



ENGL 101: Freshman Composition Santa Rosa Junior College

Instructor: Eric Atkinson
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Section: 2693
T TH 1:00-3:00 pm
Room: Online

Office Hours: Monday and Wednesday 10:30-12:00.

Course Description:

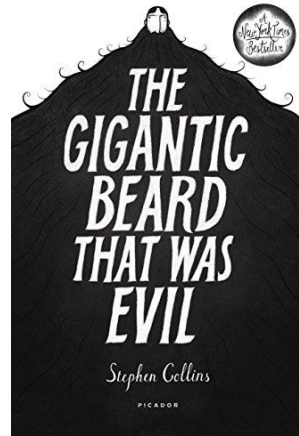
This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. The course emphasizes critical reading and discussion of primarily non-fiction, college-level texts with emphasis on expository and argumentative prose.

Learning Objectives:

Upon completion of the course, students will be able to:

1. Demonstrate an understanding of a variety of discipline-specific skills, strategies, and resources that facilitate the acquisition of college composition conventions and academic discourse.
2. Demonstrate the capacity to comprehend, summarize, analyze, evaluate, and synthesize college-level texts of various lengths and genres, primarily non-fiction.
3. Write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts.
4. Locate, evaluate, analyze, and synthesize outside source materials and integrate them into writing assignments using MLA style.
5. Engage in inquiry and analysis of texts to determine how meaning is constructed and how it relates to the reader.

Required Texts



Everything's An Argument: with Readings *The Gigantic Beard that was Evil*
 various short Canvas downloads

Suggested Books

A Writer's Reference

A good dictionary

They say/I say: The Moves That Matter in Academic Writing

Diana Hacker

(e.g. American Heritage)

Cathy Birkenstein

Reference Websites

<http://owl.english.purdue.edu/owl/resource/747/01/>

- A good online resource for MLA formatting and Style Guidance

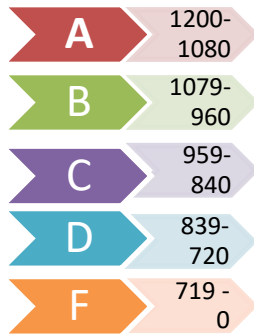
<http://dictionary.reference.com/>

- A good online dictionary as well as thesaurus

Grade Breakdown

| Assignment | Number of | POINTS Possible: | TOTAL Points |
|--------------------|-------------|-----------------------|--------------|
| | Assignments | Individual Assignment | Possible |
| Quizzes | 5 | 10 | 50 |
| In-Class Essay | 1 | 125 | 125 |
| Argument Essays | 3 | 125 | 375 |
| Research Essay | 1 | 250 | 250 |
| Rough Drafts | _____ | _____ | 125 |
| Peer Review Sheets | _____ | _____ | 125 |
| Final | 1 | 100 | 100 |
| Participation | _____ | 50 | 50 |

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|--------------|--|--|-------------|
| TOTAL | | | 1200 |
|--------------|--|--|-------------|



Course Requirements

- Reading quizzes: We will have short reading quizzes. Any texts assigned for that day is fair game. Generally, reading quizzes will happen at the beginning of class, and will include grammatical questions. **You cannot make up reading quizzes if you are absent or late.**
- Assignments: Complete all reading and writing assignments, formal or informal *before* class on the day listed. Reading and the ability to write well are inextricably linked. It is important to read regularly and critically in order to improve your writing skills. With this in mind, you will be responsible for discussing the reading in class and writing about you have read. **Please bring texts to class every day.**

Assignments

Quizzes

Quizzes will be given randomly throughout the semester. They will be comprised of 5 questions derived by the students (with the instructor having veto power). The idea is not to simply have easy points for the class, but to utilize critical thinking skills through asking questions, all of which serves the class through the active engagement in the educational process. Quizzes cannot be made up.

Essays

All six essay assignments (five outside of class and one in-class) will follow MLA format. This means they must be typed, double spaced, with **1-inch margins all around**, in 12 point, Times New Roman or similar font. This includes First Drafts. Final essays will vary in length (not including the works cited page) and will be stipulated when assigned. The first page must display your name, my name, English 1A, and the date the assignment is due.

