**English 301**

**Advanced College Writing**

**Spring 2014**

Instructor: Judith (Judie) Levy

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Class Time: M/W 4:00 pm-5:15 pm

Room: IRVC 105

Section #: 16339 Schedule #: 80

Office: IRVC 156

Telephone: 657-278-1727

Office Hours: M/W 1:00 pm-2:30 pm, and by appointment

**Prerequisite:** Successful completion (C or higher) of English 101 or equivalent.

**Course Description**

Welcome to English 301! In this course, we will build upon the writing tools you gathered in English 101, and expand them in order to enhance your approach to writing for both the remainder of your college experience and writing beyond college. This class aims to expand your ability gather and refine your sense of purpose in writing by considering and analyzing different rhetorical contexts. In doing so, we will analyze different audiences, types of arguments, and genres. Through both analyzing the rhetorical structure of other author’s arguments and by generating your own style of writing, this class is designed to develop your analytical and critical thinking skills. In effect, this course should help you locate yourself within the discourses occurring in your major field of study and allow you to effectively clarify that particular position to others.

Earning a “C” (2.0) or higher grade in this class satisfies the University’s undergraduate, upper-division writing requirement.

**Thematic Element**

This semester’s theme will be origins. With every field of study, there is typically some discussion regarding origins. Whether it is the history of a topic, the national origins of a person, or even the thought from which an idea originated, discussions of origins sometimes define topics in specific ways. In doing so, origins can either open up a topic to new, helpful information, or they can add meaning to a topic that does not necessarily add clarification to its purpose. For instance, when attempting to create a defense against a particular disease, some scientists might analyze the current biochemical engineering of the disease, while other scientists might interrogate the origin of the disease and how it has evolved over time. Although both interrogations can be intriguing, each type of interrogation might be beneficial or distracting for different reasons. If the disease were a rapidly evolving super-bug, an analysis of origins might be more important than a disease that is currently unchanging. In both these situations, it is important to question the purpose of utilizing origins. Is an inquiry with or without a consideration of origins more necessary, clairvoyant, or beneficial? Throughout this class, we will be considering how origins can add beneficial information to our analysis of topics and how they can sometimes generate misleading assumptions. Ultimately, this will help you generate your own opinion on the consideration of origins, deciding when will you or will not consider origins in your own approach to both writing and day-to-day experiences.

**Student Learning Outcomes and Goals**

* Write formally and informally, in-class and out-of-class, for a variety of audiences and purposes.
* Find, evaluate, select, synthesize, organize, ethically cite, and present information from a variety of sources appropriate to their disciplines.
* Compare, contrast, and synthesize carefully and objectively the relative merits of alternative or opposing arguments, assumptions, and cultural values.
* Organize one’s thoughts and communicate them clearly and persuasively to address a rhetorical situation.
* Recognize, evaluate, and employ the features and contexts of language that express and influence meaning and that demonstrate sensitivity to gender and cultural differences.
* Improve one’s own and others’ writing skills through the assessment and critique of written works.

**Required Textbooks**

Lunsford, Andrea A., and John J. Ruszkiewicz. *Everything's an Argument*. 6th ed. Boston: Bedford/St. Martins, 2013. Print.

* Please note that this is the version *without readings.*
* This text will be abbreviated as EA in the course outline
* All other reading material will be posted to our class page on TITANium, so it is important that you have access to this website.

Texts are available at the Little Professor Bookstore, at 725 N Placentia Ave, Fullerton (At the corner of Nutwood and Placentia) or at the on-campus bookstores.

**Other Required Material**

One bluebook for the Midterm In-Class Essay.

**Grade Breakdown**

15% Essay 1: Rhetorical Analysis

20% Essay 2: Arguing a Position

20% Essay 3: Proposing a Solution

10% Midterm In-Class Essay

25% Blog-Style Portfolio (Includes Personal Statement/ “About Me” Section)

10% Participation and Attendance

**Grading Scale:**

I will be doing plus/minus grading, because I believe that it adds incentive to push yourself above and beyond, in order to improve your grade. A grade of C or better is necessary to meet the G.E. requirement for this class. The grade scale is as follows:

A+ 97% and up, A 96-93%, A- 92-90%, B+ 89-87%, B 86-83%, B- 82-80%, C+ 79-77%, C 76-73, C- 72-70%, D+ 69-67, D 66-63, D- 62-60, F 59% and below.

