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- Rainforest 2 Reef
- Environmental Working Group

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Book design: Ellie Moore

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Part 1
Introduction to the Writing Program
Chapter 1
Writing Program Objectives

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Writing Program Mission Statement

The Writing Program at California State University (CSU), Stanislaus views the discipline of writing as both a fundamental academic skill and as a means of fostering social communication. Students are empowered by learning the rhetorical tools necessary to enter academic conversations and participate in public discourse. We emphasize analyzing and interpreting information, communicating effectively with different audiences, and learning to read and write within specific communities.

Principles of the CSU Stanislaus Writing Program Philosophy

- Reading and writing are integral parts of teaching and learning. Students learn to approach writing as a process and to interact with a variety of texts. They are taught explicitly about genre, tone, rhetorical devices, and conventions.

- Reading and writing are social activities. While reading and writing are often regarded as personal experiences, they can simultaneously promote powerful and effective public discourse.

- Writing occurs at the intersection of knowledge and experience. Instructors help students integrate past experiences and new knowledge to help them become stronger writers and meet course goals.

- Clearly defining expectations and assessment methods helps students successfully meet course requirements. When the purpose of writing, expectations of performance, and assessment criteria are clearly presented, students become better able to understand their tasks, know how to successfully complete them, and develop a sense of ownership of their writing.

Members of the Writing Program study current research and work to incorporate promising teaching practices. We acknowledge that the awareness of new teaching methods and changes in assessment procedures will improve students’ ability to succeed in the classroom.

You will find diversity in how our goals are met within different writing courses, but you can be assured that our classes are united by a shared set of learning outcomes. These outcomes have been adopted from our professional organization—the Council of Writing Program Administrators (WPA). These outcomes (described below) help guide the curriculum of writing program classes.
Chapter 1: Writing Program Objectives

Writing Program Outcomes
(Adapted from the Council of WPA Outcomes)

- Students will learn to identify and apply genre-specific rhetorical strategies based on purpose and audience.

- Students will learn to use critical reading and writing as a mode of inquiry and communication through generating their own voices and ideas and appropriately integrating them with others.

- Students will demonstrate information literacy, including the ability to locate, evaluate, organize, use, and appropriately document collected research material.

- Students will develop flexible revision strategies and multiple processes, including working collaboratively, to develop and revise written products.

- Students will develop the ability to recognize and utilize genre- and context-specific conventions including organization, use of resources, and grammar and punctuation.

- Students will learn to critically reflect on their writing and processes of writing, including applying genre-specific conventions.

Depending on which course(s) you plan to take, your instructor will emphasize different skills, yet all courses will target their specific outcomes.

CSU Stanislaus
Writing Program Student Learning Objectives

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<tr>
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Table: hp-high priority  mp-medium priority  lp-low priority  blank-no priority
Chapter 2
Course and DSP Description
The English Department at California State University, Stanislaus uses Directed Self-Placement to place students in their composition classes. With guidance and direction from the Writing Program online questionnaire, your advisors, and Early Start teachers, we offer you the opportunity to decide on the best class to meet your needs.

The Writing Program at CSU Stanislaus offers several “tracks” for students.

1. **The Stretch option**—composition “stretched” over two semesters. The first semester (ENGL 1006) satisfies your general education (GE) E1. Individual Resources for Modern Living requirement and the second semester (ENGL 1007) satisfies your GE A2. Written Communication requirement.

2. **The Semester option**—one semester composition. This satisfies your GE A2. requirement.

3. **Stretch and ESL option**—ESL 1000 or ESL 1005 taken prior to or at the same time as ENGL 1006. In addition to the other GE requirements, your ESL course satisfies GE area C3. Foreign Language.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>GE Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 1000 4.0 units</td>
<td>(Formerly Beginning English and Grammar for ESL Students) Editing and sentence-level grammar skills. Focuses on improving grammar, improving editing skills for individual problems, and increasing writing fluency. Individualized tutoring is an integral part of the course. Satisfies G.E. area C3.</td>
<td></td>
</tr>
<tr>
<td>ESL 1005 4.0 units</td>
<td>(Formerly Intermediate English and Grammar for ESL Students) Composition process: drafting, revising, editing. Additional focus is on reading and vocabulary to improve comprehension and fluency in standard academic English. Individualized tutoring is an integral part of the course. Satisfies G.E. area C3.</td>
<td></td>
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<tr>
<td>ENGL 1001 3.0 units</td>
<td>(Formerly Freshman Composition) A course in reading and writing expository essays. In addition to writing essays, students will be expected to demonstrate the ability to write informative summaries of university-level writing. Satisfies G.E. area A2. Prerequisite: EPT score of T147 or above or recommendation from a prebaccalaureate course. (Fall, Spring)</td>
<td></td>
</tr>
<tr>
<td>ENGL 1006 4.0 units</td>
<td>(Formerly First-Year Composition [Stretch A]) A course in reading and writing expository essays that also introduces students to academic culture in a learning community. In addition to writing essays, students will be expected to demonstrate an understanding of college-level success skills. Class incorporates technology and information literacy skills. Satisfies G.E. area E1.</td>
<td></td>
</tr>
<tr>
<td>ENGL 1007 4.0 units</td>
<td>A course in reading and writing expository essays. In addition to writing essays, students will be expected to demonstrate the ability to write informative summaries of university-level writing. Class incorporates use of word-processing, email, and Internet/World Wide Web technologies. Satisfies G.E. area A2.</td>
<td></td>
</tr>
</tbody>
</table>
## DSP FAQs
### FREQUENTLY-ASKED QUESTIONS ABOUT DIRECTED SELF-PLACEMENT AT CSU STANISLAUS

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is Directed Self-Placement (DSP)?</td>
<td>DSP is a method that offers students guidance to help them select the writing course most appropriate for them. With guidance and directions available on a Web site and from faculty, we want you to choose the first-year writing courses that will best support your development as a writer and reader and best support your work in your other courses. It’s an important decision for you to make: Which courses best prepare you to read and write at the university and in your future career?</td>
</tr>
<tr>
<td>2. What courses are available to complete my first-year writing requirement?</td>
<td></td>
</tr>
</tbody>
</table>

2. What courses are available to complete my first-year writing requirement?
<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
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<tbody>
<tr>
<td><strong>The Stretch Option</strong></td>
<td><strong>The Semester Option</strong></td>
<td><strong>Stretch and ESL Option</strong></td>
</tr>
<tr>
<td><strong>FYC STRETCH (ENGL 1006 &amp; 1007)</strong></td>
<td><strong>ONE SEMESTER COURSE (ENGL 1001 or ENGL 1002)</strong></td>
<td><strong>SKILLS FOR LANGUAGE AND DIALECT (ESL 1000, 1005 + ENGL 1006-7 or ENGL 1001)</strong></td>
</tr>
<tr>
<td>FYC stretch is a two-course composition sequence that gives students a full year to develop the communication skills to meet the university’s competencies for critical reading and written communication.</td>
<td>Some students prefer the intensive one-semester composition course. The expected skills and performance requirements are the same as in the stretch sequence, but students have only one semester to fulfill the requirement. So, the pace is demanding throughout the semester.</td>
<td>Some students—even those who have graduated from U.S. high schools—may benefit from additional preparation in reading, writing, and English-language skills to ensure readiness for academic writing in First-Year Composition.</td>
</tr>
<tr>
<td>ENGL 1002 places more emphasis on the use of technology and multiple media.</td>
<td><strong>Why take FYC Stretch 1006 &amp; 1007?</strong></td>
<td><strong>Why take ESL 1000, 1005?</strong></td>
</tr>
<tr>
<td>Why take FYC 1001 or 1002?</td>
<td>• Challenge yourself.</td>
<td>• Intensive instruction in college-level English language, reading, and writing.</td>
</tr>
<tr>
<td>• Work at an intensive pace.</td>
<td>• Learn about research.</td>
<td>• Develop vocabulary. Learn more about writing effective sentences.</td>
</tr>
<tr>
<td>• Satisfy the general education requirement in one semester (A2).</td>
<td>• More help with proofreading, editing, and correcting grammar.</td>
<td>• Preparation for FYC Stretch 1005 may be taken concurrent with FYC Stretch.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Why take ESL 1000, 1005?</th>
<th>Why take ESL 1000, 1005?</th>
</tr>
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<tbody>
<tr>
<td>• Intensive instruction in college-level English language, reading, and writing.</td>
<td>• More help with proofreading, editing, and correcting grammar.</td>
</tr>
<tr>
<td>• Develop vocabulary. Learn more about writing effective sentences.</td>
<td>• Preparation for FYC Stretch 1005 may be taken concurrent with FYC Stretch.</td>
</tr>
</tbody>
</table>
3. Why should I pay to take extra classes (ESL or Stretch) when I can take care of my requirement with one class?

All of these courses count toward your degree, so you will not end up paying more or extending your time to get your degree. Instead, taking the courses best suited to your experiences and preparation will increase your chances of a timely graduation. Stretch or ESL may save you time and money later in your studies by helping you become a stronger reader and writer early on.

