

**CAS 300**  
**Elements of Effective Professional Communication**  
**[Semester Year]**

## **Faculty Information**

**Instructor:**

**Office:**

**Office Hours:** xxxxx, and by appointment

**Phone:**

**Email:**

**Class meets:**

## **Required Text**

Langan, J. (2011). *Sentence Skills* (9<sup>th</sup> ed.). New York: McGraw-Hill.

## **Optional Text**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

## **Course Description and Learning Goals**

CAS 300 meets the upper-division baccalaureate writing course requirement for Child and Adolescent Development majors. Consistent with University expectations for General Education, writing assignments in this course shall involve the organization and expression of complex ideas and careful and timely evaluations of writing so that deficiencies are identified and suggestions for improvement and/or means of remediation are offered. This course prepares students to:

- understand writing as an iterative process of revision and improvement,
- use clear, correct, and effective grammar and punctuation,
- write a library research paper, using APA-style citations and references,
- plan, evaluate, and integrate information from diverse sources to meet a specific communication purpose,
- present information, drawing from a variety of professional formats to match multiple target audiences, and
- understand there are ethical and legal issues associated with professional communication.

Because proficiency in these skills is necessary for success in subsequent core courses in the CHAD major, CAS 300 is a prerequisite for CAS 310, CAS 325A, CAS 325B, and CAS 490T.

## Course Format and Technology Requirements

This course is taught primarily in a face-to-face format, but on the days indicated on the course schedule, you will be asked to complete online activities on TITANium prior to coming to class.

**Use of TITANium.** Materials are posted on TITANium, Cal State Fullerton's learning management system (LMS), which you can access by logging into the student portal. I will regularly send emails and announcements via TITANium, so please check that your email address is correct. (An email address changed through the university is not automatically changed on TITANium.) On the days when online activities are assigned, I will track your activities on TITANium, monitoring when you have logged into the course website, accessed module activities, and completed assignments.

**Computer specifications for launching and completing online activities.** You need to have updated computer specifications and software to properly access and complete online activities. You can find information about these requirements at the CSUF Distance Education website: <http://oasis.fullerton.edu/resources.aspx>. Relevant links are also provided under the "Course Resources" header on TITANium. If you do not have a fast or reliable Internet connection at home, you can use a computer in the Pollak library to complete these activities.

**Technical help.** Start by checking the "Frequently Asked Technical Questions" document under "Course Resources and External Links" on TITANium for the most common technical problems. If your answer is not found there, post a question on our Faculty and Instructor FAQ forum and/or contact the CSUF technical desk at (657) 278-8888 or [StudentITHelpdesk@fullerton.edu](mailto:StudentITHelpdesk@fullerton.edu) for assistance.

## Assignments and Assessment

Detailed guidelines for all assignments will be posted on TITANium under "Assignments" and discussed in class. Be sure to read the guidelines before completing assignments.

**Quizzes:** There will be nine 10-point quizzes testing your understanding of English fundamentals throughout the semester. Your eight highest scores will count, and **I will not allow make-ups for any reason.**

**Attendance and Participation:** Regular attendance and participation in class activities is critical to your success in class. You can earn 2 points toward attendance and participation at each class meeting, starting on the second week of class and excluding the week of the final exam. I will take attendance at the start of class, and you must be present at that time to receive credit. Late arrivals and early departures will be counted as absences unless you have notified me of a scheduling conflict and I have approved it in advance. Lack of participation in class (e.g., sleeping, missing a peer review activity) will result in the loss of your attendance/participation points for that day. I will drop one attendance/participation score from your final grade, meaning you can be absent, come late, or leave early from class one day without any loss of points.

**Homework Assignments:** Ten short homework assignments will be scheduled throughout the semester to encourage you to keep up with readings and class material. Homework assignments will be checked in class the day they are due. The anticipated homework schedule is listed on the course schedule; any changes will be announced in class and on TITANium one week in advance.

**Resume.** In a single page, you will present personal, educational, and professional accomplishments that are related to your career objective. You will produce a first draft and a final copy, keeping in mind a prospective employer in a field related to child and adolescent studies as a target audience.