**Rhetorical Analysis**

In this essay, you will be analyzing the argument of one “text,” from your field of study that also connects to the class theme of origins. By “text,” I mean any form of media that generates a specific purpose, so you can analyze a written work (book, article, etc.), a visual work (video, film, etc.), or a combination of the two (i.e. a website). Using the interpretation tools we have been discussing in class, your paper will interrogate how the text structures its purpose and whether or not it persuades readers of its purpose.

**Arguing a Position**

This essay will be a persuasive paper in which you take a stance on an issue within your major field of study that also connects to our topic of origins. Consider using the discussions developed in the texts you explored within your Rhetorical Analysis in order to decide upon your topic for this essay. Using credible sources as evidence, you will argue your particular position on this topic with the goal of supporting an issue, contesting an issue, or simply changing your readers’ standpoint on an issue.

**Proposing a Solution**

By building off of your ideas from your Arguing a Position Essay, you will choose one or more of the problems raised by the concerns of your position in Essay 2 and propose a solution. This essay will both explain the proposition and explain why it is a viable solution to the problem. While this essay does not require research, it may benefit from research that supports your points and suggests to your audience that your solution is beneficial.

**Midterm In-Class Essay**

Half-way through the semester, we will compose one essay in class, based on your own knowledge and experiences (no outside research necessary). This essay will be composed during one class period during the middle of the semester. We will be discussing timed writing the week before the Midterm, so attendance at this class period will be extremely beneficial. The only required materials for this essay are one empty blue book. The completion of this essay will assist your writing of the personal section of your Blog-Style Portfolio.

**Blog-Style Porfolio**

For this final assignment, you will be able to connect all of the essays that you have done for this class in a way that reflects your personal goals within your major field of study. You will create a blog using a collaboration of these assignments, along with your choice of visual elements and extra information that support your overall purpose. One example of beneficial additional information is a link (or links) that allow your readers to access the “text” you analyzed in your rhetorical analysis. This assignment will give you a chance to revise your earlier assignments in a way that both strengthens their individual purposes and allows them to connect to one another. For this assignment, you will also have to create a section that explains your personal direction within your field of study, similar to a personal statement (this element of your blog could be formatted into an “About Me” page, or something similar). Overall, this assignment will be graded on revisions, cohesive purpose, and the reflection within your personal statement section.

**Participation and Attendance**

This class relies heavily on class discussion and group work, so participation and attendance will be counted as a large portion of your grade. You will be expected to come prepared, having read and ready to discuss the assigned readings. I expect everyone to both give his or her best effort when it comes to discussion and also remain respectful of others who are contributing to discussion.

Throughout the semester, I will allow two absences (no excuse necessary) without penalty. Every subsequent absence will subtract 2% from your attendance and participation grade (10% total). Similarly, each time you arrive significantly late, it will be considered half of an absence, so two late arrivals equal one absence. This policy is to encourage your success as an individual and foster growth for the whole class as a community. If you have any emergency situations during the semester that will cause you to have a significant amount of absences, please inform me, and we will work out the best solution.

**Conferences**

Conferences are a beneficial time where you can receive direct feedback from me on your paper and portfolio. We will hold conferences twice throughout the semester. For conferences, you will sign up for a specific time, and you will only have to show up at my office for that time the entire week. **Therefore, if you do not show up for your scheduled conference, you will be considered absent for the entire week.**

**Assignment Format**

Your papers will each be formatted in the citation style used most within your particular field of study (APA, MLA, CSE, IEEE, etc.). Please include the format you are using in the header of your paper, along with any other header necessary for that format. Whenever you use outside sources, you must include a works cited page that is formatted to the citation style that you use.

**Late Work**

All essays and assignments must be turned in at the beginning of class on the days that they are due. Late essays will be accepted with a 10% deduction (one letter grade) for each day that it is late (including weekends). Each assignment builds off of one another, so falling behind on essays will affect you negatively in the long run. Also, if you turn in a late essay, I cannot guarantee that it will have as much feedback compared to if it were turned in on time.

**Writing Center**

The Writing Center (located on the Fullerton main Campus) is an incredible resource, where fellow students give helpful feedback on your writing process. They can help you through any part of the writing process, so you may visit the Writing Center at any stage of an essay (even if you just want to talk about your topic and see if it makes sense). Please take note that the Writing Center tutors will not simply “proofread” your papers; they are there to help you through the writing process, which means that you will be doing the work, and they will be giving you feedback and helpful advice along the way.