Completed papers (rough drafts, peer review worksheets, and the final draft) must be handed in at the beginning of the class session on the due date (this means within the first fifteen minutes of class). I will not accept papers via e-mail unless established earlier. Any paper turned in to the Learning Center, without prior notification, during class time are automatically considered late.

Papers must incorporate a Works Cited that lists the text(s) you are analyzing. We will go over, in class, detailing paper assignments, and how to utilize the proper format. I also expect you to

read and learn from comments on papers. Failure to pay attention to assignments and comments will be reflected in your grades; take advantage of them. In addition, typos, the result of careless work and little or no proofreading, indicate a lack of concern; papers with more than five typos (which are NOT the same as grammar or punctuation errors) will receive an F. Proofread your paper before you turn it in; if you notice an error, neatly correct it. This does not mean that sloppy typing jobs can be fixed with a pen: be proud of the work you turn in--make it neat.

- **SpeedGrader:** Each paper is to be turned into SpeedGrader, on Canvas, the day it is due, **before class**. SpeedGrader will only be visible until class begins, once the submission button disappears, it is late. If your paper is not on SpeedGrader, I cannot grade it. This is not a service to track or steal your work but to check if there is anything in the essay that has been plagiarized. As long as you do not plagiarize sources in writing your paper or do not have any part of your paper written by someone other than you, your paper should not be flagged.
- **Peer Editing Workshops:**
Writing is a process. Even A students benefit from working through their ideas and their writing several times, especially since the process will encourage you to push your critical thinking skills to a higher level. Therefore, we will engage in several activities designed to encourage you to participate in the writing process. It is important to keep in mind that (1) required drafts to be submitted with your final paper, (2) that to have completed the assignment, the student must attend peer editing workshops.

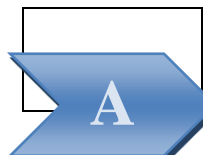
Since it is important that you work through your ideas, which requires a number of drafts, you must have all the different drafts with substantial revisions (one of which may be a detailed outline and one of which may be the draft you bring to class for peer editing)--**in addition** to your final paper.





- **Rewriting:** You allowed to rewrite every essay but the last. The requirements for rewriting are significant: 1) You must meet with me in office hours to discuss a strategy for improving the essay by going over the writing itself. 2) A date will be assigned for the finished rewrite established. 3) At least 50% of the essay must be new. 4) All materials, including the original essay packet and new must be turned in at the established time. 5) The final grade for the new essay will be an average of the first grade and the new.

Prerequisite Courses and Required Punctuation and Grammar Proficiencies for English 1A

While instruction in punctuation and grammar is not the main emphasis of this course, you will be held accountable for its implementation because you either gained these skills in prerequisite courses or you tested into English1A with these required proficiencies. I will make a note of any errors on the first page of every essay. After the first page of corrections, you will be responsible for revising any of the remaining errors in the following pages of your essay.

Essay Grade Definitions:

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|---|---|
|  | Writing at the A level commands attention because the writer explores and develops ideas insightfully and supports those ideas with strong, specific examples. The paper has a strong, clear, |
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|---|---|
| | arguable thesis; the organization follows logically from the thesis; the introduction and conclusion are effective; the writing style is clear, strong, and persuasive; and the writer can usually organize ideas logically, choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English. |
|  | Writing at the B level is clearly strong, competent writing that shows control of the elements of effective writing, presenting thoughtful ideas in a generally well-organized manner and elaborating them with appropriate examples and sensible reasoning. The writer has a less fluent and complex style, but does usually choose words accurately, vary sentences effectively, and observe the conventions of standard written English, perhaps with minor flaws. |
|  | Writing at the C level is satisfactory, sometimes marginally so. The writer demonstrates adequate control of the elements of writing, supporting ideas with relevant examples-but perhaps only in a limited way. Language may be imprecise. Sentences may lack variety, and the writing may contain occasional major errors or frequent minor errors in grammar, usage, and mechanics. |
|  | Writing at the D level is inadequate. The writing may not meet the criteria of the assignment or may lack a focused thesis, a logical pattern of organization, and/or specific examples to develop adequately the writer's argument. The writing may be characterized by errors in grammar, usage, and mechanics. |
|  | Writing at the F level may be unfocused, poorly organized, and underdeveloped. The writing may be off topic, may fail to meet the criteria of the assignment, or may be characterized by frequent and serious errors in grammar, usage, and mechanics. |