**Personal narrative:** In 3 typed, double-spaced pages, explain how you came to be a CHAD major, describe your career (and, if applicable, relevant personal) goals, and describe what you plan to do to prepare to meet your career goals, including formal education, co-curricular activities, and field-based experience. Work to engage your audience of committee members of a graduate degree program. Detailed instructions will be provided in class.

**Oral presentation:** In your oral presentation you will summarize a central aspect of your personal narrative to the audience of your classmates in 3-5 minutes. With peer feedback, you will analyze your presentation and compose a one-page paper evaluating your performance. The *self-evaluation* will include reflections on strengths and weaknesses and specific strategies for improving your oral presentation skills.

**Thematic paper.** In 3-5 typed, double-spaced pages, you will present research on a pre-selected area on child and adolescent development, drawing from at least six sources; four must be scholarly sources and two must be high-quality, web-based sources. We will work on this paper in class for several days before the due date, and given the paper's brevity, I expect you to polish each paragraph and sentence to near perfection. Consider your audience a college professor who is looking for clear, well-organized, and well-documented information.

We will break this paper into smaller steps to ensure you are making progress on the assignment and have the opportunity to receive timely feedback from me and your peers. Draft work will include an *APA title and reference page*, a *one paragraph article summary*, and a *partial first draft*.

**Portfolio:** Bring your portfolio with you to our last class meeting, and document its completeness with a classmate. Please use a 1-1.5" binder with the following dividers:

- Syllabus
- Lecture/Class Notes
- Quizzes
- Handouts and Worksheets
- Assignments and Draft Work (with my feedback)

A complete, neat, and well-organized portfolio will earn the full 10 points.

**Final Exam:** The comprehensive final exam, administered during finals week, will include a review of English fundamentals and APA style and an evaluation of your writing.

## Grading Scale

<b>A</b> 93.0-100.0%	<b>A-</b> 90.0-92.99	<b>B+</b> 87.0-89.99%
<b>B</b> 83.0-86.99	<b>B-</b> 80.0-82.99	<b>C+</b> 77.0-79.99%
<b>C</b> 73.0-76.99	<b>C-</b> 70.0-72.99	<b>D</b> 60.0-69.99% <b>F</b> 59.99% and under

Plus and minus grading is used in this course. **A grade of “C” (2.0) or better is required to fulfill campus upper division writing and CHAD major requirements.** Extra credit opportunities will be posted on TITANium and announced in class. You may keep track of your own points in TITANium’s electronic gradebook and on the chart below.

Graded Course Activities	Points Possible	Your Points
Attendance/Participation (2 pts per day, drop 1)	26	
Homework assignments (10 @ 2 pts each, drop 1)	18	
Quizzes (9 @ 10 pts each, drop 1)	80	
Resume		
First draft and self-evaluation checklist	2	
Final draft	20	
Personal Narrative		
Scratch outline	2	
Final draft	60	
Oral Presentation	15	
Self-evaluation	10	
Thematic Paper		
APA title and reference page (final draft)	5	
One paragraph summary	2	
Revised paragraph summary with APA citations	4	
Partial draft of thematic paper	25	
Final draft of thematic paper	100	
Portfolio	10	
Final Exam	50	
Total	430	

## Course Policies and Expectations

**CAS Standards and Expectations:** Please read the departmental guidelines to support your academic achievement and professional development; the document is posted on our TITANium site.

**In Case of an Emergency:** Please familiarize yourself with campus emergency procedures by visiting the following link: [http://www.fullerton.edu/emergencypreparedness/ep\\_students.html](http://www.fullerton.edu/emergencypreparedness/ep_students.html). Consult our TITANium course site regularly for updates and announcements if class is postponed due to an emergency situation.

**Emails:** CAS 300 is a professional development course, and I expect you to proofread your emails to me just as you would any other writing. Remember to begin your email with a greeting (e.g., Hi Dr. Kim) and close it with your name.