4. Will I have the same teacher in Stretch 1006 and 1007?

Yes, you will have the same teacher and the same classmates in Stretch 1006 and 1007. This is a true cohort model that better enables you to make lasting connections with other students and be part of a learning community with peers and teachers you will see in the same class for the entire year.

5. Do I still have to take the English Placement Test (EPT)?

The EPT is required for certain students. So, if you are notified, then take it. However, once you are in any of our classes, you do not need to retake the EPT. If you are notified to do so, please discuss with your instructor.

6. How much weight should my EPT score or my high-school GPA carry in my decision?

Not that much. Consider your EPT score and GPA as only two of many factors in making your decision taken in context of the recommendation from the Writing Program DSP site. If you're not sure, or if you feel that a class not recommended is a better choice for you, get advice through talking with family, your high school teachers, and counselors who know your specific abilities.

7. What if I took AP English in high school?

If you scored a 3 or better on the AP examination, you will be exempt from taking any of these courses. Even so, you should consider taking First-Year Composition. AP classes are often not equivalent to the First-Year Composition experience. Our focus on a rhetorical approach to analytic and persuasive writing, critical reading,
and information literacy is quite different from courses grounded in literary analysis and modes of writing.

8. How can I decide between English as a Second Language (ESL) and English courses?

ESL courses are designed for students who need individual, direct, and focused instruction around the sentence-level concerns of written English as a first step to success in academic writing. Students in ESL classes may need focused help with subject-verb agreement, tenses, use of prepositions, articles (a, an, the), and use of punctuation in their writing. Even if you graduated from a U.S. high school, it is still possible that an ESL course might be the best choice.

English courses (1001, 1002, 1006, 1007) do not assume that students’ writing will be perfect at the sentence level, but there is the expectation that there will not be an accumulation of errors that severely interferes with understanding the text.

Use your answers to the items on the DSP tutorial site to help you make this decision.

9. What if I select a class and find it is too difficult or too easy for me?

It may be possible very early in the term to make a shift; however, classes are normally full well before the first day of classes. That’s why it is so important to provide accurate answers in response to the items on the DSP site and to consider carefully all the information you have at hand, including that from family, teachers and counselors.

10. How is DSP administered?

Students who have been accepted to the university will receive an invitation to complete their DSP questionnaire through their CSU Stanislaus email account. Students who are enrolled in Early Start will complete DSP as part of the course.
Part 2

FYC Resources and Academic Support
Chapter 3

Academic Resources

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Instructors

Your most valuable academic resource is your instructor. Don’t hesitate to ask your instructors questions during or after class. Most instructors encourage students to ask questions about course materials or class schedules because it indicates to them that you are an engaged student. The more you know and understand your teachers’ expectations, the more successful you will be. Make sure you read the syllabus from each class thoroughly to acquaint yourself with the course requirements, but don’t feel shy about asking questions for clarification. The syllabus provides pertinent information about class assignments, contact information, office hours and location, and acts as a guide for the semester.

Many teachers encourage “drop-in” office visits, but it is always courteous to let them know ahead of time if you plan to pay them a visit. Don’t assume your instructors are always available to chat when they are in their offices. Although instructors set aside time for student visits, and strongly encourage them, at times they are busy preparing for their next class.

Always check your school email for important announcements before going to class. Instructors often use email to notify students of syllabus updates, class activities, and assignments. Even teachers have emergencies and illnesses, and in most cases, they will email you if a class is canceled, so it’s a good idea to check your email daily.
University Library

MISSION STATEMENT

The mission of the University Library is to provide access to information resources and services that facilitate teaching, learning, and research, and to provide an environment that encourages and enables those in our diverse community to expand their intellectual, cultural, and artistic horizons.

CONTACT US

Telephone

Administration: (209) 667-3232
Circulation Desk: (209) 667-3234
Interlibrary Loan: (209) 667-3236
Reference: (209) 667-3233
Fax: (209) 667-3164

Mailing Address:

CSU Stanislaus Library
One University Circle
Turlock, CA 95382

Stockton Library Center: (209) 664-4410

ASK A LIBRARIAN

• In Person: Assistance with research and other library services is available at the Library’s Reference Desk (L210) during reference hours.

• Online Chat: Live chat with a CSU Stanislaus Librarian is available during reference hours (see next page for hours). (The Ask a Librarian 24/7 chat service is always available to assist you, including outside of reference hours.)

• Telephone: For reference assistance by phone, please call (209) 667-3233 and ask for a reference librarian. If you get voice mail, please leave your name and number and a reference librarian will return your call as soon as possible.
• **Email:** For relatively brief questions, send an email and you will receive a response within 1-2 business days.

• **By Appointment:** For more in-depth assistance, submit the online form and you will receive a response within 1-2 business days.

### LIBRARY HOURS

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### COMPUTERS IN THE LIBRARY

• **Computer Labs and Word Processing:** The collaboratory computer workstations in the University Library include the same software found in other computer labs operated by the Office of Information Technology. These labs, offering email, word processing, spreadsheet, and other applications, are located throughout campus and are available to currently registered students, faculty, and staff.

• **Laptops:** Current CSU Stanislaus students may borrow a laptop from the Circulation Desk. Laptops check out for up to four hours (and must be returned at least 30 minutes before the Library closes). Power cords and carrying cases are also available.

• **Printing, downloading, and email:** Printing, downloading, and sending records and search results via email is available for most databases, including the Library Catalog. All Library PCs allow downloading to diskette or USB drive (also known as flash, key, or USB flash drives). Basic printing is ten cents per page and using funds from OIT Print Accounts.
• **Library Catalog lookup stations:** Work stations that search the Library Catalog only are available across from the Circulation desk as well as adjacent to the Library book stacks (on both the second and third floors).

• **Computer Facilities for Users with Special Needs:** The Library attempts to work with students to accommodate special needs. Workstations equipped with Assistive Technology are available by appointment. Please see a Reference Librarian if you have needs that go beyond existing equipment and/or software.
The Writing Center: A Bridge to Academic Writing

In support of the University mission, the Writing Center offers free individual and small group tutoring to students from all disciplines and at all levels of proficiency. Dedicated to encouraging dialogue among writers and helping students become successful writers, the Writing Center provides a supportive, judgment-free atmosphere in which tutors share strategies and experiences at each stage of the writing process. Graduate and undergraduate tutors are evolving writers who, through experience and training, continue to develop their abilities as tutors and writers.

The Writing Center works collaboratively with undergraduate and graduate students to help them develop and craft their writing. Usually, tutors first help writers address larger issues, such as focus, organization, and development; then, tutors assist writers with sentence-level issues, such as grammar, punctuation, and diction.

Tutors can help writers:

- Understand assignments
- Generate ideas
- Pre-write
- Develop a focus
- Organize and plan essays
- Develop ideas
- Revise drafts
- Improve proofreading and editing skills
- Prepare for the WPST

APPOINTMENTS

Students must come to the Writing Center to complete an application. After completing the application, students will be scheduled for a weekly appointment at a specified time. Scheduled one-on-one tutoring sessions usually last 55 minutes. The weekly appointment will stand as long as the student wishes to be tutored, unless the student fails to show up to a tutoring session without cancelling it before the session start time.
WALK IN

No appointment is necessary during walk in hours. Tutors are available during scheduled walk in hours on a first-come, first-served basis. Walk in sessions may be limited to 15 minutes, depending on tutor availability and the number of students waiting, but most sessions last about 20 to 30 minutes. Tutors will not edit essays.

WPST GENERAL TUTORING

If a student would like to prepare for an upcoming WPST, he or she may request tutoring. During the tutoring sessions, the tutor will help the writer learn to tear apart a prompt in order to respond appropriately. The tutor will also explain the WPST scoring guide and review an essay the writer has written to a WPST prompt and provide suggestions for revision.

CONTACT INFORMATION

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Writing Center</td>
<td>Office: L112</td>
</tr>
<tr>
<td>California State University, Stanislaus</td>
<td>Phone: (209) 667-3465</td>
</tr>
<tr>
<td>One University Circle</td>
<td>E-mail: <a href="mailto:writingcenter@csustan.edu">writingcenter@csustan.edu</a></td>
</tr>
<tr>
<td>Turlock, California 95382</td>
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</table>


Tutoring Center: Academic Success through Tutoring

The Tutoring Center provides academic support to all CSU Stanislaus students. Our goal is to create an open atmosphere of learning, with the purpose of encouraging dialogue among students in order to share techniques for academic success. We offer free one-on-one and group tutoring in most disciplines, at all levels of proficiency. The Tutoring Center accomplishes its goals by training and providing undergraduate and graduate peer tutors who are experienced with the academic coursework in the subjects they are tutoring. These peer tutors are caring individuals who want to see others succeed by providing a supportive, judgment-free atmosphere in which collaborative learning can take place.

TUTORING SERVICES

Tutoring is free for all enrolled California State University Stanislaus students. Individual and group tutoring is offered for most disciplines. Students need to stop by the Tutoring Center to complete an application. The tutors help students by answering questions, reviewing materials, explaining concepts, repeating ideas until they are understood and remembered, and finally by modeling good study habits.