- **Demonstrate composition skills through both in-class (written with time constraints) and out-of-class essay assignments (at least 4 essays required for a total of 6,000 to 8,000 words/24 pages).**
 - Develop and state clearly a unifying thesis or proposition that examines a line of inquiry on an appropriately limited topic.
 - Select examples, details, and other evidence to support or validate the thesis and other generalizations and integrate them into an organized, coherent sequence that clearly and logically develops an argument.
 - Employ principles of inductive and deductive logic to support and develop ideas in written assignments that reflect causality and causal skepticism, analysis, inference, and synthesis of sources and concepts.
 - Compose essays using precise diction that communicates unambiguously, demonstrating maturity of style and thought and a sense of audience.

Class Policies

Attendance and Participation: Your success in this course depends on regular attendance and active participation. Please understand the English 1A is not a lecture course where you can get

notes for classes you've missed or easily make up class work. This is a writer's workshop that requires your presence and constructive participation.

- **Use appropriate research techniques to produce an analytic research paper.**
 - Examine and evaluate appropriate college-level resources through research in support of a productive research question.
 - Integrate source material into paper using summary, paraphrase, and direct quotation, a system of note-taking and documentation and appropriately documenting sources (using MLA or another universally known system of documentation).
 - There will be four outside-of-class essay assignments for the course.
 - All out-of-class essays (listed as Essay #1, Essay #2, Essay #3, Essay #4) must be submitted through Safe Assignment on Blackboard *before* class begins on the day in which they are due. A hard copy of the final paper must be turned in at the beginning of class.
 - A rough draft of all essays will be due in class for group critique. Rough drafts need to be at least two pages. After receiving the critique from your classmates, you will revise the essay for the next drafting sessions.
 - All writing, rough drafts, and peer critiques from the workshops must be submitted with the final draft. If these materials are not included, the paper's grade will be reduced for each missing item.
 - Failure to complete any of the essay assignments will result in failure of the course, even if you have enough points to pass the class. It is important to learn to write in each the genres, so you must submit each essay.
 - Finally, you will be responsible for peer critiques during class, which means that you will respond to the work of other students and offer meaningful feedback to help the make their essays as effective as possible.

- I take attendance daily. Please note that I generally do not distinguish between "excused" and "unexcused" absences. You are allowed **THREE** unexcused absences. After that, your grade will suffer for lack of participation and any in-class writings that you have missed. You are responsible for all class material, whether or not you are present. I encourage you to exchange phone numbers and/or email address with at least two other students so that if you must miss class, you can be informed of any information and come prepared to the next class.

- Participation: is determined by the student's activeness in the class: not strictly about "talking" in class or raising one's hand, participation is about if the student joins in group activities and/or utilizes aspects of the college such as the writing center. In other words, the student must participate in their own education. I begin the requirements with a discussion of participation and professionalism because your attitude and behavior in class affect the experience you and the other members of this class will have this semester. The work of "studenting" is no different from any other kind of work you may be engaged in: you are expected to be present, on time, with the day's assigned work (this includes reading assignments) completed and in hand. This course is a discussion/workshop – not lecture – intensive course. To participate in class discussions, activities, and workshops, you must attend class, keep up with the reading assignments, and participate in the writing community, which means you will read and respond to peer and professional writing during class and via Blackboard discussions.

Because this class is structured as a discussion/workshop course, it is not possible to make up missed class work (although some activities require assignments that are turned in for a separate grade); if you are not in class, you obviously cannot participate in class discussions, activities, or workshops. To be an active and constructive participant in your learning, then, you must attend class regularly and engage constructively in our discussions and activities. Because you are responsible for all class work, I suggest you exchange phone numbers with several students in class so you can call someone if you miss class to find out what we went over. Absence is not an excuse for not turning something in.