Website: [www.fullerton.mywconline.com](http://www.fullerton.mywconline.com)

Phone: (657) 278-3650

Location: 1st floor of the Pollak Library (on the north side, just after the computers)

**Classroom Etiquette**

Please be respectful of your other classmates by engaging in discussion in a kindly fashion. I expect you to not be disruptive of other students speaking. Cell phones are not allowed, and the use of phones can result in deductions from your participation grade. Eating and drinking are allowed, so long as you clean up your mess and you are not causing any distractions. I also do not allow the use of laptops, except on specific days that we will be discussing the creation of the Blog Portfolio (I will notify you of these days in advanced). Frequent disruption of such guidelines will result in a decrease in your participation grade. I would like to create a classroom community that is fun and engaging while maintaining respect and understanding of others.

**Special Needs**

Please inform me during the first week of class if you require any special accommodations. CSUF requires students with disabilities to document their disabilities with Disabled Student Services (DSS), located on the first floor of University Hall in UH-101. You may register with DSS online at <http://www.fullerton.edu/disabledservices> or call (657) 278-3117.

**Academic Dishonesty and Plagiarism**

Academic communities can only be successful through the means of critical thinking and honesty. Plagiarism violates this academic integrity, and it will not be tolerated. Do not submit the work of others, turn in work that you have already turned in for another class, or neglect to acknowledge any sources you use in essays or other assignments. Engaging in plagiarism can result in you receiving an “F” on the assignment, an “F” in the entire course, and can potentially result in dismissal from the university. Please go to <http://www.fullerton.edu/deanofstudents/judicial/pdfs/Guide%20to%20Avoiding%20Plagarism.pdf> for more information about how to avoid plagiarism.

**Tenative Course Outline**

**Week 1**

Mon. 1/20 **Martin Luther King Jr. Day: Class does not meet.**

Wed. 1/22 Introduction and Syllabus; Why consider origins?

**Week 2**

Mon. 1/27 **Assign Essay 1;** Rhetorical Analysis

Reading: EA pg. 1-29; “Hip Hop is No Longer Cooler than Me” (TITANium)

Wed. 1/29 Argumentative Tactics; Logical Fallacies

Reading: EA pg. 42-89; “The End of White America?” (TITANium)

**Week 3**

Mon. 2/3 Finding Purpose; Introductions and Conclusions

Reading: EA pg. 90-120; “Wall of Sound: The iPod has Changed the Way We Listen to Music” (TITANium)

Wed. 2/5 Analyzing Arguments

Reading: “Watching TV Makes You Smarter” (TITANium); “Thinking Outside the Idiot Box” (TITANium)

**Week 4**

Mon. 2/10 Revision Tactics

Reading: Sample Student Essay (TITANium)

Wed. 2/12 Peer Review

**Week 5**

Mon. 2/17 **Presidents Day: Class does not meet.**

Wed. 2/19 **Essay 1 Due; Assign Essay 2**

**Week 6**

Mon. 2/24 Structuring Arguments

Reading: EA pg. 123-151; “The Obligation to Endure” (TITANium)

Wed. 2/26 Evidence and Analysis

Reading: EA pg. 152-86; “What’s Eating America” (TITANium)

**Week 7**

Mon. 3/3 Conferences

Wed. 3/5 Conferences

**Week 8**

Mon. 3/10 Defining Concepts in Argumentation

Reading: EA pg. 187-213; “Sex, Drugs, Disasters and the Extinction of Dinosaurs” (TITANium)

Wed. 3/12 Using Research; Counterarguments

Reading: EA 365-419

**Week 9**

Mon. 3/17 Discuss Timed Writing; Peer Review

Wed. 3/19 **Midterm In-Class Essay**

**Week 10**

Mon. 3/24 **Essay 2 Due; Assign Essay 3**

Wed. 3/26 Assessing the Rhetorical Situation

Reading: EA pg. 273-306

**March 31-April 6: Spring Break. Class does not meet.**

Week 11

Mon. 4/7 Effective and Direct Claims

Reading: “A Modest Proposal” TITANium

Wed. 4/9 Style and Tone

Reading: EA pg. 307-25

Week 12

Mon. 4/14 Approachable Solutions

Reading: “Escape from the Western Diet” (TITANium)

Wed. 4/16 Peer Review

Week 13

Mon. 4/21 Flow, Transitions, Clarity

Reading: Sample Student Writing (TITANium)

Wed. 4/23 **Essay 3 Due**

Week 14

Mon. 4/28 Conferences

Wed. 4/30 Conferences

Week 15

Mon. 5/5 Personal and Cultural Relevance

Reading: “In Search of Our Mothers’ Gardens” (TITANium)

Wed. 5/7 Visual Arguments

Reading: EA pg. 326-43

**Week 16: Finals Week. Blog-Style Portfolio is due at the time of Final.**