WHAT TO BRING

Bring your assignment, related materials such as textbooks, notes, math problems, and any work you have done so far.

HOW TO MAKE THE MOST OF YOUR TUTORING SESSION

Be open-minded, ready to work, and punctual when you arrive for your scheduled appointment. Come prepared with questions/problems that you are especially concerned about.

LENGTH OF THE TUTORING SESSION

Scheduled tutoring sessions last 50 minutes. Walk in writing sessions are limited to 25 minutes, depending on tutor availability and the number of students waiting. Math Drop-In sessions are available.
TUTORING BY APPOINTMENT

To schedule an appointment, students must fill out an application and sign a Tutoring Agreement form. Students are scheduled with tutors for 50-minute sessions. Each student is allowed 1 session a week for two different subjects. Sessions are scheduled depending on tutors and students availability.

MATH DROP IN TUTORING

No appointment is necessary. Tutors are available Monday through Thursday. We provide tutoring for most math courses. See Math Schedules for drop-in hours.

GROUP TUTORING

Tutors will meet with no more than three students at one time. Group tutoring consists of students who have the same course, instructor, and class time. If scheduling conflicts occur, another group may be made available.

CONTACT INFORMATION

<table>
<thead>
<tr>
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<th>Building Location: Library Building</th>
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<tr>
<td>Tutoring Center</td>
<td>Office Location: Room L112</td>
</tr>
<tr>
<td>California State University Stanislaus</td>
<td>Phone: (209) 667-3642</td>
</tr>
<tr>
<td>One University Circle</td>
<td>FAX: (209) 667-3465</td>
</tr>
<tr>
<td>Turlock, California 95382</td>
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</table>
Academic Advising

The Advising Resource Center (ARC) in MSR 180 is the centralized location for undergraduate, undeclared, and general education advising needs. The suite also houses Career Services, EOP, Parents Program, Promise Scholars, and Veteran advising.

Visiting an advisor once per semester allows a student to review his or her academic plan. Students are encouraged to visit an advisor each semester prior to registering for classes.

WHO IS MY ADVISOR?

Students must visit their major advisor for academic planning related to their major. Students may check with their major department to find out who their advisor is and to make advising appointments. Undeclared students receive advising at the Advising Resource Center located in MSR 180. Students who need advising on general education requirements, petitions, or any other university-wide requirement should also visit the Advising Resource Center to speak to an advisor.

WHAT SHOULD I TAKE TO MY ADVISING APPOINTMENT?

Students are encouraged to bring the following materials to advising appointments: A tenative schedule for the next semester, a copy of the student’s current schedule, lower and/or upper division GE planning guide(s), unofficial transcript copies, and a copy of his or her transfer evaluation (transfer students only).

If you have a quick advising question please email the Advising Resource Center. An advisor will respond to you within one business day.

WALK-IN ADVISING HOURS

Monday – Thursday
8:30 AM – 4:30 PM

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Advising Resource Center</th>
<th>Phone: (209) 667-3304</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State University Stanislaus</td>
<td></td>
</tr>
<tr>
<td>One University Circle</td>
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<tr>
<td>Turlock, California 95382</td>
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</tbody>
</table>
Client Services and Computer Labs

Client Services was formed in the summer of 2003 by the Office of Information Technology. Client Services is made up of four groups: Help Desk, Desktop Support, Computer Lab Support, and Instructional Technology Support.

These groups were combined to better serve the campus community in its educational mission. The goal of Client Services is to provide technology support to students, faculty, and staff in an efficient and timely manner.

OPEN LABS

L210 – PC
L145 - PC | Mac
N201 - PC | Mac

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Address:</th>
<th>Building: Vasche Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>OIT Client Services</td>
<td>Office: L150</td>
</tr>
<tr>
<td>California State University, Stanislaus</td>
<td>Phone: (209) 667-3687</td>
</tr>
<tr>
<td>One University Circle</td>
<td>FAX: (209) 667-3333</td>
</tr>
<tr>
<td>Turlock, California 95382</td>
<td>E-mail: <a href="mailto:helpdesk@csustan.edu">helpdesk@csustan.edu</a></td>
</tr>
</tbody>
</table>

REGULAR HOURS

Monday through Thursday: 7:30 AM to 8:00 PM
Friday: 7:30 AM to 5:00 PM
Saturday and Sunday: Closed

SUMMER HOURS

June through August
7:30 AM to 4 PM weekdays
Enrollment Services

MISSION
The mission of Enrollment Services is to facilitate student progression to degree completion by providing support in admissions, evaluations, records, and registration.

WHO WE ARE
Enrollment Services is the objective enforcer of university policies.

- Admissions: Responsible for the receipt and coordination of admission related documents.
- Evaluations: Determine eligibility to the university and confer degrees.
- Records: Official keeper of student academic records.
- Registration: Coordinate and implement academic policies and procedures.

VALUES
In order to achieve this mission Enrollment Services adheres to this set of values:

- Respond to requests and inquiries within established time frames.
- Strive to provide accurate interpretations of academic records and of institutional policies and procedures.
- Ensure the security and privacy of student academic records.
- Uphold the integrity of student academic records.

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Address:</th>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Services</td>
<td>Mary Stuart Rogers Educational</td>
</tr>
<tr>
<td>California State University</td>
<td>Services Gateway Building</td>
</tr>
<tr>
<td>Stanislaus</td>
<td>Office: Suite # MSR 120</td>
</tr>
<tr>
<td>One University Circle</td>
<td>Phone: (209) 667-3264</td>
</tr>
<tr>
<td>Turlock, California 95382</td>
<td>FAX: (209) 667-3788</td>
</tr>
</tbody>
</table>
REGULAR HOURS
8:00 AM to 5:00 PM
Monday through Friday

SUMMER HOURS
7:30 AM to 4:00 PM
Monday through Friday
June through August
Educational Opportunity Program

The Educational Opportunity Program (EOP) at CSU, Stanislaus is available to help students reach their academic, personal, and career goals. The Educational Opportunity Program (EOP) is an admission-based program that increases access, academic excellence, and retention of California’s historically underserved low income, first generation college students. The EOP program is a crucial part of the overall mission of the university. EOP provides an array of support services including, Summer Bridge, Promise Scholars, and developmental academic advising. These programs and services encourage students to make conscious connections between the acquisition of skills and their application to academic, social, and professional lives.

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Address:</th>
<th>Building Location: Mary Stuart Rogers Gateway Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Opportunity Program</td>
<td>Office Location: Room MSR180</td>
</tr>
<tr>
<td>California State University Stanislaus</td>
<td>Phone: (209) 667-3108</td>
</tr>
<tr>
<td>One University Circle</td>
<td>FAX: (209) 664-7006</td>
</tr>
<tr>
<td>Turlock, California 95382</td>
<td></td>
</tr>
</tbody>
</table>

REGULAR HOURS

8:00 AM to 5:00 PM
Monday through Friday

SUMMER HOURS

June through August
7:30 AM to 4:00 PM weekdays
Office of Research and Sponsored Programs

The mission of the Office of Research and Sponsored Programs is to provide support and strategic planning in conjunction with university offices, faculty, and students at CSU Stanislaus.

The goals of the office are to

• Promote interdisciplinary and collaborative research.
• Increase the organizational research support infrastructure.
• Create strategies to identify and develop university research and program strengths.
• Organize information and communication channels with other parts of the CSU Stanislaus campus and with outside funding agencies.
• Celebrate the successes of faculty, staff, and student research, scholarship, and creative activities.
• Demonstrate how research/projects contribute(s) to quality teaching and learning, enables faculty to stay current in their field, and prepares students.

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Mailing Address:</th>
<th>Telephone: (209) 667-3493</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State University Stanislaus</td>
<td>Fax: (209) 667-3781</td>
</tr>
<tr>
<td>Office of Research &amp; Sponsored Programs</td>
<td>Office Location: Mary Stuart Rogers Gateway Building</td>
</tr>
<tr>
<td>One University Circle</td>
<td>Room MSR 250</td>
</tr>
<tr>
<td>Turlock, California 95382</td>
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</tbody>
</table>

REGULAR OFFICE HOURS

8:00 AM to 5:00 PM
Monday through Friday

SUMMER OFFICE HOURS

June through August
7:30 AM to 4:00 PM
Monday through Friday
Academic Opportunities

Below is just a sampling of the many academic opportunities students will find at CSU Stanislaus. Our students are life long learners who extend their educational boundaries far beyond classroom walls.

FIRST YEAR PROGRAMS

First Year Programs are designed to assist first-time students in transitioning and acclimating to CSU Stanislaus. Our First Year Programs Office offers a variety of activities that promote student involvement, including New Student Orientation, Learning Communities, a First Year Experience course, and the Peer Advisor Program.