English 1A requires a good deal of reading, but I hope you will find the material interesting and thought-provoking. Learn to read actively rather than passively--questioning what you read, what it means, what you think about it, and how it relates to other texts we are reading. As you read, be sure to look up any words that you do not know from the texts. I suggest you keep a reading journal, making notes on the assignments and jotting down any questions you might have so you can bring them up in discussion. Taking notes as you read (or shortly after) will be beneficial for keeping the details of the texts fresh as well as for strengthening your analytical skills in preparation for the essays. Remember, this classroom is meant as a safe environment that emphasizes learning and challenging widely held ideas and concepts.

- **Late Work:** *All writing assignments must be turned in on time.* I only accept late homework with a legitimate, verifiable excuse (e.g. a tow truck receipt or you are a doctor's note if you're sick). If you have a good reason for missing class or an assignment, it is up to you to inform me *before* class begins so your lateness will be excused.
- **Courtesy:** It is expected that you will participate appropriately and as adults in class and in any online discussions. We are a diverse academic community, representing different faiths, lifestyles, ethnicities, sexualities, and cultures. In addition, we will be discussing controversial issues – issues that typically elicit strong opinions, so it is especially important that you be tolerant, respectful, and considerate of your fellow classmates during any discussions: this is about learning.

Disruptions to the classroom environment are unwelcome and inconsiderate of others' right to learn (e.g. leaving early or arriving late). Please silence all electronics (cell phones, tablets, iPads, computers, etc.) before entering class and limit discussions in class and group activities to class-related topics. Interrupting, badgering, and bullying of any students in the class will not be tolerated.

- **Plagiarism:** Plagiarism is the copying of language, structure, or ideas of another and attributing (explicitly or implicitly) the work to one's own efforts. Plagiarism means using another's work without giving credit. Examples include but are not limited to 1) copying information from computer-based sources, e.g. the internet, and 2) allowing another person to substantially alter or revise your work and submitting it entirely as your own. If you ever have a question about plagiarism or about whether or not you might be plagiarizing in a particular essay, please ask me **before** the essay is due.
- **Email Communication:** Email is the primary tool I will use to contact you, so I expect you to check your Santa Rosa Junior College account at least once a day. This is also the

best way to contact me, and I will welcome emailed questions and will try to answer them promptly. Please note, however, that email can be unreliable. Servers may be down or computers may malfunction. As a result, I cannot be responsible for any email messages that are lost or addressed incorrectly. Similarly, if you email me right before class, I probably will not be able to read your message until after class. All email should be legible and reasonably professional. **I DO NOT check email on weekends or holidays**

- **Special Needs:** If you have a physical, psychiatric/emotional, medical, or learning disability that may affect your ability to carry out assigned course work, I urge you to contact the staff in Student Special Services will review your concerns and determine, with you, what accommodations are necessary and appropriate. All information and documentations are confidential. Santa Rosa Junior College abides by the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that prohibits federal and state agencies or programs from discriminating against qualified individuals with disabilities. Students in this course who have a documented disability, that limits a major life activity which may have some impact on your work in this class and for which you may require accommodations should meet with a counselor in Disabled Students Programs and Services (DSP&S) as soon as possible.

Tentative Schedule

This schedule is subject to change based on the needs of the class. Please note any changes in the course; if you miss class, you should check for changes in assignments or dues dates.

Everything's an Argument= EA

*Indicates that the reading can be found on Canvas

September 6

November 11, 25-28

| | Date | Reading Assignment | Class Activity |
|----------|-------------|---|--|
| 1 | T 8/17 | Class Introduction | Introduction Exercise |
| | TH 8/19 | Shitty First Drafts* The Joy of Reading* Douglass Learning to Read* | Why Titles Matter, MLA Citation Guide |
| 2 | T 8/24 | Most of What you Think you Know About* There are Two Ways to Read* Using Zeitgeist Coherently* | Logical Fallacies Handout (Canvas), The So What, |
| | TH 8/26 | What Happens When People Write* College in Not a Commodity* EA "Everything is an Argument" 3 EA "Rhetorical Analysis" 97 | Why Titles Matter |
| 3 | T 8/31 | <i>Freedom to be Ugly</i> * Grade Grubbing Valedictorians* EA "Fallacies of Argument" 81 | Thesis, The 5 Paragraph Essay, |
| | TH 9/02 | Example Essay* What is Feminism?* Students are not Costumers* | How to Read a Comic, Peer Review |
| 4 | T 9/07 | A Day at the Park* Judgment Day* EA "Logos" 58 | Oppressed Majority |

