

ENGLISH 101:
Composition & Rhetoric (3.0 units)
Spring 2013
COURSE SYLLABUS

Instructor: Diana Ferrell

Class Meeting	Class Location	English 101 Code #
MW 10:15 a.m. - 11:40 a.m.	Room 204	20636
MW 11:50 a.m. - 1:15 p.m.	Room 201	20637

E-mail: diaferrell@yahoo.com OR diana.ferrell@imperial.edu
(please use e-mail to schedule appointments, and do so at least a day in advance.)

Required Texts:

1. Kirszner, Laurie. (2011). *Patterns for College Writing: A Rhetorical Reader and Guide*. Bedfords/St. Martins. ISBN-10: 0312676840
2. Oates, Joyce Carol. (2000). *The Best American Essays of the Century*. Houghton Mifflin. ISBN-10: 0618155872
3. A college dictionary (The dictionary should include around 70,000 entries, word histories, and biographical information. **American Heritage** and **Random House** are good choices.)
4. A folder or binder in which you must save ALL class materials

COURSE DESCRIPTION

The standard course in freshman English. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear including the production of a well-documented research paper. **Prerequisites:** ENGL 099 with a minimum grade of C or better or ENGL 010 with a minimum grade of C or better or appropriate placement

STUDENT LEARNING OUTCOMES

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials. (ILO1, ILO4, ILO5)
2. Demonstrate mastery of pre-writing strategies, including brainstorming and outlining. (ILO1, ILO2).
3. Develop an essay of multiple pages that effectively presents and strongly supports a clear thesis statement. (ILO1, ILO2).

MEASURABLE COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Student will demonstrate the use of discovery techniques in writing and interpret readings, thereby developing his/her own point of view for further writing.
2. Student will show supporting details in his/her own writing as well as identify and evaluate

- supporting details in the writing of others.
3. Student will apply the principles of essay structure, focusing on introduction-body conclusion, thesis statement, rhetorical modes, and will be able to identify, analyze, and apply the principles of essay coherence in others' and own writing.
 4. Student will identify logical fallacies and apply the principles of the nature of evidence, as well as identify and analyze, essay coherence, especially in relation to tone, purpose, and audience.
 5. Student will develop text interpretation supported by citations, synthesized with the study and application of research documentation and library skills to produce a research paper.
 6. Student will practice connotative and figurative language, while writing for an academic audience requiring carefully edited sentences.
 7. Student will write a series of at least 4 essays, incorporating the rhetorical modes, along with a persuasive research paper, composing a total of 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries; journals or other assigned writing may be used to meet the requirement.
 8. Student will participate in a number of activities and areas of study as deemed appropriate by the instructor.

COURSE REQUIREMENTS

Classwork, Journals, and Homework

- Classwork refers to in-class writing or assignments, peer review worksheets, paragraphs, and practice essays. Homework refers to any assigned work (such as worksheets, paragraph drafts, grammar exercises, etc.) that is to be taken home and completed as well as exercises assigned from the textbook. Journals refers to journal writing prompts that may either be assigned as classwork or as homework.
- You must do your homework if you wish to do well in this class. Doing homework prepares you for the day's class, **so I don't accept late homework.**

Quizzes:

- Quizzes will be based on concepts discussed in class (such as grammar and/or writing patterns or terms) and readings that are assigned. Most quizzes, but not all, will be announced in advance. **You cannot make up an in-class quiz if you are absent or late to class.** At the end of the semester, I will drop your lowest quiz score for just one quiz. (Most quizzes will be administered during class, but some quizzes may also be administered over Blackboard. Quizzes assigned through Blackboard will be announced in advance.)

Fallacy Project:

- Students will work on a fallacy project in small groups. A handout will be provided later in the semester that will explain the project's requirements.

Essays 1, 2, 3, & 4:

- Students will be required to write four major essays (process essay, cause/effect {mini-research}, compare/contrast {mini-research}, and a persuasive research essay).
- Bluebooks must be purchased for in-class essays. Comments will be made on in-

class essays. Make sure you do not miss class on these days because there are no make-ups!

- The outside-class essays will require outlines, rough drafts, and a final draft. I will make comments on outlines and rough drafts, but not on final drafts. If you do not turn in a completed final draft on the date that it is due, you will automatically fail that assignment. [Essay length: 3-5 pages unless otherwise announced].
- The persuasive research paper (Essay 4) will be due near the end of the semester. A handout will be provided in advance of the due dates. Students will need to submit a rough draft and a works cited list before the final draft is due. The research paper must be between 8,000-10,000 words long and contain at least three sources on the Works Cited list.
- For outside-class essays, final drafts will also need to be submitted to Blackboard's plagiarism checker, Safe Assign.

Final Essay:

- The final will be an in-class essay based on what we have worked on throughout the semester.

