English 1A -- Syllabus

Ticket # 21875 Fall 2008
Saddleback College
Mr. Gregory
Room: Lib. 328
Class Hours: Tuesday 7:00 to 9:50 PM
Phone: 949-348-6099 x3423
E-mail: egregory@saddleback.edu
Mailbox location: Library Rm. 218, M-F, 8:00 AM to 5:00 PM only

Course Description:
ENG 1A 3 units 3/16/0 (3 units, 3 lecture hours per week)
Principles of Composition I
Prerequisite: Satisfactory score on the English Placement Examination or completion of ENG 200 with a grade of "C" or better.
This is a course in expository writing. Instruction focuses on how to select and narrow a topic, frame a thesis statement, and organize the content into a logical, coherent composition. Original essays, increasing in level of difficulty and in length, are developed through a process approach, including prewriting and peer-editing techniques. May be offered by a mediated mode of instruction.

The purpose of this class is to make you a better writer. This means that you will have to spend a lot of time writing and thinking about the writing process. This is not a creative writing class per se. Material we will cover involves expository writing that involves many of the basic formats that I and other professors throughout your college career will expect you to use to compose college-level papers.

Course Objectives:
To develop more effective arguments using valid evidence and chains of reasoning
To distinguish claims from arguments and arguments from other types of discourse, such as explanation, report, narrative, satire, etc.
To analyze arguments into their premises, sub-conclusions and conclusions
To identify common fallacies
To evaluate evidence used in arguments, including the sources and the significance of the content.
To identify and evaluate unstated assumptions
To distinguish vagueness from ambiguity and recognize different types of equivocation and prejudicial language
To apply valid reasoning and evidence in analyzing problems and issues of our common public lives
To aid students to become self-reflective about their thinking
To distinguish matters of fact from issues of judgment or opinion

Conventions:
The writing will demonstrate control of sentence structure, grammar, punctuation, spelling and mechanics; errors will not impede meaning to any significant degree nor affect the reader’s view of the credibility of the writer. Writers must use appropriately cited and identified sources according to the MLA style.

Required texts and materials:
Two large Blue Books

**Textbooks must be purchased and brought to every class meeting**
Optional Texts:
A thesaurus
MLA Handbook, 6th ed.

Course Requirements:
Four out-of-class essays
Homework, in-class writing including 2 essays, peer reviews
Pop quizzes, group work, and grammar exercises

Grading assignments
Writing sample: 0%
Description of character (100 words): 5%
Library lectures: 4%
Test: Ethos, Pathos, Logos (handouts) 5%
In-class essays: 6%
Essay #1: 10%
Essay #2: 15%
Essay #3: 15%
Final essay #4: 20%
Participation/Attendance: 20%

Total 100%

Grades:
It is the student’s responsibility to monitor their progress throughout the semester to ensure they will obtain enough points to pass the class. If you are unsure of your current point total, make sure to check with me so we can review your grade. I highly suggest that you not wait till the last minute to check your grade.

Traditional grading percentages apply to the final course grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%—90%</td>
<td>1000—900</td>
</tr>
<tr>
<td>B</td>
<td>89%—80%</td>
<td>899—800</td>
</tr>
<tr>
<td>C</td>
<td>79%—70%</td>
<td>799—700</td>
</tr>
<tr>
<td>D</td>
<td>69%—60%</td>
<td>699—600</td>
</tr>
<tr>
<td>F</td>
<td>59% or lower</td>
<td>599 or fewer</td>
</tr>
</tbody>
</table>

Formal out-of-class essays:
The formal out-of-class-essays are a significant part of this class. They are documents that you produce using exploration, reading, logic, analysis, critical thinking, and a combination of both Formal and Standard English. These papers are based on the readings in our reader, and they must be at least the minimum page length (approximately 300 words per page), have the required amount of outside sources, and be turned in on time. If you receive a grade on a formal essay that you are not happy with, you can revise and resubmit that paper for possible grade enhancement. You must include all versions of the paper with the revised work, so I can compare them. Please note that rewriting an essay does not automatically raise its grade.

- Papers submitted for grading may be scanned by Turn-It-In.com software.
- Essays worked on or revised in collaboration with Writing Center tutors will receive extra points.