LECTURE SERIES AND CULTURAL OFFERINGS

The University offers a wide variety of public programs, activities, and entertainment including theatre, concerts, and art exhibits. Renowned personalities who have given special lectures include journalists Ellen Goodman and Cokie and Steve Roberts, the legendary Bill Cosby, and former Secretary of State Colin Powell. Performers, including Willie Nelson, Ray Charles, B.B. King, Manhattan Transfer, and Vince Gill, have entertained the campus and its community.

STUDY ABROAD

The Office of International Students offers opportunities for CSU Stanislaus students to study in many different parts of the world. Through studying abroad, students gain an international perspective, increased independence and self-confidence, and a strong professional advantage.

UNIVERSITY HONORS PROGRAM

The University Honors Program is an academic learning community for students with solid academic abilities. Honors faculty work closely with students to develop intellectual skills and the aptitude for interdisciplinary research.
INTENSIVE LEARNING EXPERIENCE

First time freshmen who meet eligibility requirements may participate in the Intensive Learning Experience program, which is designed to help accelerate the progress of remediated students. ILE students receive personal attention to successfully begin their University careers, including reading/writing instruction in small classes of 12-15 students and tutoring services in both mathematics and English, provided at no cost. For more information, contact the ILE Director at (209) 667-3361.

ENGLISH AS A SECOND LANGUAGE

The English as a Second Language program is designed for students, both international and permanent residents, for whom English is not a native language. The three courses in the program provide intensive instruction and tutoring in reading and writing. For more information, contact the Department of English at (209) 667-3361.

COMMUNITY SERVICE AND SERVICE LEARNING

The Office of Service Learning assists faculty and students with the development of service learning opportunities, which promote student learning through active participation in meaningful community service directly related to course content. This means students spend time in community organizations working with real people who have real needs.

INTERNSHIPS

Many academic departments at CSU Stanislaus offer internship opportunities to undergraduate and graduate students. Placements in a variety of private, nonprofit, and public agencies are designed to encourage both pre-professional training and the integration of field and classroom experiences. Students should contact their academic advisors for more information.

COOPERATIVE EDUCATION PROGRAM

This program provides students with paid work experiences directly related to their major fields of study and career objectives. This allows students the opportunity
to gain practical experiences that complement their academic study and permits them to explore actual career options before graduation; co-op students receive up to eight hours of academic credit, earn competitive income, and are often hired full-time by their employers after graduation.
Chapter 4

Student Resources

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  • Psychological Counseling Services 50
  • Student Recreation Complex 51
Financial Resources

The Financial Aid and Scholarships Office administers federal and state financial aid programs and university scholarship funds available to help students meet their educational expenses. New students should review the financial aid information on the website and in the CSU Admission Application booklet as well as the course catalog on our website for information on tuition fee and financial aid.

REGULAR HOURS

8:00 AM to 5:00 PM
Monday through Friday

SUMMER HOURS

June through August
7:30 AM to 4:00 PM
Monday through Friday

WALK-IN HOURS

Monday through Thursday
9:00 AM to 12:00 PM
1:00 PM to 4:00 PM

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Director: Noelia Gonzalez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: Financial Aid &amp; Scholarships Office California State University Stanislaus One University Circle Turlock, California 95382</td>
</tr>
<tr>
<td>Building Location: Mary Stuart Rogers Educational Services Gateway Building</td>
</tr>
<tr>
<td>Office Suite: MSR 100</td>
</tr>
<tr>
<td>Phone: (209) 667-3336</td>
</tr>
<tr>
<td>FAX: (209) 664-7064</td>
</tr>
</tbody>
</table>

ELIGIBILITY

Any student who needs financial assistance to attend California State University, Stanislaus is encouraged to apply. Specific eligibility requirements vary from
program to program. However, there are some requirements that apply to most of the financial aid programs. The student must meet the following minimum requirements:

- demonstrate financial need, except for some scholarship and loan programs
- be a United States citizen or eligible noncitizen
- have a valid social security number
- be admitted and enrolled in an eligible degree or certificate program
- have a high school diploma or General Education Development (GED) certificate
- maintain satisfactory academic progress as determined by the school
- not be in default on any loan or owe a refund on any grant
- be registered for Selective Service, if required

SATISFACTORY ACADEMIC PROGRESS

A review of student satisfactory academic progress toward an eligible degree or certificate is required by federal, state, and institutional rules as one condition for financial aid eligibility. Students who fail the standards are not making satisfactory academic progress and are not eligible for financial aid funding unless the student submits an appeal and the appeal is approved. SAP is reviewed at the end of every payment period.

HOW TO APPLY

The Free Application for Federal Student Aid (FAFSA) is used to apply for both federal and state financial aid at California State University, Stanislaus. You can apply electronically on the Web at www.fafsa.ed.gov. You must include CSU Stanislaus’s Federal School Code on the FAFSA, 001157. The FAFSA is available in English and Spanish.

APPLYING ONLINE

To apply online, you will need the correct version of either Netscape Navigator or Internet Explorer. We encourage students, and parents of dependent students, to use a U.S. Department of Education PIN (personal identification number) as an
Part 2: FYC Resources and Academic Support

electronic signature. If you do not use the PIN, you will need access to a printer to print out a signature page, which must be signed and mailed to the processor. First-time applicants, and parents of dependent applicants, may request a PIN at: www.pin.edu.gov.

OTHER TYPES OF FINANCIAL AID

• Cal-Grants TCP (Teacher Credential Program)
• CSU Graduate Equity Fellowship
• Short-Term Loans & Conditions
• Teach Grant

SCHOLARSHIP INFORMATION

• CSU Stanislaus Scholarship Listings
• Off-Campus Scholarships
• How to complete the STARS scholarship application.pdf
• Recommendation Form.pdf

SCHOLARSHIP APPLICATION PROCESS

CSU Stanislaus uses the STARS (Scholarship Tracking and Review System) online program to help students search and apply for scholarships. Scholarship applicants will have the ability to upload documents to their scholarship application (such as letters of recommendation, academic transcripts, and thank-you letters) as well as check on the status of their application.
Career Services

The mission of Career Services is to serve as a vital link between the academic preparation that takes place in the classroom and the transition to the workplace.

CAREER RESOURCE LIBRARY

The library contains a wide assortment of occupational literature, corporate information, books, videos, periodicals, graduate school material, current professional-level job announcements, and salary surveys. Announcements are also posted for volunteer and internship opportunities, as well as full-time and part-time off-campus jobs. Computers with website access are provided, which enable students to conduct online job and salary research as part of their career planning strategy.

ON-CAMPUS INTERVIEWS WITH EMPLOYERS

Employers from business, industry, and government visit our campus to recruit seniors and recent alumni for full-time, professional-level employment. Students are then able to sign-up for on-campus interviews with employers directly. Meeting rooms are available for recruiters to conduct these important interviews on campus.

INFORMATION & RESOURCES

Bright

Bright is a connection-based job site started in San Francisco. Bright shows you who you know at a particular company you are interested in so you can get a referral instead of just blindly sending away a resume. Bright has more than 2 million jobs in the country currently on the site and you can search for jobs in Modesto. See who you know at companies and organizations all over the state!

EMPLOYMENT ON-CAMPUS

A variety of on-campus and off-campus employment opportunities are available to students. Students should carefully read requirements and “how to apply” information prior to submitting application materials. Career Services strongly
recommends students use Career Services’ online resources for assistance with preparation of resume and application materials.

**STUDENT ASSISTANT (NONWORK STUDY)**

Jobs are open to current CSU Stanislaus students that are enrolled part-time (minimum of 6 units) or full-time.

**INSTRUCTIONAL STUDENT ASSISTANT (UNIT 11)**

These academic student employee jobs are represented by the Unit 11 collective bargaining agreement. Jobs are open to current CSU Stanislaus students that are enrolled part-time (minimum of 6 units) or full-time.

**WORK STUDY**

Work study is a federally funded program that provides employment for students to help with the cost of education. Jobs are only open to students who have accepted a work-study award.

**ASI & USU**

Jobs in student leadership and government with Associated Students Inc. and the University Student Union.

**EMPLOYMENT OFF-CAMPUS**

A variety of on-campus and off-campus employment opportunities are available to students. Students should carefully read requirements and “how to apply” information prior to submitting application materials.

Career Services strongly recommends students use Career Services’ online resources for assistance with preparation of resume and application materials.

_The Career Center provides off-campus job and internship listing information and related services only as a courtesy, and does not in any way either endorse the employers who list job openings or guarantee the accuracy of the information therein. Those who use the job listings do so at their own risk. The Career Center, its staff, the California State University System, and the State of California assume no liabilities related to the_
accuracy or inaccuracy of information provided in job listings and do not represent or act on behalf of the hiring authority.

INTERNSHIPS
Internships are work-based opportunities that allow students to apply classroom theory and knowledge while gaining relevant “hands-on” experience in their field of study. Internships can be semester long or take place over the summer. These opportunities can lead to full-time employment following graduation and help build students’ professional network.

Internships can be for academic credit or noncredit. Please see the NACE Position Statement on internships for more information. Students seeking academic credit for completing an internship will need to work closely with the Department Internship Coordinator for their major. Also, a Special Registration Form.pdf should be completed by students seeking to obtain course credit for an internship.