**Expectations for Written Work:** All work must be typed. Please double space and use 12-point font and 1-inch margins. Handwritten work will not be accepted. I grade your written assignments carefully and rigorously, and I always provide extensive feedback. Much of CAS 300 focuses on teaching basic sentence skills, and I expect those lessons to be applied in your writing. I always provide detailed guidelines, grading rubrics, and tutorials before assignments are due so that you know exactly what is expected of you. Please ask me if you have any questions about assignments, preferably several days before they are due. **You will not earn points for written work that does not abide by the guidelines I have provided.**

**Late Policy for Assignments:** All assignments are due at the beginning of class on their scheduled due dates. If you anticipate a conflict with a deadline, let me know via email or in person at least one week before the assignment is due. Late assignments (excluding those for which extensions have been granted) will **lose 5% of the total possible points for work that is up to 48 hours late, and 10% for work that is up to one week late.** Work that is more than one week late will not be accepted without consultation and approval from the instructor. Because you may drop your lowest scores, no make-ups for quizzes or homework assignments are permitted.

**Attendance:** Your attendance and participation are vital for your success in this class. Frequent absences will count against you. **If you miss a quiz or in-class activity on a day that you are absent, you will not have the opportunity to make up these points.** If you are absent, it is your responsibility to get notes, announcements, and assignments from me or one of your classmates.

**Students with Special Needs:** Please let me know if you have any special needs or disabilities that may affect your performance or participation in this class. According to the California State University Policy, students with disabilities need to document their disabilities at Disability Support Services in UH-101, (657) 278-3117. For more information, visit: <http://www.fullerton.edu/DSS/>.

**Academic Integrity:** Plagiarism occurs any time someone else's ideas or words are used without proper citation, whether it is intentional or not. This includes taking portions of a paper from the internet, copying the paper of a previous student in the class, having someone complete an assignment for you, producing the same paper as someone else, and paraphrasing someone's research without proper citation. Later this semester, you will be responsible for completing a CAS online module on avoiding plagiarism. You may also review the "Student Guide to Avoiding Plagiarism" (on the web at [http://www.fullerton.edu/integrity/student/integritycounts/academic\\_integrity/](http://www.fullerton.edu/integrity/student/integritycounts/academic_integrity/)). When a student cheats or commits plagiarism, university policy requires instructors to penalize the student academically and report the offense to the Dean of Students. I have and will continue to take this obligation seriously; **any work that shows evidence of plagiarism will receive an automatic zero and will be reported.** To further protect academic integrity within our class, you must upload your thematic paper to Turnitin, a plagiarism detection site (via TITANIum), so that it may be evaluated for plagiarism.

## Course Schedule

The schedule lists activities you are asked to complete before, during, and after class. Any changes to the course schedule will be announced in class and on TITANIum.

Table 2. Course Schedule Listing Topics, Activities, and Deadlines

Week 1	Week 2	Week 3	Week 4
<p><b>August 27</b></p> <p><b>Before Class Preparation</b></p> <p>Download and review the syllabus</p> <p>Buy the textbook</p> <p><b>In Class Topics &amp; Activities</b></p> <p>Pre-test</p> <p>Introduction to course and each other</p> <p>First day writing activity</p>	<p><b>September 3</b></p> <p><b>Before Class Preparation</b></p> <p>Read Langan Ch. 1, p. 2-10</p> <p>Read Langan Ch. 3</p> <p>Read Langan App. B, p. 520-529 (Practice 1-11)</p> <p><i>Homework: Write a letter to the instructor</i></p> <p><b>In Class Topics &amp; Activities</b></p> <p>Parts of speech</p> <p>Stages of writing</p> <p>Introduction to resume assignment</p> <p>Writing an introductory paragraph</p> <p><b>Due</b></p> <p><i>Scratch outline of personal narrative</i></p>	<p><b>September 10</b></p> <p><b>Before Class Preparation</b></p> <p>On TITANIum review the following:</p> <ul style="list-style-type: none"> <li>CAS 300 Resume Guidelines and Tips</li> <li>CSUF Career Center: Resume tutorial and resources</li> </ul> <p><i>Homework: Watch CAS Overview and bring completed CAS Advising Worksheet in preparation for advising session</i></p> <p><b>In-Class Topics &amp; Activities</b></p> <p>CAS Group Advising Session</p> <p>Quiz 1 (parts of speech)</p> <p>Peer review: Resume</p> <p>Verbs, part 1 (action vs. linking; transitive vs. intransitive)</p> <p><b>Due</b></p> <p><i>First draft of resume and self-evaluation checklist</i></p>	<p><b>September 17</b></p> <p><b>Before Class Preparation</b></p> <p>Read Langan Ch. 4 (Practice 1-6)</p> <p>Read Langan Ch. 10, pp. 171-175 (Practice 1-5)</p> <p><i>Homework: Bring five original simple sentences to class</i></p> <p><b>In Class Topics &amp; Activities</b></p> <p>Subjects and verbs</p> <p>Subject-verb agreement</p> <p>The personal narrative</p> <p>Writing Activity: Inspirational person</p> <p><b>Due</b></p> <p><i>Final draft of resume</i></p>

