**English 101**

**Beginning College Writing**

**Spring 2013**

Instructor: Judith (Judie) Levy

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Class Day/Time: English 101 T/TH 1:00-2:15

Room: H 530

Section #: 72 Schedule #: 15116

Office: LH-515

Telephone: 657-278-6756

Office Hours: T/TH 12:00pm-1:00pm, and by appointment

**Course Description**

Welcome to English 101! The goal of this class is to help you improve your skills in writing, communication, and critical thinking. Through practicing writing, participating in discussion, and doing group work, we will discover the best ways to interact with and write for an academic audience, while finding your own personal voice and style. This course meets the GE Core Competence requirement 1.B, for Written Communication.

By the end of this course you should be able to:

* Organize one’s thoughts and communicate them clearly and effectively, using language that demonstrates sensitivity to gender and cultural differences
* Find, evaluate, select, synthesize, organize, cite, and present information and arguments clearly and effectively for a variety of purposes and audiences
* Recognize and evaluate the features, functions, and contexts of language that express and influence meaning
* Compare and contrast with care and accuracy the relative merits of alternative or opposing arguments, interpretations, assumptions, and cultural values.
* Reflect in an open-minded manner on one’s own thinking in relation to others
* Develop and present clearly written messages in English.
* Express and advocate ideas clearly and effectively in writing.
* Present well-organized written messages exhibiting sound reasoning and advocacy that depend on the critical evaluation of relevant information.
* Understand the rhetorical principles that underlie form, content, context, and effectiveness of choice made in written messages, including how matters of style affect successful communication.
* Improve one’s own writing skills through the critique of others.
* Use writing to synthesis creative and innovative ideas, solutions, and knowledge.

**Required Textbooks**

Texts are available at the Little Professor Bookstore, at 725 N Placentia Ave, Fullerton (At the corner of Nutwood and Placentia)

Graff, Gerald, Cathy Birkenstein, and Russel K. Durst. *They Say/I Say: The Moves That Matter in Academic Writing: With Readings.* New York: W.W. Norton &, 2011. Print.

(Abbreviated as TS/IS in Course Outline)

**Other Required Materials**

* One Bluebook for the In-Class Essay

**Grade Breakdown**

50% Four Out-of-Class Essays (worth 12.5% each)

10% Midterm In-Class Essay

20% Online Reading Responses (5% for your post and 15% for responses)

10% Writing Center Visits

10% Attendance and Participation

**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

**Participation**

This class relies heavily on class discussion and group work, so participation will be counted as a large portion of your grade. You will be expected to come prepared, whether that means having read the assigned readings or having written the assigned journals or responses. Because I understand that some people are less inclined to speak during class discussion, I will also take other in-class work (such as freewrites) into consideration when calculating your participation grade. 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.

**Attendance**

With participation as an important factor for your success in this class, attendance will be noted and can affect your grade. You are allowed **three absences** throughout the semester that will **not** negatively affect your grade. After three absences, your final grade will decrease 3% for each subsequent absence. Similarly, tardies will be recorded. Three significant tardies will be counted as the equivalence one absence. This policy is solely 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.

**Online Response Forum**

One of the best ways to improve your writing is to practice often. Therefore, we will be responding to the out-of-class readings through an online forum. For each reading, there will be one person who begins the online discussion (I will start the first one so that you have an example of what to do). On the days that there is no reading, there will be question posted on TITANium instead, to which you will give a personal response. You will each sign up for the day that you will begin the forum. The person who begins the discussion must post to the forum by the time of the **class before** **the reading or response is due**. They must post a 500 word response to the reading or question with a visual element. The visual element can be a picture or meme (one that you’ve either found or created) or a link to a website. The first response must provide your own personal feedback on the readings, while at the same time it must present a question or raise an issue to the rest of the class that can be discussed. It must also address how the visual element connects to or reminds you of the reading/question.

Everyone else must submit a 250 word personal response to the reading and to the initial post. This must be submitted at least **2 hours before the class which it is due**. These are counted for credit or no credit; therefore, you can take any opinion and present any point as long as it is both related to the reading/question and related to the initial post. I expect you to look at the other people who responded before you, that way you are all responding to each other and building off of each other’s responses (rather than repeating the same ideas).

**Essays**

There will be four out-of-class essays which are the biggest portion of the grade, so we will spend most of our time discussing and working on them. All of the essays will be 4-6 pages in length and in MLA format. Each essay will be different, and I will hand out more specific prompts for each essay.

