

Fullerton College
English 100, Beginning College Writing
Spring 2010

Class Day/Time/Place: TR 5:00-6:50, Rm. 523

Section: 22131

Instructor: Deirdre Wiley

Email: DWiley@fullcoll.edu

Humanities Office: Room 522-O

Required Text and Materials:

Kennedy, X. J., Dorothy Kennedy, and Marcia F. Muth. The Bedford Guide for College Writers with Reader, Research Manual, and Handbook, 8th ed. Boston: Bedford Books of St. Martin's, 2008. ISBN: 0312452780

- You will need a folder for your journal writings. This should be a standard-size (8 ½ x 11 in) paper folder with the ability to secure loose-leaf paper inside so that nothing will fall out and get lost. This doesn't mean sticking all of your writing into a pocket in the folder - your writings need to be secured in order and I want to be able to easily flip through your work.

- College-ruled paper

- Blue or black pens

Unless otherwise instructed, bring your book and materials to class every day.

Course Goals and Description:

This is a college level course in composition designed to develop the reading, critical thinking, and writing strategies necessary for academic success. The emphasis is on reading and writing expository essays. The course includes research and documentation skills. (CSU) (UC) (Degree Credit) AA GE, CSU GE, IGETC

Prerequisite(s):

A minimum grade of 'C' in ENGL 060 F; or

A minimum grade of 'C' in ESL 186 F; or

Recommended score on English Placement Test.

English 100 is a writing-intensive course designed to develop you as a competent writer, a clever and insightful reader, and as a critical thinker. We will be exploring issues and topics which you, the writer, find interesting and wish to develop written pieces about. You will learn to enhance your writing skills by incorporating outside sources into your work. You will become more aware of the larger community you are entering when writing academically and professionally. The purpose of writing is communication, and it is an important skill which will be invaluable to you - in your academic career, in your future vocational career(s), and in your personal life as

well. In order to develop your written communication skills, this course will require in-class participation in workshops, peer review and class discussion; out-of-class work on drafting and revising your essays; and active engagement with the required readings.

Remember, writing is a skill which can be learned and can be improved through practice. It is not a mystical gift which some have and others do not. Your own reading, writing and critical thinking skills will benefit greatly if you devote the needed time and effort to the assigned readings, writings and in-class discussions during the course of this semester. In short, the more you put into this class, the more you will get out of it!

Assignments:

Essays: The bulk of the work in this class will be going towards planning, drafting and revising your essays, which will be 4-5 pages in length. You will be completing six essays this semester, including two in-class essays. The first essay will be a descriptive analysis of an image with personal meaning to you. The purpose of this assignment is to develop your skills in using imagery, rhetorical analysis and vivid word choice in order to both describe something to an audience and to reveal its significance. The second essay will be an analysis of an advertisement, which will allow you to look critically at the methods and effects of consumer manipulation in our culture. These first two assignments will require researching and documenting sources which are not standard text sources. The third essay, the rhetorical analysis, will be for the purpose of analyzing and interpreting someone else's argument, in order to understand and critique the various ways an argument is made. This essay will require research and documentation of multiple sources. The fourth essay is an in-class essay, which will be an analysis of a text which has shaped your identity – this will give you further practice in rhetorical analysis, as well as practice in writing in a set amount of time. Your fifth essay will be a position paper, which will allow you to use the rhetorical and research skills you have analyzed and practiced throughout the semester in order to make a specific point to your audience. Your final in-class essay will require you to use your analysis skills on a piece of writing. For each out-of-class essay, your final draft must show evidence of revision; all peer review feedback, conference feedback (if applicable), and previous drafts must be included with the final version when it is turned in, or points will be docked from your final grade. I will be collecting and responding to your drafts, and I expect to see progress from the rough to final versions. You will also write a reflection on your writing process and any other thoughts or concerns you had about the essay, to be turned in with all other materials. This reflection will usually be done in class on the day the paper is due.

Reading Responses: Reading responses are short (1-2 page) written responses to the assigned readings. This is NOT a summary of the text. You are required to respond critically to the readings – this is your opportunity to talk about what you found interesting and thought-provoking. These writings may simply be stand-alone pieces to help give you further practice in writing and analysis, and they may also end up being developed into longer papers if you discover an idea interesting enough that you wish to pursue further. Think of these as preparation for your longer, more formal essays. These are also to help you learn how to be an active reader and engage with the texts. Reading responses are formal responses and need to be typed and include citation information.

Journals: Your journal is the opportunity for informal, “low-risk” writing. This is a very important part of the class, because it will give you the opportunity to practice and develop your writing skills, and to explore various ideas without worrying about whether they are right or wrong. There will be two different kinds of writing in your journal: in-class writing, and home writing. You will periodically have the opportunity to write in your journals in class, usually in response to a prompt I will give you, and usually to help develop ideas for your essays or about the readings. You will also need to write in your journal out of class at least once a week. These entries must be **titled** (i.e., “Journal Entry #1”) and **dated**. There must be a minimum of sixteen pages of out-of-class writing in your journal by the end of the semester (basically, this means a page a week starting with week 2 of class). **I will collect your journals periodically, and without advance warning.** This means you should always have your journal with you in class, and you should always have your journal entries up-to-date.