Week 5	Week 6	Week 7	Week 8
<p><b>September 24</b></p> <p><b>Before Class Preparation</b></p> <p>Read Langan Ch. 2</p> <p>Homework: Complete Practice Activities 1-17</p> <p><b>In Class Topics &amp; Activities</b></p> <p>Quiz 2 (subjects and verbs)</p> <p>Auxiliary verbs</p> <p>Effective paragraph structure</p> <p>Descriptive writing: "Show, don't tell"</p> <p>Paper formatting</p> <p>Peer review: Inspirational person</p>	<p><b>October 1</b></p> <p><b>Before Class Preparation</b></p> <p>Read Langan Ch. 7, pp. 125-128 (Practice 1-2)</p> <p>Read Langan Ch. 20</p> <p>Read Emery Ch. 2 (posted on TITANium)</p> <p>Homework: Write a short thank you note to a friend or family member and bring a hard copy to class</p> <p><b>In Class Topics &amp; Activities</b></p> <p>Quiz 3 (auxiliary verbs)</p> <p>The simple sentence</p> <p>The compound sentence</p> <p>Capitalization</p>	<p><b>October 8</b></p> <p><b>Before Class Preparation</b></p> <p>Read Langan Ch. 5 (Practice 1-7)</p> <p>Read Langan Ch. 7, pp. 128-142</p> <p>Read Langan, Ch. 21 (Practice 4-10)</p> <p><b>In Class Topics &amp; Activities</b></p> <p>Quiz 4 (compound sentences, capitalization)</p> <p>Sentence fragments</p> <p>The complex sentence</p> <p>Sentence variety</p> <p><b>Due</b></p> <p>Final draft of personal narrative</p>	<p><b>October 15</b></p> <p><b>Before Class Preparation</b></p> <p>Guidelines for the oral presentation assignment</p> <p>Tutorial on effective oral presentations</p> <p>Linked In Learning tutorial on Public Speaking Foundations</p> <p>Homework: Notes you took on the Linked In Learning tutorial and storyboard or notecards used for your oral presentation</p> <p><b>In-Class Topics &amp; Activities</b></p> <p>Quiz 5 (fragments, complex sentences)</p> <p>The order of presentations will be assigned on a first-come, first-served basis. You may not have a classmate sign up for you. Bring a smartphone or other recording system so that your presentation can be recorded.</p> <p><b>Due</b></p> <p>3-5 minute rehearsed oral presentation</p>