REGULAR HOURS
8:00 AM to 5:00 PM
Monday through Friday

SUMMER HOURS
June through August
7:30 AM to 4:00 PM
Monday through Friday

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Address:</th>
<th>Building Location:</th>
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</thead>
<tbody>
<tr>
<td>Career Services</td>
<td>Mary Stuart Rogers Gateway Building</td>
</tr>
<tr>
<td>California State University Stanislaus</td>
<td>Room MSR180</td>
</tr>
<tr>
<td>One University Circle</td>
<td></td>
</tr>
<tr>
<td>Turlock, California 95382</td>
<td>Phone: (209) 667-3661</td>
</tr>
<tr>
<td></td>
<td>FAX: (209) 664-7032</td>
</tr>
</tbody>
</table>
Associated Students Inc.

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Address:</th>
<th>Building:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associated Students, Inc. &amp; University Student Union California State University, Stanislaus One University Circle Turlock, California 95382</td>
<td>University Student Union Building</td>
</tr>
<tr>
<td></td>
<td>Office: UU202</td>
</tr>
<tr>
<td></td>
<td>Phone: (209) 667-3833</td>
</tr>
<tr>
<td></td>
<td>FAX: (209) 667-3601</td>
</tr>
<tr>
<td></td>
<td>E-Mail: <a href="mailto:asi-union@csustan.edu">asi-union@csustan.edu</a></td>
</tr>
</tbody>
</table>

OPERATION HOURS

Fall & Spring Hours:
Monday through Thursday
8:00 AM to 8:00 PM
Friday
8:00 AM to 5:00 PM

Winter Semester Hours:
Weekdays
8:00 AM to 5:00 PM

Summer Hours:
June through August
7:30 AM to 4:00 PM
Weekdays

Game Room Hours:
Monday through Thursday
10:00 AM to 6:00 PM
Friday
10:00 AM to 5:00 PM
ASI STUDENT ADVOCATE

The student advocate is responsible for helping with grade appeals and any other policy-related challenge a student may be facing.

CSU Stanislaus students need someone who is also a student to relate to when facing challenging situations. The student advocate is a person to talk to who is not removed from “student life,” and is knowledgeable regarding campus policies and procedures. The student advocate performs the following responsibilities:

• Acts as liaison between the University and the Associated Students, Inc. on matters pertaining to student rights and regulations.
• Preserves confidentiality regarding all discussions, issues, concerns, or problems of those individuals registering complaints.
• Conducts thorough investigations of all matters brought forth.
• Understands the University policies and procedures.
• Represents the Associated Students, Inc. on grade appeal committees.
• Assists with the development and implementation of all policies pertaining to student rights or discipline.
• Helps students with the grade appeal process.
University Student Union Service Desk

The Service Desk located inside the Warrior Activities Center in the University Student Union offers many services to meet student, staff, and faculty needs in a helpful and efficient manner. Students can request specially ordered balloons for that special someone and for a small fee they can be delivered anywhere on campus.

The Service Desk also handles all issues with the Warrior Student ID Card. In addition, students can purchase postage stamps, envelopes, as well as discounted tickets for the movie theatre, Boomers, Great America, 6 Flags Discovery Kingdom tickets, and START bus tickets. Additionally, students can conveniently fax documents, print for 10 cents per page.

Whether it may be to pay for Weekend Warrior Trips, buy tickets for Warrior Day, or to order balloons, the information desk is sure to meet all your needs. Service Desk provides:

- Warrior ID cards
- printing
- copying
- fax/scanning services
- balloons
- envelopes
- bus passes
- movie tickets $9
- Boomer Amusement Park tickets $18
- greeting cards
- 6 Flags Animal Kingdom tickets $45
- Great America tickets $45
- Warrior Merchandise

**HOURS OF OPERATION**

Monday – Thursday 8:00 AM – 6:00 PM
Fridays 8:00 AM – 5:00 PM
We are closed Saturday, Sunday, and most holidays.
CONTACT INFORMATION
(209) 667-3815

USU COMPUTER LOUNGE
The Computer Lounge is located on the first floor of the University Student Union and includes computers and study space for students to use on a first-come first-served basis. Printing is also available from each computer station via the Information Desk for the cost of 10 cents per page. All computers come with the latest version of Microsoft Office and are available for use to all students.
The goal of the Student Support Services (SSS) Program is to help students stay in college and graduate via a variety of academic retention services. The program will also help students transition to the next level in their educational pursuit when they complete their undergraduate degree.

SSS services include:

- academic advising and counseling
- curriculum planning
- tutorial assistance
- major/career guidance
- SSS scholarships for students who are eligible
- computer lab
- Wellness Zone
- Study skills, skills enhancement workshops, internship seminar, and teacher conference
- peer mentors
- MDIS 1000 class
- Steps 2 Success (S2S) summer orientation
- writing specialist
- CBEST and WPST workshops
- graduate reception
- California Forum for Diversity in Graduate Education

Student Support Services is a project funded by the U.S. Department of Education. SSS, along with other TRIO Programs, was originally funded as an outgrowth of civil rights legislation during the 1960s. The purpose of TRIO programs is to provide traditionally underrepresented individuals with equal access to educational opportunities.

Under federal guidelines, students qualify for SSS if they are low income, first generation in college (neither parent has a degree from an accredited four-year U.S.
college or university), and/or are registered with a disability hindering academic performance.

ACADEMIC ADVISING

Our academic advisors are here to see that you receive accurate information on GECs, major course requirements, career guidance, personal counseling, financial aid information, and information on services available throughout the University in order to assist you in making sound decisions about your education. Advisors will support and assist you in clarifying your goals and objectives as well as help you find solutions for your personal concerns. All SSS students are required to meet with their assigned academic advisor at least two times a semester.

CAREER EXPLORATION—FOCUS

Peer Mentors

Students assisting students! These well trained, informed individuals are SSS’s lines of communication. They work closely with students throughout the year. They help keep SSS’s professional staff in tune with the everyday needs of their students. All students must meet with a peer mentor a minimum of two times a semester.

The Writing Specialist

The writing specialist provides assistance with writing-related tasks both individually and in writing-related workshops. Developing life-long strategies for studying and writing essays is important to being a successful writer and student. The writing specialist is here to help develop a writer’s toolbox—a set of techniques and tips for the writing process to help clarify questions, comments, and writing-related concerns.

Tutorial Assistance

Tutorial assistance for SSS participants is offered through the University Tutoring Center. The Center will make every effort to find students the assistance they require. The Tutoring Center can be reached at (209) 667-3642.

Workshops

Workshops are offered at NO CHARGE to SSS student participants! SSS offers exam preparation workshops in CBEST and WPST, as well as study skills and
skills enhancement workshops. All workshops are offered throughout the academic year.

**OFFICE HOURS**

8:00 AM - 5:00 PM  
Monday – Friday

**CONTACT INFORMATION**

| E-mail: sss@csustan.edu | Building Location:  
|------------------------|----------------------  
| Phone: (209) 667-3220 | Mary Stuart Rogers Educational Services Gateway Building  
| Address:               | Suite 230  
| Student Support Services |  
| California State University Stanislaus |  
| One University Circle |  
| Turlock, California 95382 |  

**SSS DIRECTORY**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacquelyn Forté</td>
<td>Director</td>
<td><a href="mailto:JForte@csustan.edu">JForte@csustan.edu</a></td>
</tr>
<tr>
<td>Pam Hooker</td>
<td>Administrative Assistant</td>
<td><a href="mailto:PHooker@csustan.edu">PHooker@csustan.edu</a></td>
</tr>
<tr>
<td>Margaret Kingori</td>
<td>Academic Advisor - A through L</td>
<td><a href="mailto:MKingori@csustan.edu">MKingori@csustan.edu</a></td>
</tr>
<tr>
<td>Jesus “Chuy” Verdugo</td>
<td>Academic Advisor - M through Z</td>
<td><a href="mailto:JVerdugo@csustan.edu">JVerdugo@csustan.edu</a></td>
</tr>
</tbody>
</table>
California State University, Stanislaus Bookstore

The bookstore works closely with University professors to ensure it only sells the editions they use in the classroom, saving students time and stress about finding it themselves.

If students drop a course, that’s no problem. They can return the books during the add/drop period of the semester for a full refund.

For students who are on the fence about buying books for a class, the bookstore lets students know what’s required on Day 1 and when to wait to purchase.

CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Store Manager – Amy Lewis</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>B&amp;N University Bookstore</td>
<td>(209) 667-3161</td>
</tr>
<tr>
<td>One University Circle</td>
<td></td>
</tr>
<tr>
<td>Turlock, CA 95382</td>
<td></td>
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</tbody>
</table>

STORE HOURS

Mon 7:45 AM - 6:00 PM
Tue 7:45 AM - 6:00 PM
Wed 7:45 AM - 6:00 PM
Thu 7:45 AM - 6:00 PM
Fri 7:45 AM - 4:00 PM

HOW TO SELL BACK TEXTBOOKS

Students can bring textbooks back to the bookstore at the end of the term to get up to 50% cash back. Finals week is the best time to get the most cash back, so sell early! Books must include all original materials (CDs, workbooks, etc.) and a student ID or identification may be required at the time of buyback. Please check with the bookstore for more details.
TEXTBOOK RENTAL

Now at the campus bookstore, students can rent the textbooks they need for the semester, then return them at the end of the term. Renting textbooks saves students an average of 50% when compared to buying a new, printed textbook.

Students can use financial aid to pay for their textbook rental. However, they will still need to keep a credit card on file with the bookstore in order to rent a book.

The rental period begins the day the textbook rental is paid and continues until the last day of finals, as shown on the order confirmation. The bookstore posts the list of textbook rentals on the bookstore website and in the bookstore. Online, it’s really easy—if a textbook is available for rental, the “Rental” option will display on the book list alongside “New” and/or “Used” (if available). Students can just check the box and follow the instructions.
Chapter 4: Student Resources

Health and Well-Being Resources

STUDENT HEALTH CENTER

About the Health Center

The Student Health Center is a fully accredited outpatient clinic that provides primary medical care, health education, wellness promotion, and disease prevention. Its facility is housed in the Health Center Building and is equipped with eight up-to-date examination rooms, a pharmacy, a clinical laboratory, a medical library, a minor surgery room, and two infirmary (short stay) rooms. The Student Health Center is funded solely by CSU Stanislaus students through a mandatory student health fee.

Our Staff consists of various health-care professionals, including physicians, nurse practitioners, health educators, pharmacists, and laboratory medical technologists. Students can contact the Health Center at (209) 667-3396 or by fax at (209) 667-3195.

Health Center Mission

The mission of the Student Health Center is to provide eligible students high-quality health care, preventative services, and advocacy for optimal health within the university population. The Student Health Center strives to meet the demonstrated needs of a diverse student population in accordance with the core values, vision, and mission of California State University, Stanislaus, and to enhance student learning, the academic environment, and to foster the achievement of individual educational goals.

Patient Care Hours

Monday 8:15 AM - 4:45 PM
Tuesday 8:15 AM - 4:45 PM
Wednesday 9:30 AM - 4:45 PM
Thursday 8:15 AM - 4:45 PM
Friday 8:15 AM - 4:45 PM
(No patient care or pharmacy services from 12:00 PM – 1:00 PM.)

Pharmacy Hours

Monday, Tuesday, Thursday, Friday
8:30 AM - 4:30 PM
Wednesday
9:30 AM - 4:30 PM
Summer Patient Care and Pharmacy Hours

Monday through Friday
8:00 AM - 11:15 AM
12:00 PM - 3:30 PM
(No patient care or pharmacy services from 11:30 AM - 12:00 PM.)

PSYCHOLOGICAL COUNSELING SERVICES

The mission of Psychological Counseling Services is to maintain and enhance students’ psychological, emotional, and relational well-being. Psychological Counseling Services facilitates a successful experience in academic and social realms for students at California State University, Stanislaus.

Services

In view of this mission, Psychological Counseling Services provides professional, ethical, and confidential psychological counseling to students. Voluntary, non-coerced participation is emphasized. Additionally, Psychological Counseling Services offers workshops, outreach, and consultation. Services are offered using a proactive, developmental, and systemically oriented model. Psychological Counseling Services supports a multicultural, collaborative, and diverse campus community. Psychological Counselors assist students to develop cognitive and emotional integration, relationship skills, and personal resilience.

Appointments

To schedule an appointment with a psychological counselor, come to the Mary Stuart Rogers Gateway Building, Room 210, or call (209) 667-3381.

Contact Information

<table>
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<tr>
<th>Address:</th>
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<tr>
<td>Psychological Counseling Services</td>
<td>Mary Stuart Rodgers Gateway Building</td>
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<tr>
<td>California State University Stanislaus</td>
<td>Office Location:</td>
</tr>
<tr>
<td>One University Circle</td>
<td>Room 210</td>
</tr>
<tr>
<td>Turlock, California 95382</td>
<td>Phone: (209) 667-3381</td>
</tr>
<tr>
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<td>FAX: (209) 667-3585</td>
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</tbody>
</table>
Regular Office Hours
8:00 AM to 5:00 PM
Monday through Friday

Summer Office Hours
7:30 AM to 4:00 PM
Monday through Friday
June through August

STUDENT RECREATION COMPLEX

At a Glance
Along with opportunities to stay physically active, develop healthy lifestyle habits, and grow social circles with a variety of people, the Student Recreation Complex (SRC) aligns with the mission of Student Affairs to help complete the development of students by offering a variety of opportunities in leadership through employment and participation. The SRC staff hopes students will take advantage of all of the opportunities offered to help them develop into the best they can be.

About the Student Recreation Complex
Located on the east side of campus, the SRC offers a variety of activities for students’ personal fitness needs. The SRC has a group exercise room, a personal fitness room for cardio and weight training needs, a multi-sport gymnasium for recreation play, an outdoor track at the SRC Warrior Stadium, and climbing boulders.

Hours of Operation
Sunday: 12:00 PM – 8:00 PM
Monday – Thursday: 6:00 AM – 1:00 PM
Friday: 6:00 AM – 8:00 PM
Saturday: 8:00 AM – 4:00 PM

The track and boulders are open for student and member use during facility daylight hours.
Chapter 5
Academic Support

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When students are asked why they are in college, most often they respond with a variation of “To get a good job.” While getting a job is certainly an important part of attaining a college degree, it is just as important to reflect on the college experience more broadly. In this chapter, you will be asked to consider other reasons you are attending college as well as anticipate strategies you will use to be successful. At the end of this chapter, you will also be asked to begin planning for academic success.
Chapter 5: Academic Support

Why College?

For most students, college is a time of both academic and personal growth. Many students find themselves either on their own for the first time or at least with new responsibilities. The time you spend at college should be an enriching time in your life. Hopefully you will have the opportunity to take advantage of all the experiences that are available to you during your college years.

Below list some of the reasons it is important for you to attend college. Think about both professional and personal reasons.

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________
6. ______________________________________________________________
7. ______________________________________________________________
8. ______________________________________________________________

Discuss your answers with your peers. What does your list tell about you as a student? Why are these reasons important to you? Do your peers have similar answers?
Academic Goals

Now that you have listed and discussed some of the reasons you decided to attend college, the next two sections ask you to think about what it will take to reach your academic goals. Thinking about your goals as a college student at the beginning of your academic career will help you plan for success. One important aspect of academic success you should consider as a college student is obstacles to success. You may have very good intentions as a college student, but unless you anticipate difficulties you may encounter, they might hinder your accomplishments. Below list factors in your life that could make it difficult for you to succeed as a college student. In other words, make a list of things that might impede your progress in attaining your educational goals (family, friends, work, etc.).

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________

Discuss these with a partner or as a class. Brainstorm ways for mitigating these factors and list your strategies below.

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________
Time Management

Most of you have heard some variation of Benjamin Franklin’s famous quote “By failing to plan, you are planning to fail.” Managing your time as a student can mean making daily plans, planning entire semesters, or planning an entire academic career. Below you will be asked to make daily plans.

Professors suggest that students study twice as much as they are in class. That means for a 3-unit class, you should average six hours a week studying. Therefore, in order to be academically successful, students who take 15 units of class in a semester should spend on average 45 hours a week in class and studying. While that may seem like a lot—and it is—successful time management can help you navigate the rigors of school with your other obligations. This is an important exercise because you will be much more likely to stick with a plan you have written down and marked on a calendar than if you simply determine in your head what time to study. Before you complete your daily activities, consider these three criteria for managing time:

1. **Set your priorities.** Prioritizing your assignments can ensure that you give yourself enough time to work on important assignments while at the same time not overlooking the smaller or easier ones.

2. **Balance.** Just as it is important to get your work completed on time, it is just as important to relax and participate in social activities. Social activities should not be your top priority, but they are an important part of academic life, so include them when you can.

3. **Stay focused.** Procrastination is one of the most serious problems for students. It’s easy to put something off until later thinking you will have plenty of time to get to it. However, you will often find when you wait too long you have to compromise quality. Also, prepare for temptation. In college you will be faced with many distractions—including friends and family. The best way to overcome distractions is to anticipate them and decide beforehand your methods of dealing with them.
Using the chart below (or one like it), plan at least one week of school for either the summer or fall semester.

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Part 3
Reading Curriculum
Chapter 6

Critical Reading

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Critical Reading

A good way to describe critical reading is to describe its opposite—non-critical reading. Readers use noncritical reading for things like gaining factual knowledge in order to memorize facts. On the other hand, reading critically includes analyzing not only what a text says but how it says it and how it relates to other texts—what it says, does, and means. The major differences between the two kinds of reading are engagement and accountability. Readers engage with texts when they have to know the content more intimately in order to use it in their own academic writing. Critical reading can be broken into three stages: preparing to read, reading actively, and using reading.

