

**Santa Rosa Junior College  
English 100, Section 4859, Spring 2020  
1453 Bussman Hall, T/Th 1pm-3pm**

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Office Hours: T/Th 3p-4p

**Required Texts**

*Models for Writers*, 13th Edition, Rosa & Eschholz

(on reserve @ library, call#: PE1417 .M56 2018)

Supplemental Readings

**Course Objectives**

Approach writing as a process

Have a positive writing experience

Provide effective peer response and criticism

Become familiar with composition and critical thinking terminology

Develop reading, thinking and writing skills at college freshman level

Read and evaluate professional and non-profession essays to determine their level of quality

Use the library and the Internet for basic research and as a resource for MLA documentation

Write a persuasive essay that is grounded in sound research and utilize MLA works cited

**Attendance**

Regular attendance is vital to your success in this course. We work together in small groups and complete many assignments in class; therefore, it is vital that you come to class prepared. Participation in class and via email is an important part of your overall grade, and participation is based on presence and thoughtful verbal and written and verbal engagement, not merely sitting in silent observation. Irregular attendance and participation will have a negative effect on your grade since in-class assignments cannot be made up. Consistent attendance is critical. Students who use electronic devices in class will not be considered in attendance.

**Assignments/Late Work**

If accepted, work submitted after the due date will be assessed at a twenty percent late fee. Please type and double-space all assignments. Hand written work will only be accepted when the assignment is

completed in class. If you do not have a computer at home please make arrangements to use a campus computer. Most assignments will be submitted on the course page on Canvas.

### **In This Class**

You can also expect to complete the following while in this class:

- Write reflective, personal, and persuasive essays with a clearly defined thesis.
- Organize your essays, sentence-to-sentence, paragraph-to-paragraph, with logical consistency.
- Develop paragraphs with logical consistence and with relevant, concrete examples.
- Write essays that follow the instructions carefully and demonstrate clear understanding.
- Learn to recognize and correct errors in grammar, punctuation, and spelling.
- Utilize research material effectively in your writing

### **Requirements and Grading**

<b>Category</b>	<b>Percent of Grade</b>
Response Essays	20%
Journals	20%
Quizzes	10%
Workshops & Participation	20%
Midterm & Final	20%
Research Assignments	10%

### **Response Essays**

Three Response Essays are required in this class. The essay assignments are generated by class discussion, responses to the reading assignments, and student interests; some essay topics are taken directly from the book *Models for Writers*, which provides detailed instructions, content, and structure. At least one essay will be a response to a literary topic of your choice. The required length of the response essays are three to four pages, direct quotations from at least two sources is required, and all essays must be written and formatted according to MLA conventions and include a works cited page.

Final draft of all essays will be submitted on Canvas.

### **Journals**

The journals require that you come to class prepared to think, write, and demonstrate basic comprehension of the readings for the week. You will be asked to reflect upon what you read and develop opinions and support them with quotes, observations, and original ideas. This involves reading all the assignments and making an honest and thorough attempt at answering a question or responding to a prompt. Make sure you do the reading and show up ready to write because your comprehension will be tested. To earn credit for journals students must complete free writes and other in-class writing assignments during class, type, and upload the writings to the class Canvas page at the end of each week. Typing journals emphasizes the writing process, which is a major goal in this class.

### **Quizzes**

Students can expect comprehension quizzes based on reading assignments twice a week.

**Workshops/Participation**

Students are required to participate in peer review workshops for all essays written out of class. Each essay workshop is worth 10 points. Students will also be evaluated based on active participation in class discussions and activities. Additional workshops are related to research, informal presentations, and preparing for the midterm and final.

**Midterm**

The Midterm is a comprehension test and short written response to reading assignments.

**Research Assignments**

Students will conduct research in this class on a topic related to the reading assignments. The assignments designed to refine and narrow a research topic, create and implement a research plan, and use library and on-line resources to support written documentation. Research assignments include research activities, an annotated bibliography, a short research essay, and an informal presentation.

**Final Essay**

The prompt for the final will be assigned the week of the final. It will be related to reading assignments, current events, research, and discussions.

**Revision Policy**

Revisions are not accepted after the final due date unless arranged between student and the instructor.

This class is designed to improve your writing and to prepare you for English 1A. All the assignments in this class directly relate to improving specific skills that will enable you to become an effective college writer.