Week 9	Week 10	Week 11	Week 12
<p><b>October 22</b></p> <p><b>Before Class Preparation</b></p> <p>Read Langan Ch. 6 (Practice 1-9)</p> <p>Read Langan Ch. 13 (Practice 1-4)</p> <p>Homework: Read and take notes on the CAS Cultural Competency Framework</p> <p><b>In Class Topics &amp; Activities</b></p> <p>Run-on sentences</p> <p>Pronouns</p> <p>Language and inclusivity</p> <p>Cultural competence</p> <p>Return personal narrative</p> <p><b>Due</b></p> <p>Self-evaluation of oral presentation</p>	<p><b>October 29</b></p> <p><b>Before Class Preparation</b></p> <p>Read the thematic paper guidelines</p> <p>Read the required article for the thematic paper (TBA)</p> <p>Review CSUF guidelines for academic integrity</p> <p>Homework: Complete online module: Plagiarism and paraphrasing</p> <p><b>In Class Topics &amp; Activities</b></p> <p>Quiz 6 (pronouns, run-on sentences)</p> <p>Introduction to thematic paper</p> <p>Discuss required article and audience for a research paper</p> <p>Guest speaker: Library instruction</p> <p>Website credibility</p> <p><b>Due</b></p> <p>One paragraph summarizing the required research article brought to class as a hard and electronic copy</p>	<p><b>November 5</b></p> <p><b>Before Class Preparation</b></p> <p>Read Langan Ch. 28, 29, and 31</p> <p>Watch and take notes on the CAS APA module lessons (You may bring your notes to class to use on the quiz.)</p> <p>-How to Format an APA Style Title Page</p> <p>-How to Cite in APA Style</p> <p>-How to Format an APA Style Reference Page</p> <p>-How to Format APA Style Reference Entries</p> <p>Homework: First draft of APA style title and reference page</p> <p><b>Online Topics &amp; Activities</b></p> <p>Quiz 7 APA style—you may use your notes, but there will be a time limit</p> <p>Introduction to APA style: How We Cite; Why We Cite</p> <p>Dictionary use and spelling</p> <p>Peer review: APA style</p> <p><b>Due</b></p> <p>Revision of one paragraph citing the article in APA style</p>	<p><b>November 12</b></p> <p><b>Before Class Preparation</b></p> <p>Review Langan Ch. 2 for a second time</p> <p>Review sample thematic papers</p> <p>Come to class knowing the information from your six sources very well and prepared to talk about them</p> <p>Homework: Notes and written dissections from each source</p> <p><b>In Class Topics &amp; Activities</b></p> <p>Effective paragraph structure, Part 2 (providing details to support)</p> <p>Unity, support, and coherence</p> <p>Writing a thesis and topic sentences</p> <p>We will devote part of class to working on your thematic paper. Bring all your sources and notes to class. You will receive individual or group attention.</p> <p><b>Due</b></p> <p>Final draft of APA title and reference page</p>

Week 13	Week 14	Week 15	Week 16
<p><b>November 19</b></p> <p><b>Before Class Preparation</b></p> <p>Read Langan Ch. 8, 9, 11, and 12</p> <p>Read Langan Ch. 16 and 17 (Practice 1-2 from each)</p> <p>Read Langan Ch. 18 and 19 (Practice 1-2 from Ch. 18 and 1-13 from Ch. 19)</p> <p><b>In Class Topics &amp; Activities</b></p> <p>Verbs</p> <p>Misplaced modifiers</p> <p>Parallel structure</p> <p>Effective word choice</p> <p><b>Due</b></p> <p>Partial draft of thematic paper consisting of a <u>polished</u></p> <ul style="list-style-type: none"> <li>• Introductory paragraph</li> <li>• Thesis</li> <li>• At least four topic sentences for the body paragraphs</li> <li>• One entire body paragraph</li> </ul>	<p><b>November 26</b></p> <p>Take-Home Quiz 8 (verbs, misplaced modifiers, parallel structure)</p> <p><i><b>In lieu of meeting in class this week, I will be scheduling individual meetings with students to go over their partial first draft assignment. Please sign up in class for a meeting. Bring your completed quiz to our meeting.</b></i></p>	<p><b>December 3</b></p> <p><b>Before Class Preparation</b></p> <p>Read Langan Ch. 31 and 32</p> <p>Read Langan, Ch. 23, 24, 25, 26, and 27 (all practice activities)</p> <p><b>In Class Topics &amp; Activities</b></p> <p>Return partial draft of thematic paper</p> <p>Tricky punctuation</p> <p>Comma use</p> <p>Peer review: punctuation story</p>	<p><b>December 10</b></p> <p><b>Before Class Preparation</b></p> <p>Check all grades on TITANium for accuracy</p> <p><b>In Class Topics &amp; Activities</b></p> <p>Quiz 9 (punctuation, all uses)</p> <p>Final exam review</p> <p><b>Due</b></p> <p>Portfolio</p> <p>Thematic paper final draft (electronic and hard copy due; turn in all previous drafts with my feedback)</p>