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| | TH 9/09 | Botanical Sexism* Don't Blame the Eater* <i>Gigantic Beard</i> Here | |
| 5 | T 9/14 | You-Topian Dreams* <i>Fast Entertainment</i> * EA "Structuring Arguments" 135 | Essay #1 Intro, Better Writers |
| | TH 9/16 | Simplicity* The Story of an Hour* The Link Between Feminism* | |
| 6 | T 9/21 | Ending Poverty in the United States* Why Visiting a Museum is Like Seeing* <i>Gigantic Beard</i> The Hair | |
| | TH 9/23 | Americans are too Afraid and Stressed* Why Are all The Cartoon Mothers Dead?* I Refuse to Be Busy* EA "Pathos" 32 | Workshop |
| 7 | T 9/28 | Why so many Mythological Monsters* Does Texting Affect Writing?* Can we Just, Like, get Over the Way* | |
| | TH 9/30 | Is Google Making us Stupid?* Why Plastic Pollution* <i>Gigantic Beard</i> The Beard | |
| 8 | T 10/05 | We Need to Admit that Mary Poppins** <i>Dawn of the Dead Mall</i> * The Human Cost of The Ghost* | Essay #1 Due, Essay #2 Intro |
| | TH 10/07 | Hitler's World* Buddhist Economics* <i>Gigantic Beard</i> There | |
| 9 | T 10/12 | The Tech Utopia that Nobody Wants* The Positive Impacts of Tech* On the Phenomenon of Bullshit Jobs* | <i>Israel and Iran: A Love Story?</i> |
| | TH 10/14 | The Machine Stops* Social Networking is Not Killing* Why are Americans so Afraid of Vacation* EA "Ethos" 46 | <i>Wall-E</i> |
| 10 | T 10/19 | Why Entertainment is so Entertaining* The Origins of America's* EA "Using Sources" 464 | Works Cited Exercise, Workshop |
| | TH 10/21 | The Protestant Work Ethic* Duck Decoys* | Be Good Exercise |
| 11 | T 10/26 | Why Sci-Fi Keeps Imagining the Subjugation of White People* Why Star Wars Should have Stopped* EA "Presenting Arguments" 363 | Essay #2 Due, Essay #3 Intro |
| | TH 10/28 | The Coup We are Not Talking About* The Perils of With us* | US History Tools Assignment Introduction |
| 12 | T 11/02 | Holiday! Go Vote! | |

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| | TH 11/04 | EA "Academic Arguments" 405 EA "Finding Evidence" 438 EA "The American Food Psyche" 594 | |
| 13 | T 11/09 | I Was a Manic Pixie Dream Girl* Strong Female Protagonist* The Adventure of Superhero Girl* | Workshop, Discuss Essay Topics |
| | TH 11/11 | Holiday! | |
| 14 | T 11/16 | Why So Many Kids' Movies* An Open Letter to All My Friends that Take Selfies* EA "Plagiarism and Academic Integrity" 484 | |
| | TH 11/18 | Sterilization's Cruel Inheritance* Unwanted Sterilization* Law vs Moral Values* | Essay #3 Due, Essay #4 Intro, |
| 15 | T 11/23 | anyone lived in a pretty how town* 21 st Century Victorians* EA "They Should Stop: In Defense" 650 | The Pretender |
| | TH 11/25 | Thanksgiving! | |
| 16 | T 11/30 | "Shackled and Pregnant"* "Did the Punishment Fit the Crime?"* When you forget that they're dead* EA "How Privacy Became a Commodity" 724 | |
| | TH 12/02 | The Disturbing Resilience of Scientific* Facing Facts* On Being a Cripple* | Counter Argument Work |
| 17 | T 12/07 | Ray Jasper Letter* Before The Law* The Science of Spiritual Narcissism* | Workshop |
| | TH 12/09 | Murder Charge Death of a Quadriplegic* Mother of Teen paralyzed by Ethan Couch Speaks out* | Review for Final |
| Finals Week | | Essay #4 Due Final | Final |