All essays submitted must be in the following format:

Black ink
Times New Roman, or Palatino font styles ONLY
No larger or smaller than 12-point font.
One and one-quarter inch (1.25 inch) margins on either side
One-inch (1.0 inch) margins on top and bottom
All papers, unless otherwise instructed, must be double spaced.
In this class we will utilize the most current standard of the MLA writing style.

If you are not familiar with how to use a computer or properly format a paper, now is the time to learn. It is highly recommended you have access to campus computers and printers.

**In-class writings:**
Students will have free writing and drafting sessions. You will also have unannounced pop quizzes based on readings.

**Writing Assistance:**
This campus provides a source of writing assistance: the Campus Writing Center. If you want to obtain a high grade in this class, it is highly recommended that you familiarize yourself with this resource; additionally, students can receive up to one hour per week FREE individual tutoring per subject. The Center will help writers of all skill levels.

**Research Assistance:**
During the semester, you will need to attend library workshop classes. Because the formal essays in this class may involve outside research, it is highly recommended you acquire familiarity with the library’s reference section as well as methods of online database research.

**Attendance policy:**
Students should plan to attend every class because this particular class a semester of information in a concentrated format, and missing even one class may affect your grade. Also, if you must show up late for class, please enter the classroom quietly to avoid disruptions. I would rather have you show up late than not at all. Students who obtain documented writing assistance from the Writing Center will receive extra credit consideration.

Note: In-class assignments (pop quizzes, in-class writing, etc.) cannot be made up if you are absent for any reason. In addition, some assignments may change without prior notice. It is the student’s responsibility to be aware of all assignments and of all changes in assignments. The instructor assumes no responsibility for any information or material missed by a student who is not in attendance and attentive.

No person may attend the class if they are not a registered student.

**Electronic storage of your materials:**
Make sure that you keep one or more separate backup copies of all your papers on a USB flash drive, a floppy disk or other removable storage device to prevent you from losing your work in the event of a computer failure. I will not accept data-loss issues as a reason you cannot turn in assignments.

**Electronic device policy:**
Turn off ALL electronic devices you own including pagers and cell phones. Vibrate mode is not the same as turning the device off. Inform friends, employers, or significant others not to call you during class time. Additionally, sending or receiving text messages during class is not permitted. Use of any electronic device constitutes a disruption and subjects the user to ejection from class. No electronic devices may be used during in-class essays without the instructor’s permission.

**Academic Dishonesty and Plagiarism:**
The following is from the Saddleback catalog:

**Cheating**
Cheating is the use of any unauthorized materials, or information in academic work, records or programs, the intentional failure to follow express directives in academic work, records or programs, and/or assisting others to do the same including, but not limited to, the following:
Completing, in part or in total, any examination or assignment for another person.

_Academic Dishonesty and Plagiarism (cont.)_

Knowingly allowing any examination or assignment to be completed, in part or in total, for himself or herself by another (e.g., take-home exams or online assignments which have been completed by someone other than the student).

Copying another student’s test answers.

Copying, or allowing another student to copy, a computer file that contains another student’s assignment, homework lab reports, or computer programs and submitting it, in part or in its entirety, as one’s own.

Using unauthorized sources of information such as crib sheets, answers stored in a calculator, or unauthorized electronic devices.

Storing answers in electric devices and allowing other students to use the information without the consent of the instructor.

Looking at another student’s exam during a test.

Using texts or other reference materials (including dictionaries) when not authorized to do so.

Altering graded class assignments or examinations and then resubmitting them for regarding or reconsideration without the knowledge and consent of the instructor.

**Plagiarism**

Plagiarism is any conduct in academic work or programs involving misrepresentation of someone else’s words, ideas or data as one’s original work, including, but not limited to, the following:

a. intentionally representing as one’s own work the work, words, ideas or arrangement of ideas, research, formulae, diagrams, statistics, or evidence of another.

b. taking sole credit for ideas and/or written work that resulted from a collaboration with others.

c. paraphrasing or quoting material without citing the source.

d. submitting as one’s own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., term-paper mill or internet derived products).

e. sharing computer files and programs or written papers and then submitting individual copies of the results as one’s own individual work.

f. Submitting substantially the same material in more than one course without prior authorization from each instructor involved.

g. modifying another’s work and representing it as one’s own work.

Plagiarism, per the Saddleback academic honesty policy, will result in a failing grade for the assignment or the course (or even expulsion from Saddleback), depending on the severity of the infraction.

