When reading, you sometimes wondered how others got so much out of the works under consideration.	When reading, you sometimes wondered how others got so much out of the works under consideration. You find that you sometimes lack familiarity with the vocabulary or style of the works you are reading.	When reading, you are generally able to follow the meaning or get the gist of scholarly or extended intellectual works, although you may not notice how the text is establishing that meaning.	When reading, you are generally able to follow the meaning or get the gist of scholarly or extended intellectual works, although you may not notice how the text is establishing that meaning. You find that you sometimes lack familiarity with the vocabulary or style of the works you are reading.	You are confident in your abilities to read and interpret scholarly or extended intellectual work; you typically notice not only what the text says, but how it says it.

English 102A-103A-104A	English 102B-103B-104B	English 105A-106A	English 105B-106B	English 107
Stretch Composition I, II, III	Stretch Composition for Multilingual Students I, II, III	Accelerated Stretch Composition	Accelerated Stretch Composition for Multilingual Students, I & II	Advanced Composition
Your writing experience typically involved writing to clearly defined prompts or purposes established by others. You sometimes found these prompts confusing or confining and sometimes had trouble figuring out what you were supposed to say. You haven't yet had too many opportunities to establish meaningful writing projects for yourself.	Your writing experience typically involved writing to clearly defined prompts or purposes established by others. You sometimes found these prompts confusing or confining and sometimes had trouble figuring out what you were supposed to say. You haven't yet had too many opportunities to establish meaningful writing projects for yourself.	Your writing experience in your previous schooling has typically involved writing to clearly defined prompts or for specific purposes established by others. Within those constraints you usually answered the call to write fairly well. You haven't yet had many opportunities to establish meaningful writing projects for yourself.	Your writing experience in your previous schooling has typically involved writing to clearly defined prompts or for specific purposes established by others. Within those constraints you usually answered the call to write fairly well. You haven't yet had many opportunities to establish meaningful writing projects for yourself.	You have experience in establishing meaningful writing projects for yourself, in which you determine the purpose, scope, and means of development of the piece. When you were asked to write to a specific prompt, you usually found your own "take" on the project, so that you felt like the piece was yours, even if the inspiration for it was the prompt.
You have some experience with using other texts or other authors in your work but still feel a little uncertain about the basics of citation and how to weave these other voices into your own work. You sometimes worry about whether you are doing this correctly or if you are technically plagiarizing.	You have some experience with using other texts or other authors in your own work but still feel a little uncertain about the basics of citation and how to weave these other voices into your own work. You sometimes worry about whether you are doing this correctly or if you are technically plagiarizing.	You have worked with other texts in the process of creating your own. You know the basics of citing other authors. You typically use other sources for information to prove your own position.	You have worked with other texts in the process of creating your own. You know the basics of citing other authors. You typically use other sources for information to prove your own position.	You have worked with other texts in the process of creating your own, and you can summon a conversation by synthesizing the work of others in order to locate yourself within that issue.
You typically find your sources using broad internet searches. You would like to develop improved strategies for finding useful materials and assessing their trustworthiness and value.	You typically find your sources using broad internet searches. You would like to develop improved strategies for finding useful materials and assessing their trustworthiness and value.	You have some experience in searching for and evaluating source materials but usually rely on general internet searches to find materials. You know to question the trustworthiness of Wikipedia and other social network sources but still sometimes find it hard to know which sources are the best to use.	You have some experience in searching for and evaluating source materials but usually rely on general internet searches to find materials. You know to question the trustworthiness of Wikipedia and other social network sources but still sometimes find it hard to know which sources are the best to use.	You have had experience in doing library research and know the difference between scholarly and popular sources; you have strategies for finding and knowing how to assess the value and credibility of source materials, including those found on the internet.