**Disability Statement**

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disability Resources (527-4278), Bertolini Student Center, Third Floor, Room 4844, as soon as possible to better ensure such accommodations are implemented in a timely fashion.

Email: [disabilityinfo@santarosa.edu](mailto:disabilityinfo@santarosa.edu)

**Course Outline of Record****COURSE CONTENT**

Student Learning Outcomes:

1. Analyze readings of various lengths and complexity in terms of rhetorical method of development, style, implications, irony, satire, assumptions and biases.
2. Summarize and synthesize ideas from more than one college-level reading.
3. Compose logically developed and organized analytical and argumentative essays with clear point of view and thesis.

4. Revise, edit, and proofread essays and other writing with particular attention to syntax, sentence structure, grammar, punctuation, and formatting.
5. Read, analyze, and evaluate research source materials and document them in written assignments in MLA style.

Objectives:

#### READING

1. Identify the use of stylistic features in readings.
2. Analyze and evaluate the use of causal analysis, persuasion, and argumentation in readings.
3. Summarize readings of various lengths and complexity.
4. Analyze readings for implied meaning, irony, satire, assumptions, and biases.
5. Synthesize meaning, using a variety of comprehension techniques to improve college-level reading skills.

#### WRITING

1. Write a minimum of 4,000 words of expository prose, including some writings documented in MLA style.
2. Write analytical essays with clear, complex theses; adequate development and organization; and effective points of view and style.
3. Write essays using an appropriate combination of rhetorical strategies, including but not limited to causal analysis, compare and contrast, and persuasion/argumentation.
4. Link ideas with appropriate transitions.
5. Revise essays and other writings for organization, style, and tone.
6. Proofread and edit, with particular attention to syntax, sentence structure, grammar, punctuation, and mechanics.
7. Write critical analysis papers in response to challenging readings.
8. Consider and refute opposing points of view in essays or other writings.
9. Write essays that effectively incorporate source materials and document them in MLA style.

#### INFORMATION COMPETENCY AND RESEARCH

1. Read, analyze, and evaluate research materials and document in MLA style.
2. Refine and narrow a research topic.
3. Create and implement a research plan.
4. Use library and on-line resources to support written documentations.

### **Topics and Scope**

Focuses 40% on reading and 60% on writing

#### **READING**

##### **I. Stylistic Analysis**

###### **A. Language**

1. Diction
  - a. Standard and nonstandard English
  - b. Distinguishing between the conventions of oral and written language
2. Technical language and jargon
3. Cliches and euphemisms
4. Idioms
5. Figurative language

###### **B. Rhetorical Strategies**

1. Description
2. Narrative
3. Definition
4. Classification and Division
5. Cause and Effect
6. Compare and Contrast
7. Persuasion
8. Argumentation

##### **II. Interpretive Analysis**

- A. Assumptions, values, and beliefs

B. Bias

C. Inference and implication

D. Satire

E. Irony

### III. Critical Analysis

A. Considering and refuting opposing viewpoints

B. Evaluating and responding to an author's ideas

C. Synthesizing meaning from one or more sources

### IV. Information Competencies

A. Identifying and narrowing research topics

B. Formulating a research plan

C. Evaluating information for purpose, authority, objectivity, completeness, currency, and relevance

D. Compiling a working bibliography in MLA form

### WRITING

#### I. Rhetoric

A. Formulating and refining a thesis

B. Choosing an effective point of view

C. Using language that is appropriate, exact, concrete, and specific

D. Rhetorical strategies

#### II. Style

A. Using appropriate diction

B. Avoiding wordiness, unnecessary repetition and jargon

C. Simplifying phrases, clauses, and sentences

D. Linking ideas with appropriate transitions

E. Achieving emphasis

F. Creating sentence variety

#### III. Revising, editing, and proofreading

A. Revising for thesis, organization, and development

- B. Revising for effective use of vocabulary and sentence structure
- C. Proofreading for grammar, punctuation, spelling, and formatting

#### INFORMATION COMPETENCY AND RESEARCH

- A. Working with primary and secondary source material and research findings
- B. Recording and organizing research findings
- C. Integrating source material and research findings effectively into original writings
- D. Avoiding plagiarism
- E. Documenting in MLA style