**English 101**

**Beginning College Writing**

**Fall 2012**

Instructor: Judith Levy

Class Day/Time: English 101 M/W/F 8:00-8:50am

Room: UH 319

Section #: 6 Schedule #: 11273

Office: LH-515, Telephone: 657-278-6756

Office Hours: Monday/Wednesday 9:00-10:00am, 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)

Hacker, Diana. *Rules for Writers*

(Abbreviated as RFD in Course Outline)

**Other Required Materials**

* One Bluebook for the In-Class Essay

**Grade Breakdown**

40% Four Essays (worth 10% each)

10% Midterm In-Class Essay

20% Journals and Responses

10% Writing Center Visits

10% Revision Assignment

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 tardies, please inform me, and we will work out the best solution.

**Responses and Journals**

 One of the best ways to improve your writing is to practice often. In order to do this, I will assign either responses to the reading we have read, or journals on specific topics or questions. These assignments must be **one page in length, typed, in MLA format.** They must have a creative title (please do not write “Journal” or “Reading Response” at the top). Journals are self-reflections on specific topics which I will assign. For Reading Responses, you will give your personal response to whatever was assigned to be read that day. Sometimes I will include additional questions to respond to. Responses must demonstrate that you read the material and Journals must demonstrate that you have thoroughly analyzed your own actions and/or ideas. Please be prepared to use these responses for in-class discussion or group work. I will collect and grade all of these responses, in order to give you feedback on your writing throughout the semester.

**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 a different type, 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 Assignment**

 Revision is such an important part of the writing process that you will be allowed to revise one out-of-class essay throughout the duration of the semester. This assignment will be worth 10% of your grade, and will be graded based on the effort put into your revision. It is *highly recommended* that you visit the writing center for this assignment, as it will improve the extent of your revision process. If you do not visit the writing center for this assignment, you must receive some sort feedback from another source (either a peer, a classmate, or by visiting me in my office hours). You will attach a one-page cover letter (typed) to the front of your revised paper, in which you explain what type of feedback you received on this paper, how it affected your revision, and why you made the revisions you did. The more you revise, and the more you explain why/how you revised, the better score you will receive.

**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 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 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 (three 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 responses and journals 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 and a third if you decide to revise an 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 allowing engaging in discussion in a kindly fashion. I expect you to not be disruptive of other students speaking. Cell phones are not allowed, except for the use of a dictionary application on smart phones. Using cell phones for other reasons 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 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 disabilitie with Disabled Student Services, located on the first floor of University Hall in UH-101. You may register with DDS 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 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

8/27: Introductions and Syllabus Overview

8/29: What is college writing?

Reading: “Keyton Commencement Speech” (TS/IS p.198-210)

8/31: Identity, Voice, and Language Communities; Assign Essay 1

 Reading: “How to Tame a Wild Tongue”(on TITANium)

 **Reading Response Due**

Week 2

9/3: **Labor Day. Class does not meet.**

9/5: Discussion on Reading; Brainstorming Activities

 Reading: “Mother Tongue” (on TITANium)

9/7: Communicating Significance in Personal Narratives

 Reading: Jean Brandt’s “Calling Home” (on TITANium)

 **Journal Due**

Week 3

9/10: Thesis Workshop; Writing Process

 Reading: “Shitty First Drafts (on TITANIUM)

 **Bring thesis for Essay 1 to class**

9/12: Interpretation and Word Choice

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

 **Reading Response Due**

9/14: Development and Organization

 Reading: TBA

Week 4

9/17: Peer Review

 **Bring two copies of rough draft of Essay 1 to class**

9/19: Revision Techniques

9/21: Elements of Effective Essays

 Reading: Ch. 1 TS/IS

 **Journal Due**

Week 5

9/24: Assign Essay 2; Discuss Analytical Writing

**Essay 1 Due (Remember to bring all parts of the writing process)**

9/26: Description and Dominant Impression

 Reading: Ch. 2 of TS/IS

 **Journal Due**

9/28: Development and Organization

 Reading: TBA

Week 6

10/1: Conferences

10/3: Conferences

10/5: Conferences

Week 7

10/8: Peer-Review

 **Bring two copies of rough draft to class**

10/10: Revising Techniques; Sample Student Writing

10/12: Structures of Argumentation; Essay 3 Assgned

**Essay 2 Due**

Week 8

10/15: Ethos, Pathos, Logos

 Reading: TBA (Newspaper Editorial on Current Event/Issue)

 Ch. 3 of TS/IS

10/17: Responding to Arguments

 Reading: TBA

 **Reading Response Due**

10/19:Context and Meaning

 Ch. 4 of TS/IS

Week 9

**Note: This week’s readings are extremely important because our in-class essay will be on a related topic. Please give extra attention to the Reading Response that is due Wednesday.**

10/22: Structure, Form, and Audience

Reading: “Having it His Way: The Construction of Masculinity in Fast-Food TV Advertising” (TS/IS p.454)

10/24: Discuss Readings on Food Industry

Reading: “Don’t Blame the Eater” (TS/IS p. 391-4) and “Escape from the Western Diet” (TS/IS p. 434-41). **Note: These readings are extremely important, because our in-class essay will be on a related topic. Give extra attention to the Reading Response that is due today.**

Begin prewriting and brainstorming for Midterm In-Class Essay

**Reading Response Due**

10/26: **Midterm In-Class Essay**

 **Make sure to bring a bluebook**

Week 10

10/29: Defining Concepts: Common (“They”) v. Individual (“I)

 Reading: “A Modest Proposal” (on TITANium)

 **Reading Response Due**

10/31: Creating Meaning through Connections

 Reading: TBA

11/2: Citing Sources, Works Cited, and Library Databases

Week 11

11/5: Integrating Quotations Effectively

 Reading: Review TS/IS p. 42-52

**Journal Due: Exploring the Library Database**

11/7: Sample Student Writing: Checking for Organization and Critical Thinking

11/9: Peer Review of Essay 3

 **Bring two copies of your rough draft to class**

Week 12

11/12: **Veteran’s day. Class does not meet.**

11/14: Contemplating Cultural and Personal Relevance

 Reading: TBA

 **Reading Response Due**

11/16:End Hooks: Effective Techniques for Conclusions; Revision Workshop

 Reading: TBA

Week 13

11/19-23**Thanksgiving Break! Class does not meet.**

Week 14

11/26: Stereotypes and Generalizations; Essay 4 Assigned

**Essay 3 due**

11/28: Breaking Down the “They Say”: Understanding the Other Side

 Reading: TBA

11/30: Peer Review

Week 15

**Revision assignment is due at the time of your conference.**

12/3: Conferences

12/5: Conferences

12/7: Conferences

Week 16

12/10: Discuss Readings

 Readings: “Is the American Dream Over?” (TS/IS p.568-71)

 **Reading Response Due**

12/12: Relevance Throughout the Disiplines

 Reading: TBA

12/14: In-Class Reflective Writing

**Essay 4 Due**