Peer Review/Workshop: Out-of-class essays will go through peer review. On the day your first complete draft is due, you will bring three copies of your paper to share with your group. Giving and accepting constructive feedback is a very important part of writing, so it is essential that you bring in a complete draft and be prepared to share your thoughts and ideas with your classmates. Out of respect for your classmates, you will be asked to leave class and will be marked absent for the day if you are not prepared with three complete copies of your paper. This means you will also lose credit for your peer review response for that day, and will negatively impact your final paper grade, since you will not have peer responses to your work to turn in.

Language Presentation: You will work in groups to present a workshop to the class on an aspect of writing. You will, in groups, thoroughly research your topic and gain a complete understanding of it in order to then give a formal, ten-minute presentation for the purpose of enlightening your peers on the knowledge you have gained. Your research and knowledge of the topic will be important, and so will your ability to pass this knowledge on to others.

Conferences: You will have the opportunity to meet with me individually to discuss your out-of-class essays twice during this semester. You will sign up for conference times and you are required to come on time with a complete draft of your paper; failure to do so will count as two absences against you. You may, of course, also meet with me at any time during the semester to discuss your writing or anything else pertaining to the class. Please approach me either before or after class with your questions or concerns, and we can also schedule a longer appointment if necessary.

Argument Defense: You will be asked to present the argument of your final paper briefly to the rest of the class. You will sign up for presentations at the end of the semester. Presentations will be 3-5 minutes long.

Grades:

Your grade is computed on a 100 point scale: 90=A; 80=B; 70=C; 60=D; 59 or below=F.

Breakdown of Points

In-class work (quizzes, peer review, etc.), 100 points
Four out-of-class essays, 100 points each (400 points total)
First in-class essay, 75 points
Journal, 100 points
Reading Responses, 100 points
Group Presentation, 100 points
Individual Presentation, 25 points
Final in-class essay, 100 points
Total, 1000 points

Course Policies:

Attendance: It is very important that you attend class every day in order to participate in group work, peer review and class discussions. You will quickly find yourself falling behind and not being able to complete the assignments adequately if you are not present in class on a regular basis. I will take roll at the beginning of class every day and you will be marked absent for the day if you are not present. More than two absences a semester will lower your final grade for the course. Three tardies will equal an absence. You will be dropped from the class if you are absent for more than four classes. If you know you are going to be absent, please let me know in advance and make arrangements to turn in assignments in advance. Emergencies do happen and I understand that, but please do your best to be in class every day, and to communicate with me about any problems.

Late Work: The work in this class builds on previous assignments, so late work is generally not acceptable. If you know you are going to miss a class, make arrangements to bring in your essay early, or else drop it off in the English office for me *before* the class you are going to miss. I will give you one “free” late paper - no questions asked - this semester. You can turn in this one paper at the *next* class meeting after it is due, and no points will be docked. **I will not accept emailed papers.** You are responsible for printing out your paper and getting it to me. Papers turned in late will be docked 5 points per day it is late. If you do not have your journal with you on the day I collect it, I will give you partial credit for those journal entries the next time I check journals. Any other assignments will generally not be accepted late, but you should still complete readings and missed assignments for your own benefit. If you do not do your classwork, you will quickly find yourself falling behind and struggling to understand the progression of assignments. If you do not use your “free” late essay pass, you will receive extra credit points at the end of class.

Classroom Conduct: You are expected to behave in a professional, adult manner in this class. We may be discussing material with adult themes and content in this class, including sexual, gender and racial issues. Please be mature and respectful of other people’s ideas - not everyone will have the same reaction as you will, but that is how we learn and grow. Disruptions of any

kind will result in you being asked to leave the room and you will be counted absent for the day. Disruptive conduct includes making rude or disrespectful comments to your peers or your instructor, sleeping, eating, playing with electronic devices (I can still see them under the desk), and being unprepared for class. Please turn off and store all cell phones, Mp3 players, laptops, etc., before class. You are expected to have done all readings and have all required assignments and materials with you at each class meeting. If you do not, you may be asked to leave out of respect for other students who are prepared.

Academic Honesty: The use of someone else's words or ideas must be cited properly. Otherwise, it is considered plagiarism, which is a very serious offense. This includes either intentional or unintentional plagiarism. If you need help with citation, see me. If any part of your work is suspected or found to be plagiarized, you will, at the minimum, receive an "F" for the assignment and may receive an "F" for the course. Fullerton College uses Turnitin.com to prevent and detect plagiarism, and I reserve the right to submit student assignments to Turnitin.com, or to require you to do so. Plagiarism is not tolerated at Fullerton College or any other academic institution. Don't do it!

Students with Disabilities: Please come see to let me know of any special accommodations you need for class. I am happy to talk with you and work with you. Fullerton College is committed to providing reasonable accommodations for students with disabilities upon request of the student (in a timely fashion) and upon verification of disability. If you require special services, it is your responsibility to alert your instructors.