**My policy: Any assignment containing plagiarized material will receive zero points. Any instance of cheating on a quiz will result in zero points for that assignment. Further action may be taken as seen fit by the instructor and college policy.**

**Withdrawal from class:**

Students are responsible for dropping all classes within deadlines imposed by the college. Failure to drop the class will cause you to obtain a failing grade. Drops may be done in person at the college admissions office or via touch-tone telephone. _The deadline to drop this class during the fall 2008 semester with a “W” grade is Thursday, November 6, 2008._ After that date, you will need to provide a serious and compelling reason to drop/withdraw.

**Miscellaneous:**

- The formal papers will receive a 10% reduction of points if they are late. No paper will be accepted if it is more than one week late. Students cannot turn in a paper more than one week after it is due.

- Rewrites: Students may rewrite two of the formal essays as many times as needed before the last day of class. _Again, attach the original._

- Students can rewrite late papers for no more points than the original paper was worth at the time you turned it in. (If, for instance, you lost 15 points out of a possible 150 points because your original essay was late, then your rewrite will be worth no more than 135 points.)

- Students cannot rewrite the last formal essay of the semester.

- I do not accept assignments sent through e-mail, unless I specifically instruct you to do so. If you miss class and something is due that day, it is not acceptable to e-mail me the assignment unless you clear it with me first.

- If you will be out of class for an extended period, contact me for assignment information.

- In-class work to be turned in must be written in ink. Please use a pen with blue or black ink.

- You must type all take-home work unless you are told otherwise.

- Double-space all typed work.
• Save all of your work after I have graded it. This will help clear up any grading questions that may arise during the semester, and it will help chart your own progress. I do not keep copies of student work.
• Appropriate documentation may be required to substantiate excuses for late work.
• Student athletes and high school students are not exempt from these guidelines.

If at any time you have questions about any section of the syllabus, course requirements, class policy, or grading procedures, please ask.

*Americans with Disabilities Act*

Students with disabilities and those who need any assistance or accommodation should contact the instructor.

*My expectations of you:*

You will write frequently, almost every class meeting, and you will have assignments you will be working on continually during the semester. This is not high school. I expect you to come to class prepared, and to attend regularly, to cooperate with one another, to develop a scholarly attitude by engaging in the subject matter, asking questions, and listening attentively to one another and me. You will be courteous, cooperative and respectful of one another’s views, even those with which you do not agree.

I enjoy a class where students feel comfortable enough to discuss amongst each other, or stop me in the middle of a lecture that gets confusing. However, I do not enjoy a class in which I have to repeatedly quiet murmuring students. Please have respect for the class (and me) and do not have conversations while I am talking, or during quizzes or tests. If I find your murmuring to be a distraction, I will ask you to leave.

If you find that you cannot wait until the break or after class to take care of your needs, please leave class and return quietly.

*My expectations of myself:*

I will encourage you while I also explain to you what I believe you need to do to improve your writing. I will make myself available to you as much as I can to help you. If you have questions about your essays or grades, please ask me. I will return your work to you in a timely manner and let you know your standing in class in terms of your progress. I will provide activities and assignments I believe will help you become a more critical reader, writer, and thinker.

Books to assist aspiring writers listed in no particular order:

King, Stephen *On Writing*
Lamott, Anne *Bird by Bird: Some Instructions on Writing and Life*
Welty, Eudora *One Writer’s Beginnings*
George, Elizabeth *Write Away*
Goldberg, Natalie *Writing Down to the Bones*
Gilliland, Gail *Being a Minor Writer*
Gardner, John *The Art of Fiction*
Kundera, Milan *The Art of the Novel*
Mamet, David *Writing in Restaurants*
Rilke, Rainier Maria *Letters to a Young Poet*
Alvarez, Julia *Something to Declare*
Lerner, Betsy *The Forest for the Trees*
Ueland, Brenda *If You Want to Write: A Book about Art, Independence and Spirit*
Barrington, Judith *Writing the Memoir*
Friedman, Bonnie *Writing Past Dark*
Payne, Lucile Vaughn *Lively Art of Writing*
Franklin, Jon *Writing for Story*
See, Carolyn *Making a Literary Life*
Bradbury, Ray *Zen and the Art of Writing*