GRADING

ASSIGNMENTS	% OF GRADE
Classwork, Journals & Homework	10%
Quizzes	15%
Fallacy Project	5%
Essays 1, 2, 3, 4 (10% - 10% - 10% - 20%)	50%
Final Essay	20%
Total	100%

GRADING SCALE

<u>Letter</u>	<u>Percent</u>
A	= 90-100 %
B	= 80-89 %
C	= 70-79 %
D	= 60-69 %
F	= 0-59 %

POLICIES

Blackboard:

- Important documents and assignments will be posted regularly on Blackboard (BB). It is also important that you check your email and the Blackboard home page as I often send messages through BB. If you're absent or if you lose a document, go to BB! For certain assignments, you may also be required to submit or turn in your work through BB.

Attendance:

- Students are expected to attend every class session. Any student who misses the first class will be dropped. Students may be dropped at instructor discretion if they miss more than a week of class hours continuously. Please make arrangements with the instructor or a fellow student to keep up with all assignments in case you cannot attend a class session for any reason.
- The only **excused absence** is a medical emergency which must be documented by a doctor's note. Please do not schedule any kind of appointment during class time.
- Students who are late to class or leave before class is dismissed will be considered tardy. Students who have extenuating circumstances must speak to the instructor in order to make sure the situation is clearly understood.
- Should you miss any class, you are responsible for any and all assignments which are due upon your return, including any handouts there may have been during class. Also note that **late assignments will not be accepted**. You must make the effort to discuss any questions or concerns in advance of the due dates.

Plagiarism and Academic Dishonesty:

- Academic integrity is expected at all times. Academic dishonesty, such as taking credit for work that is not written by you for this class is a serious academic violation, as is cheating on exams, quizzes, or assignments. IVC expects honesty and integrity from all students.
- **A student found to have cheated on any assignment or plagiarized will receive a zero for the assignment and sent to Disciplinary Officer Sergio Lopez. A second occurrence of cheating or plagiarism may result in dismissal from class and expulsion from IVC as outlined in the General Catalog.**

Academic Misconduct Policy: *Academic misconduct includes misconduct associated with the classroom, laboratory or clinical learning process. Some examples of academic misconduct are cheating and plagiarism.*

- Cheating includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.
- Plagiarism includes, but is not limited to, the use of paraphrased or directly quoted published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the internet and not properly identified is also considered plagiarism.
- Any student found by a faculty member to have committed academic misconduct may be subject to sanctions as determined by the faculty member. Sanctions MAY include a warning, grade adjustment, and course failure. Consequences for plagiarism include a zero on the assignment and a referral to Sergio Lopez, Dean of Student Development and Campus Events.

Due Dates: PLEASE READ CAREFULLY

- **Work is due in class at the beginning of class.** Emails containing work will not be accepted. If you're late, the assignment will also be considered as such.
- **Late or incomplete assignments cannot be made up.**

Classroom Expectations: The following list covers expectations for in-class behavior:

- Turn off all cell phones, iPods, iPhones, etc. Laptops can only be used by students who have registered with disabled student services and who need the laptop to perform in-class work. If your phone rings or you are caught texting, points may be taken off.
- Be courteous, polite, and considerate to all members of the class at all times. Each and every student's voice and opinion is important to class discussions. Furthermore, every comment should be shared and responded to respectfully. Your professional courtesy is expected and appreciated.
- **Disruptive Students:** Most of you are here to learn, but some students are not serious. To preserve a productive learning environment, students who disrupt or interfere with a class may be sent out of the room and told to meet with Sergio Lopez, Campus Disciplinary officer, before returning to continue with coursework. Mr. Lopez will follow disciplinary procedures as outlined in the General Catalog.
- Arrive on time, be prepared with all readings, and bring all texts under investigation.
- You must bring **your own copy of the text** to EVERY class session.
- Do not bring any food or drinks (except bottled water) into class.
- Please make the effort to use the restrooms or the telephone before class.

Special Needs:

- **Disabled Student Programs and Services:** Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. Visit or call DSP&S, Mel Wendrick Access Center, Room 2117, (760) 355-6312
- The IVC Crisis Intervention Team may be reached by calling (760) 355-6312

Classmate Contact Info

If you miss a class, you are responsible for getting the homework for the next class. To do so, call a classmate. Write down the names and phone numbers or emails of two people in the room.