PRE-READING ACTIVITIES:

1. Clarify (for yourself) your explicit purpose for reading. This will help you focus your attention on the important components of what you are reading.
2. Recall what you know about the subject. Putting your reading in context will help you remember the content.
3. Analyze the visual elements (i.e., Are there subheadings, grafts, or pictures? Why does the author use them? How do they help you read the text?).

ACTIVE READING (ANNOTATING AND NOTE TAKING):

Annotating a text involves several strategies: underlining important sections, writing in the margins, and identifying important sections, words, and/or criteria. Annotating enables you to go back and quickly review what you have read in order to assess content. Remember, when annotating a text:

1. Be as economical (selective) as you can. If you underline too much, it will be difficult to go back and determine what was really important. I don’t suggest using a highlighter. Instead, use a pencil and underline.
2. Identify major/key points in the text. Note major claims or thesis. Identify and analyze the evidence, etc.
3. Note the progression of a text—where the author makes major “moves.”
You will be introduced to several reading assignments that will help you increasingly engage in reading academic texts. Annotating a text will help you write an annotation—a response or summary of a reading.

*Note taking* involves several activities, including journal writing (taking notes on a text, double-sided journals, Cornell notes, etc.), writing descriptive outlines, mapping the text, and many others. Since note taking is active writing, it takes you one step closer to writing your own essays. For example, in addition to annotating a text, academic readers will often write down things like their initial impressions of a text, key definitions, and important points. Putting these things in your own words helps you both understand what you are reading and also remember important details. Once you have annotated and taken notes, you should be able to write a summary or annotation more easily. These can then be used when you begin writing your own research-based essays.

After you have annotated a text and made preliminary marks and notes, you decide whether or not it is going to be important for your specific goals, such as writing a literature review or argumentative paper, for example. If you decide you need to include the reading in some depth in your research or writing, you need to reread, looking for specific criteria that define academic writing. In doing so you will be determining precisely *WHAT* the argument is, *HOW* the author is trying to convince you of the argument, and *WHY*. In the following sections you will be introduced to increasingly difficult levels of reading strategies that will develop your sophistication as a critical reader. The strategies introduced here are cumulative. This means you will continue to develop your skills by adding to the reading skills you learned previously. Also, you will notice that some of the strategies in these assignments overlap in order to get you to think and write about the same criteria in different ways. These strategies are the beginning stages of “using” reading. Once you learn to read, annotate, and write summaries of academic texts, you will be much closer to being able to write your own academic texts.
Your first criteria for reading critically are fairly general and are based on four observations of a text: Reasoning, Explanation, Assessment, and Drawbacks—or READ. While they do not necessarily require a critical orientation toward the reading, these four concepts can help guide and focus your reading. The criteria described below should help guide your thinking as you are underlining and writing notes on what you have been assigned to read. You can apply these criteria to almost any kind of text. Once you have used these criteria to help you annotate, you will then write an annotation. An annotation (used as a noun) is a short summary of a reading. While an annotation can take many forms, essentially it is a description of what you have read put in your own words.

**REASONING**

Why did the author write this piece? What was his or her purpose? Did he or she achieve it?

**EXPLANATION**

Summarize the piece. What is it about? What is the author trying to convey? Include details from the text for support (methods, definitions, key points, results, etc.) to report what the author says.

**ASSESSMENT**

What do you think about the piece? How does it affect you? Does it change your mind about something or make you think about something you normally would not have?

**DRAWBACKS**

What limitations did the piece have, if any? Was the author biased in any way? Did the author not provide enough information? How could the piece have been improved?
EXAMPLE

In “Strategies for Integrating Information Literacy and Academic Literacy: Help Undergraduate Students Make the Most of Scholarly Article,” Margy MacMillan and Allison MacKenzie report a collaborative project conducted at Mount Royal University between instructional and library faculty. The authors suggest that as academic articles have become more “specialized” and written for “increasingly narrow audiences” in the last 30-40 years, students are alternatively coming to post-secondary education less prepared to read and engage them. In response to the difficulty students were experiencing in upper-division communication courses, the authors developed reading activities to demonstrate to students how to read scholarly articles. The goal was to determine if intervention reading strategies would help students critically engage in academic writing. These strategies included things such as pre-reading activities, heavy annotation, “dealing with different interpretations,” as well as discussing articles’ broader implications in their field (529). A year after they introduced these reading strategies, the authors administered a survey and reading activity to 47 fourth-year students to determine the impact of the reading curriculum. They found a general increase in confidence among these students in dealing with difficult material. Their analysis of literature reviews from these later courses also suggests that these kinds of reading strategies can have a positive effect in students’ future writing. These researchers suggest that while teaching reading is not something that most faculty think about, collaboration between instructional faculty and library faculty (who bring complimentary skills to information literacy) is “a good place to start” developing a reading curriculum for upper-division, discipline-specific reading. Although this research was obviously conducted at a small university and had limited participants, the research appears both promising and effective.
In the example annotation not all of the questions in the READ explanation are explicitly answered. Instead, these criteria should be used as guiding questions when you mark and take notes, but they should not overly determine the reading experience. Instead, they should be “kept in mind” through the reading process, but not overly determine how a response is structured (whether it be an annotation or a simple response to a reading). When you write annotations, introduce both the title of the work as well as the authors’ names. You do not need to identify whether or not the reading is an article or book because this is indicated by the citation. If the title is in quotes, then it’s an article; if it’s italicized, it’s a book. Also, the first time you use an author’s name, use both the first and last. After that you can simply use the last name. If you are using MLA format, you can use et al. instead of listing names if there are more than three authors (or more than two in APA).
I.N.F.O.R.M.

When you begin conducting research on either a new topic or a topic that you simply need more information about, you will read sources for informational purposes. While you can apply the criteria described below to any genre of writing, this section describes methods that will help you read narratives, literature reviews, argumentative writing, descriptive writing, etc. The purpose of identifying these criteria is to help you practice gaining knowledge from and understanding outside sources. The major difference between the READ and INFORM strategies is that the latter are more specific. However, they should be used similarly to help guide your reading and annotating of sources.

**Inquiry Areas**

What areas of inquiry were included in the text? Most topics you will research will have limited areas of inquiry—specific issues that are important to that specific topic. Some of these areas will be major, some minor, and some in between. For example, if you were to write about legalizing marijuana, one major area of inquiry is taxation. You can be on either side of the argument, but a response to it in an argumentative paper would be appropriate because it is now a part of the public discourse of legalization. When you read then, mark in the text or note on a separate sheet of paper what Inquiry Areas are included in the source.

**Neglected**

In addition to simply identifying the areas of inquiry in a piece of writing, you should begin to consider what the author may have neglected. What was left out of the text or not developed to your satisfaction as a reader? This could range from areas of inquiry, to connections between them, to evidence. Keeping up with Inquiry Areas and what authors attend to and don't will help you compared texts more easily when you write your own papers.
FACTS

When you read academically in order to learn about or gain a perspective on a subject, it is important to stop and look at the facts and details being presented. What do they say? Is the author citing things that are of specific interest to you? In order to keep track of or note important facts, write words or phrases in the margins to identify them to help you remember where they are. Facts also include specific uses of terms; note when authors define their terms so you can use them later. When I see a DEFINITION in an article I might use later in my own writing, I either note it in the margins or circle the word and underline the definition.

ORGANIZATION

Once you have identified the Inquiry Areas, you should survey or explore HOW the author has arranged the piece of writing and whether or not that arrangement is significant. How writers put their writing together can sometimes affect how readers respond. Authors can use arrangement to emphasize certain points or to minimize others. If you have clearly identified the Inquiry Areas, you should be able to determine critical aspects of the organization.

RESULTS

Results are what writers have found or discovered through analysis of texts or as the result of research methods. The results authors cite as an outcome of their research and the evidence they refer to (whether they are referencing their own work or the work of others) are important determiners of legitimacy in academic arguments. I usually mark these simply as “results” in the margins.

METHODS

Methods are one of the most important aspects of academic writing. Writers’ methods determine the ways they collect and often analyze data. Methods can range from a theoretical school of thought such as Marxism to empirical methods such as a case study, surveys, interviews, etc. It is important to note a writer’s methods of interpretation and research in order to more accurately analyze results.
EXAMPLE

Below is an example of an annotation written from an academic article. The annotation is a basic summary of the article. The comments on the side of the annotation describe what specific sections of the annotation are trying to accomplish. As in the other examples, the criteria from the READ and INFORM strategies are capitalized to identify how the criteria can be used when writing your summaries. These summaries can be especially useful when you begin to write your own academic papers. Once you have three or four summaries similar to the example, you can begin to examine the sources for similarities and differences to produce a review of literature. These can be especially helpful when you write informational essays and literature reviews.