When you turn in your out-of-class essays, you must attach all parts of your prewriting, brainstorming, outlining, and rough draft, so make sure that you hold on to all parts of your writing process!

There will be one midterm in-class essay. All you need to do for this essay is bring a bluebook and show up to class on the days listed on the Course Outline.

**Revision Policy**

Writing is a process that takes many steps, and with each revision we make, the better our writing becomes. Therefore, I will allow you to revise any of the first three out-of-class essays that receive an 89% or lower. In order to revise an essay, you must turn it in within two weeks of the time that it was handed back to you. You must also visit the writing center in order to submit an essay revision. Revised essays will include a **1 page cover letter** explaining what type of feedback you received from the writing center, what types of revisions you made, and why you made them. You must also include the original essay with my comments on it in order for me to grade your revised paper. Once I have given you a new grade on the paper, I will take the average of the old grade and the revised grade, and that will be the new grade which I record.

**Conferences**

Conferences are a beneficial time where you can receive direct feedback from me on your paper. We will hold one week of conferences for Essay 2 and one week of conferences for Essay 4. 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. If you do not show up for your scheduled conference, you will be considered absent for the entire week (two days of class).

**Late Work**

All essays and assignments must be turned in at the beginning of class on the days that they are due. Late work for online responses will not be accepted; however, late essays will be accepted with a 10 point deduction for each class day that it is late. This class is extremely fast paced, 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 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). Throughout the semester, **you are required to have two Writing Center visits (this does not include if you are revising an old essay).** Despite this requirement, you are able to go as frequently as you want (they allow one appointment per week, and one walk-in per day), so feel free to get extra assistance if you enjoy going to the Writing Center. 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, they will just 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 you are directly revising your essays in class (I will inform you beforehand on these days). 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.

**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, possible 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:

1/29: Syllabus and Introductions

1/31: What is College Writing?; Assign Essay 1

Reading: Shitty First Drafts

Week 2:

2/5: Writing and Communities

Reading: Ch. 1 TS/IS

2/7: Descriptive Writing

Reading: Ch. 2 TS/IS

Week 3:

2/12: Finding Purpose

Reading: “Are Colleges Worth The Price of Admission?” (TS/IS p. 179-89)

2/14: Development and Organization

Reading: Ch. 3 TS/IS0

Week 4:

2/19: Peer Review

Reading: Ch. 4 TS/IS

2/21: Revision Techniques

Reading: Sample Student Writing (On TITANium)

Week 5:

2/26: **Essay 1 Due; Assign Essay 2**

Response: Reflection on the Writing Process for Essay 1

2/28: Introduction to Argumentation

Reading: “The New Liberal Arts” (TS/IS p. 190-7)

Week 6:

3/12: Conferences

Response: What are your pet peeves when arguing with another person and why?

3/14: Conferences

Week 7:

3/5: Ethos, Pathos, Logos

Reading: “Watching TV Makes You Smarter” and “Thinking Outside the Idiot Box” (TS/IS p. 277-98)

3/7: Peer Review

Reading: “Escape from The Western Diet” (TS/IS 434-41).

Week 8:

3/19: Revision; Preparing for In-Class Essays

Reading: Sample Student Writing (On TITANium)

3/21: Watch Movie

Reading: Movie Review (On TITANium)

Week 9:

3/26: Discussion; **Begin In-Class Essay**

Response: What makes a good movie?

3/28: **Essay 2 Due; Finish In-Class Essay**

Week 10:

**Spring Break: Class does not meet.**

Week 11:

4/9: Communication and Narrative

Reading: Gloria Anzaldua’s “How to Tame a Wild Tongue” (on TITANium)

4/11: Integrating Quotes Effectively

Reading: Amy Tan’s “Mother Tongue”

Week 12:

4/16: Peer Review

Reading: Sample Student Writing (On TITANium)

4/18: End Hooks: Effective Conclusions

Reading: “2B or Not 2B?” (TS/IS p. 335-46)

Week 13:

4/23: **Essay 3 Due,** Essay 4 Assigned

Reading: TBA

4/25: Assessing the Rhetorical Situation

Reading: TBA

Week 14:

4/30: Considering Concepts: What Makes a Hero?

Reading: V for Vendetta Speech (On TITANium)

5/2: Revising and Refining Purpose

Reading: Sample Student Writing (On TITANium)

Week 15:

5/7: Conferences

5/9: Conferences

Week 16:

5/14: Cultural and Personal Relevance

Reading: TBA

5/16: **Essay 4 Due**