You feel a little insecure about the technicalities of in-text citation practices and haven't spent much time using any of the major citation systems (MLA, APA, CSE, Turabian, etc.). You would like to feel more secure about how this works as you move forward in college because you know that ethical citation practice is a requirement for college level writing.	You feel a little insecure about the technicalities of in-text citation practices and haven't spent much time using any of the major citation systems (MLA, APA, CSE, Turabian, etc.). You would like to feel more secure about how this works as you move forward in college because you know that ethical citation practice is a requirement for college level writing.	You have some experience with in-text citation and have been introduced to at least one citation system (MLA, APA, CSE, Turabian, etc.) in the past. When you have difficulties with how to cite or how to structure your bibliography, you've generally asked your teachers for help or done your best to approximate the correct structure.	You have some experience with in-text citation and have been introduced to at least one citation system (MLA, APA, CSE, Turabian, etc.) in the past. When you have difficulties with how to cite or how to structure your bibliography, you've generally asked your teachers for help or done your best to approximate the correct structure.	You have experience with in-text citation, have used at least one citation system (MLA, APA, CSE, Turabian, etc.) in the past, and know how to look up citation and bibliography questions when you don't have the answers off the top of your head.

English 102A-103A-104A	English 102B-103B-104B	English 105A-106A	English 105B-106B	English 107
Stretch Composition I, II, III	Stretch Composition for Multilingual Students I, II, III	Accelerated Stretch Composition	Accelerated Stretch Composition for Multilingual Students, I & II	Advanced Composition
<p>You sometimes revise your writing, but most often when it is required as part of an assignment for school or work. Like many writers, you find it hard to change your draft very much after you've written it. You tend to focus on fixing grammar glitches and improving the flow of your writing.</p>	<p>You sometimes revise your writing, but most often when it is required as part of an assignment for school or work. Like many writers, you find it hard to change your draft very much after you've written it. You tend to focus on fixing grammar glitches and improving the flow of your writing.</p>	<p>You usually revise your own writing and will rewrite sentences for clarity and add additional information, examples, or explanations when a thoughtful reader of your work points out areas where you could make your work richer or more convincing.</p>	<p>You usually revise your own writing and will rewrite sentences for clarity and add additional information, examples, or explanations when a thoughtful reader of your work points out areas where you could make your work richer or more convincing.</p>	<p>You have done deep revisions of your own texts and have been known to really tear up a piece in order to rethink and reorganize its content; it is not unusual for your final draft to look significantly different from your first one.</p>
<p>You feel it would be useful to develop more strategies for editing and proofreading your written work. You know you could some practice in spotting errors and also in having good strategies for fixing them.</p>	<p>You feel it would be useful to develop more strategies for editing and proofreading your written work. You worry that your first language sometimes interferes with your written English work.</p>	<p>You generally proofread your written work before final submission and use spelling- and grammar-checker cues to help you find glitches in your work.</p>	<p>You generally proofread your written work before final submission and use spelling- and grammar-checker cues to help you find glitches in your work. You worry that your first language sometimes interferes with your written English work.</p>	<p>You are a strong editor of your own work and usually attend to issues of style, clarity, or persuasiveness, as much as to "correctness."</p>
<p>Looking at the demands on your time and the weight of your other college classes, you like the idea of having a writing class that moves at a moderate pace and spends more time "opening up" the processes by which college level thinking, reading, and writing get done.</p>	<p>Looking at the demands on your time and the weight of your other college classes, you like the idea of having a writing class that moves at a moderate pace and spends more time "opening up" the processes by which college level thinking, reading, and writing get done.</p>	<p>Considering the other demands on your time and the weight of your other college classes, the structure, pace, and collegial support of this two quarter sequence seems a wiser choice than the 107 option.</p>	<p>Considering the other demands on your time and the weight of your other college classes, the structure, pace, and collegial support of this two quarter sequence seems a wiser choice than the 107 option.</p>	<p>The other demands on your time will allow you to give your 107 course significant attention; you have enough flexibility in your schedule to seek support outside of class-time (via your professor's office hours and the writing center) should you discover you need it.</p>