**English 101**

**Beginning College Writing**

**Spring 2014**

Instructor: Judith (Judie) Levy

Email: julevy@fullerton.edu

Class Day/Time: M/W 2:30-3:45 pm

Room: IRVC-105

Section #: 90 Schedule #: 21453

Office: IRVC-156

Telephone: 657-278-1727

Office Hours: M/W 1:00-2:30 pm, 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**

Lunsford, Andrea A. *The Everyday Writer*. 5th ed. Boston: Bedford/St. Martins, 2009. Print.

(Abbreviated as TEW in Course Outline)

Cohen, Samuel S. *50 Essays: A Portable Anthology*. 3rd ed. Boston: Bedford/St. Martin's, 2011. Print.

(Abbreviated as 50E in Course Outline)

* 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 Materials**

* One bluebook for the In-Class Midterm Essay

**Grade Breakdown**

60% Four Out-of-Class Essays (15% each)

10% Midterm In-Class Essay

15% Twitter Reading Responses (5%) and Expansion (10%)

10% Attendance and Participation

5% Writing Center Visit (Or Office Hour Visit)

**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 and Attendance**

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 give his or her best effort when it comes to discussion and also remain respectful of others who are contributing to discussion.

With participation as an important factor for your success in this class, attendance will be noted and can affect your grade. You are allowed **two absences** throughout the semester that will **not** negatively affect your grade. After two absences, your final grade will decrease 2% for each subsequent absence. Similarly, significantly late arrivals will be recorded, so two lates 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.

**Twitter Reading Responses and Expansion**

One goal of this class is to help you determine when and how to be concise versus expansive in your writing. Therefore, we will have weekly responses to the readings through Twitter. In order to receive credit for your responses, you will have to generate **one statement** with your opinion of the reading and at least **one response to someone else’s statement** about the reading on Twitter. My Twitter profile for this class is @ENG101JL , so be sure to include it in your posts so that I can find them. Because you will be limited to 160 characters per post (adding @ENG101JL will subtract from your original 160 characters), you will have to be crafty about forming your opinion into such a short space. Your response will be **due by midnight of the day that the reading is listed on the syllabus.** This allows me to read it before class begins, so we can incorporate it into class discussion.

Because it’s difficult to explain all of your thoughts in such a short post, you will choose **one reading** to write an expanded explanation of your post. These will be due **one week** after the original post was due. This paper should be 2-3 pages, and should use textual evidence to show how you developed your opinion of the text. It should also include a brief explanation of how you shortened your ideas into your short, 160 character post. For more guidelines on both your short and expanded responses, please refer to the document entitled “Twitter Responses and Expansion” on the course TITANium page.

**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 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 these essays 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 visit discuss the paper with me during office hours or visit the Writing Center to submit a revision.** This visit is **in addition to** the visit required for the class. Revised essays will include a **1 page cover letter** (typed, double-spaced) 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 and the filled-out rubric** 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. **You may only submit revisions for papers that were submitted on time and met the minimum requirements of the assignment when they were originally submitted.**

**Writing Center or Office Hours Requirement**

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). Because we are on the Irvine campus, throughout the semester, **you are required to have either one Writing Center visit, or you must visit me during office hours for the equivalent of a Writing Center visit.** 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)

**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.

**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.

**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, 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

**Week 2**

Mon. 1/27 Writing Communities; Narrative Form; **Assign Essay 1**

Reading: “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie (50E); “Writing for College and Beyond”, Sections 1 and 2 (TEW)

Due: Tester Reading Response

Wed. 1/29 Finding Purpose; Introductions

Reading: “The Fourth of July” by Audre Lorde (50E); “Writing for College and Beyond”, Sections 2 and 3 (TEW)

**Week 3**

Mon. 2/3 Development and Organization; Paragraph Structure

Reading: “Mother Tongue” by Amy Tan (50 E); “The Writing Process”, Sections 5-8 (TEW)

Wed. 2/5 Peer Review

**Week 4**

Mon. 2/10 Revision Techniques

Reading: “How to Tame a Wild Tongue” by Gloria Anzaldua (50E); “The Writing Process”, Sections 9-11

Wed. 2/12 **Essay 2 Due; Assign Essay 2**

**Week 5**

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

Wed. 2/19 Ethos, Pathos, Logos; Logical Fallacies

Reading: “Sex, Drugs, Disaster and the Extinction of Dinosaurs” by Stephen Jay Gould (50E); “Critical Thinking and Argument”, Sections 12 and 13 (TEW)

**Week 6**

Mon. 2/24 Defining Concepts in Argumentation; Incorporating Research

Reading: “The Allegory of the Cave” by Plato (50E)

Wed. 2/26 Structuring Arguments and Incorporating Research

Reading: “Television: The Plug-In Drug” by Marie Winn (50E); “Critical Thinking and Argument”, Section 14 (TEW)

**Week 7**

Mon. 3/3 Conferences

Wed. 3/5 Conferences

**Week 8**

Mon. 3/10 Organization and Transitions

Reading: 50E “The Ways We Lie” by Stephanie Ericson (50 E); “Critical Thinking and Argument” pgs. 151-174 (TEW)

Wed. 3/12 Peer Review

**Week 9**

Mon. 3/17 **Essay 2 Due**; Discuss Timed Writing

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

**Week 10**

Mon. 3/24 **Assign Essay 3;** Establishing Criteria

Reading: “The Men We Carry in Our Minds” by Scott Russell Sanders (50E)

Wed. 3/26 Audience

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

Week 11

Mon. 4/7 Concise Writing; Using Observations as Evidence

Reading: “The Death of the Moth” by Virginia Woolf (50E)

Wed. 4/9 Peer Review

Week 12

Mon. 4/14 Justifying Your Evaluation; Conclusions

Reading: “Why Don’t We Complain” by William F. Buckley (50E)

Wed. 4/16 **Essay 3 Due; Assign Essay 4**

Week 13

Mon. 4/21 Assessing the Rhetorical Situation

Reading: Sample Speech on TITANium

Wed. 4/23 Style and Tone

Reading: Sample Speech on TITANium

Week 14

Mon. 4/28 Conferences

Wed. 4/30 Conferences

Week 15

Mon. 5/5 Cultural and Personal Relevance

Reading: Writing in the Disciplines (Choose the section fit to your major; if you’re undeclared, choose one that you might explore for your major)

Wed. 5/7 Peer Review

**Week 16: Essay 4 Due at the time of Final.**