Classmate #1: *Name:* _____ *Phone/Email:* _____

Classmate #2: *Name:* _____ *Phone/Email:* _____

Classmate #3: *Name:* _____ *Phone/Email:* _____

English 101 Spring 2013 Tentative Calendar

TEEK	TOPICS	DATE	CLASS PROJECT	ASSIGNMENT DUE
1	Introduction to the Writing Process & Process Essay	M 1/14	Intro to English 101 - Syllabus <i>Patterns</i> Ch. 1 & 2 Becoming a Critical Reader & Intro to the Writing Process & Intro to Process Essay (Ch. 9)	Purchase texts
		W 1/16	Intro to the Writing Process & Intro to Process Essay cont'd (Ch. 9)	
2	Holiday	M 1/21	No Class! (MLK Holiday)	
	Thesis Statements & Outlines & Process Essay	W 1/23	Thesis Statements & Outlines <i>Patterns</i> Ch. 2 cont'd Process Essay (<i>Patterns</i> Ch. 9)	Mark Twain: "Corn-pone Opinions"
3	In-class Process Essay	M 1/28	Process Essay Review (Ch.9)	John Jay Chapman: "Coatesville" & <i>Patterns</i> book: Shirley Jackson's "The Lottery" pg 311-317
	Intro to Cause & Effect	W 2/30	Essay 1 (Process) (in-class: Bring Bluebook) Intro to Cause/Effect (Ch. 10)	(Bring Bluebook for in-class essay)
4	Library Day	M 2/4	Library Orientation	
	Cause & Effect Research	W 2/6	Cause/Effect (<i>Patterns</i> Ch.10) Finding & Evaluating Research Sources (<i>Patterns</i> Ch. 16) Incorporating Sources (Ch. 17)	Zora Neale Hurston: "How It Feels to Be Colored Me"
5	Cause & Effect Cont'd	M 2/11	Cause/Effect (<i>Patterns</i> Ch.10) Incorporating Sources Cont'd	Katherine Anne Porter: "The Future is Now"
		W 2/13	Essay 2 (Cause/Effect) Rough Draft Due <i>Peer Review</i>	(Bring 3 copies of Rough Draft)
6	Holiday	M 2/18	No Class! (President's Day Holiday)	
	Cause & Effect Cont'd	W 2/20	Cause/Effect (<i>Patterns</i> Ch.10) Documenting Sources (Ch. 18) Drafting/Revising/Editing (Ch.4-5)	Loren Eiseley: "The Brown Wasps"
7	Intro to Compare & Contrast	M 2/25	Essay 2 (Cause/Effect) Final Draft Due Compare/Contrast (Ch.11) – Prewriting & Outlining Grammar Practice	Martin Luther King Jr.: "Letter from Birmingham Jail"

		W 2/27	Quiz 1 Compare/Contrast cont'd	
8	Compare & Contrast Cont'd	M 3/4	Compare/Contrast (Ch.11) – Incorporating mini-research Outlining cont'd	Elizabeth Hardwick: "The Apotheosis of Martin Luther King"
		W 3/6	Compare/Contrast cont'd Outlining cont'd Grammar Practice	
9	Compare & Contrast Cont'd	M 3/11	Compare/Contrast (Ch.11) Quiz 2	Maya Angelou: "I Know Why The Caged Bird Sings"
		W 3/13	Essay 3 (Compare/Contrast) Rough Draft Due Peer Review	(Bring 3 copies of Rough Draft)
10	Fallacy Discussion	M 3/18	Compare/Contrast (Ch.11)	Maxine Hong Kingston: "No Name Woman"
		W 3/20	<i>Intro to Fallacy Project (assign groups)</i> Fallacies (Ch 14: pg 537-540)	
11	Intro to Persuasive Research	M 3/25	Essay 3 (Compare/Contrast) Final Draft Due Argumentation/Persuasion (Ch. 14) Grammar Practice	Alice Walker: "Looking for Zora"
		W 3/27	Quiz 3 Argumentation/Persuasion cont'd	
	No Class!	M 4/1 W 4/3	Spring Break	
12	Fallacy Project	M 4/8	Fallacy Project Due Fallacy Project Presentations	
	Intro to Rhetorical Appeals	W 4/10	Rhetorical Appeals Activity Argumentation (Ch. 14) Incorporating Research into Essay	Richard Rodriguez: "Aria: A Memoir of a Bilingual Childhood"
13	Research Cont'd	M 4/15	Essay 4 (Research) Rough Draft Due Peer Review Grammar Practice	(Bring 3 copies of Rough Draft)
		W 4/17	Quiz 4 Argumentation (Ch. 14) cont'd	William Manchester: "Okinawa: The Bloodiest Battle of All"
14	Research	M 4/22	Argumentation (Ch. 14) cont'd	
	Reading & Writing	W 4/24	<i>Reading / Working with Research</i>	Saul Bellow: "Graven Images"
15	Review	M 4/29	Essay 4 (Research) Final Draft Due Review for Final Essay	
		W 5/1	Review for Final Essay cont'd	
16	Final Exam Week	M 5/6	Final Essay (in-class: bring Bluebook)	(Bring Bluebook for in-class essay)
		W 5/8	No class!	