In “The Novice Nurse and Clinical Decision-Making: How to Avoid Errors” David Saintsing, Linda M. Gibson, and Anthony W. Pennington discuss the major causes of errors in nursing among new nurses. Their review is an analysis of 75 articles (though they only report on the 20 most relevant) in order to “summarize recent findings related to the novice nurse and clinical decision making” (355). In other words, the purpose of the review is to determine what kinds of errors novice nurses make, why they make them, and what kinds of interventions have been proposed to address them. The authors define “novice” nurses as nurses who are newly licensed and/or have less than 1 year of experience. Saintsing, Gibson, and Pennington cite one study that suggested that as many as 53% of new “nurses are involved in errors in nursing care” (355), but also that there appears to be little effort in the field to help novice nurses mitigate these common errors. Areas of error are separated into two categories: the most prevalent errors and minor errors. Among the most prevalent errors are mistakes in medication, client fall, and delay in patient care. Among those, they report that 75% of novice nurses commit medication errors, 20% are involved in client fall errors, and 37% are involved in delay in patient care. Minor errors include issues with documentation, communication with physicians, procedures, using equipment, and not asking questions. Critical thinking and patient load for new nurses were identified as
the major causes of novice nurse error. They also suggest that overwork and limited real world practice significantly contribute to error. One suggestion made by theorists is that critical thinking should become a more distinct part of the nursing curriculum. However, the authors don’t explain how critical thinking is typically taught in the field of nursing. As a result, it is difficult to determine what impact their suggestions might have. They also suggest that patient load is a major factor, but unlike critical thinking, patient overload for novice nurses would have to be attended to in nursing mentorship or hospital practice since it could not be addressed in the curriculum.
R.E.A.C.T.

When you read critically you REACT to texts in a specific way. While some of the criteria described below are introduced in the READ or INFORM descriptions, these attempt to direct your attention to more specific aspects of a text. Like the strategies described in the previous exercises, these strategies will help you read many genres of writing. However, they are especially helpful for reading, annotating, and writing summaries of research writing. As you are reading academic articles then, try to identify these criteria as you go along. As you read and annotate outside sources you will notice that not all of these criteria can be applied to every piece of academic writing, but you should be able to apply most of these criteria to academic writing—especially research. These conventions will help you develop the skills to move on to the fifth part of reading critically for academic purposes, which is to more directly and rigorously question and evaluate text.

Rationale

A rationale is the author’s reason for putting pen to paper. Generally speaking, writers write to identify problems or issues they feel need to be addressed, discuss points of view in the issues, and (often) propose resolutions or future actions. I will code rationales as “goal,” “purpose,” or “reason” when I am annotating a text. An author’s rationale is often stated directly at the beginning of a text, but it can also be implicit (unstated) or be announce later in a text.

Evidence

Evidence (or support or results) is used in many ways and for many purposes—most often to justify a point of view. In academic writing you can’t simply make claims about your subject; you have to cite evidence that substantiates your claims. Writers also frequently cite and interrogate evidence of previous authors. I code this simply as “evidence” and note what kind. Sometimes evidence comes directly from methods being used by the author, sometimes theory, and sometimes from analysis. If the author is producing his or her own evidence, it is also good to identify these sections, though most often the word results is used instead of evidence.
**Analysis**

Analysis cannot always be easily separated from evidence in the context of writing, but they are different. Analysis is the *interpretation* of evidence. In other words, it is the point of view from which the author wants readers to understand the evidence or the author’s perspective—this is sometimes referred to as the warrant. Analysis can be very directly related to evidence or more loosely seem like a general discussion of the content of the reading. Phrases that include words such as “analyzing...” and “discussion of ...” will help you identify these sections.

**Claims**

Though sometimes presented as facts, claims are conclusions authors make about their subject(s). In academic writing you have to earn the right to make claims. Academics substantiate claims through evidence, but the claim itself is a direct statement about what authors are trying to prove or suggest. Claims can either be major global claims, under which every piece of evidence and analysis fits, or minor claims, under which specific pieces of evidence fit. You can simply use the word “claim” when annotating a text or write a short phrase in the margins that identifies more specifically what is being articulated by the author.

**Thesis**

The thesis is the major overall claim. A thesis can be either implicit or explicit though in academic writing (especially research) they are most often explicit. As the major claim, the thesis statement provides cohesiveness to all other minor claims and evidence and unifies an author’s purpose, evidence, and analysis. This can be simply marked as “thesis” when you are annotating.
EXAMPLE 1

The example below is from an article describing a pilot research project investigating the use of sources in student writing. The research methods and results are clearly defined in this piece, which makes them easy to report.

In “Writing from Sources, Writing from Sentences” Rebecca Moore Howard, Tricia Serviss, and Tanya K. Rodrigue report a frequently cited review on students’ use of outside sources in their academic writing. Howard et al. began with the proposition that both L1 and L2 students patchwrite. Patchwriting is defined as “reproducing source language with some words deleted or added, some grammatical structures altered, or some synonyms used” (181). Their goal was to determine to what degree of success (or not) and to what extent did students use outside sources. Howard and her team collected 18 papers from undergraduate students in freshman composition in order to determine (1) the frequency of patchwriting, paraphrase, summary, and plagiarism in the papers and also (2) how well students understood the sources they were using. The small sample size was a result of the “labor-intensive” nature of the research. In addition to reading and coding the student papers, Howard et al. read and analyzed the sources students used as well and each paper was reviewed by two researchers. The research revealed that all of the student papers used both summary and paraphrase. In addition, 89% (all but two) of the papers had incidences of patchwriting, 78% had incidences of direct copying, and 72% had incidences of direct copying not “marked as quotation.” They further discovered that all but one paper reported non-common information without citing it and 14 out of 18 “attributed information to a source that either did not contain that information or said something different” (182). The analysis of student papers and sources revealed that students did not seem to be reading much at all. Instead students seemed to be “writing from sentences selected from sources” rather than critically engaging and writing from the sources themselves. Their primary concern in this article is that
students “cite sentences rather than sources.” The implication is that as teachers we “have no assurance that the student did read and understand” (186). They suggest that the one factor that complicates being able to determine how engaged students are as readers is that instructors may not “necessarily have any expertise on the topics the students are researching” (188). While the authors admit that their sample size is both small and regional, they conclude that this preliminary research suggests that much more sophisticated research needs to be conducted in order to understand why students make the choices they do when using sources.

Although this article is clear and well written, the authors only discuss the importance of using sources briefly. A more sophisticated explanation of why more research is needed is warranted.
EXAMPLE 2

Below is an example of a text written from a research article. It is somewhat more developed than the previous example. How much or how little you develop your annotations will depend on their specific importance to your goals as a writer. Readings that will eventually become central to your own writing will obviously need to be more developed than readings that are secondary. Moreover, while the example below focuses fairly evenly on the text, in your own writing you might find the need to emphasize certain parts of a reading more than others. The article described in the summary below describes a case study. Because the authors do not cite evidence in their article, the summary also does not include it. Instead, this annotation emphasizes the descriptive elements of the case study.

In “Increasing Students’ Understanding of College-Level Reading Materials,” Darly Kelley and Kurt Borchard address the lack of critical reading skills in college students. They argue that “many new university students have yet to acquire the varied and sophisticated reading skills” (47) they need to be successful and engaged in college and that these “skills will greatly enhance their understanding of a given discipline” (48). They claim that the major factor for this lack of reading skills demonstrated by undergraduate students is that faculty do not directly teach students how to critically engage in disciplinary texts. They contend that this lack of critical reading makes it difficult for students to fully participate in class discussion and that teaching students critical reading skills explicitly will “enhance” their “journey to become educated persons” and argue that instructors need to more “help students make the connection between reading and critical thinking” (50). Kelly and Borchard describe a case study in an undergraduate course in sociology in which they structured their curriculum to get students to read more critically as an example of incorporating reading instruction in a classroom. Their curriculum largely focused on getting students to slow down their reading. They divide their analysis into three categories: “Scientific Reading,” “Value Reading,” and “Reflective Reading.” The section titled “Scientific Reading,” describes
the importance of getting students to understand the implications, advantages, and disadvantages of the methods being used in sociology writing. The “Value Reading” section describes the difficulty in getting students to “critically analyze what values might be embedded in texts” (56). They describe two strategies they use in their classroom—social policy making and role playing—to show students how values are embedded in academic texts and to emphasize to students that an important part of academic writing is to “expose” those values. In the “Reflective Reading” section they describe the “sociological imagination.” In their course they use C. Wright Mills definition of “sociological imagination” with an ethnographic text to show how theory might apply to practice—describing how they encouraged students to analyze how one author applied a theoretical/philosophical position in a secondary text describing a social phenomenon. This was the last method they describe in their efforts to demonstrate to students how a discipline’s—in their case sociology—texts, methods, and arguments overlap and inform each other, each contributing to the larger body of knowledge of the field. These authors argue that an increase in direct reading strategies increases students’ critical thinking skills and helps them to more fully engage in their discipline-specific courses. While the strategies used by these authors seemed focused on reading individual text, it is clear by the end of the article that they feel the lack of critical reading creates a difficulty in engaging academic disciplines as a whole and they suggest that the role of faculty is not just to deliver disciplinary content to students, but to “share our experiences as readers” (60).