English 1A -- Syllabus

Ticket # 12220 summer 2008
Saddleback College
Mr. Gregory
Room: ATEP B101-A
Class Hours: Monday & Wednesday 12:00 – 2:55 PM
Phone: 949-348-6099 x3423
E-mail: egregory@saddleback.edu
Mailbox location:

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—check Amazon.com for low-cost copies
 Two large Blue Books

** Students must obtain all required texts and bring them 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%
Test: Ethos, Pathos, Logos (handouts) 5%
In-class essays: 10%
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.

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100%—90%</td>
<td>1000—900</td>
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<tr>
<td>B</td>
<td>89%—80%</td>
<td>899—800</td>
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<td>C</td>
<td>79%—70%</td>
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<td>D</td>
<td>69%—60%</td>
<td>699—600</td>
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<tr>
<td>F</td>
<td>59% or lower</td>
<td>599 or fewer</td>
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Formal out-of-class essays:
The formal out-of-class-essays are a significant part of this class. They are documents produced using exploration, reading, logic, analysis, critical thinking, and a combination of both Formal and Standard English. These papers are based on the readings and other sources, 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. Students can and should revise and resubmit low-scoring papers for possible grade enhancement. 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.

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.
Students not familiar with how to use a computer or properly format a paper need to learn to do so. I recommend students obtain access to campus computers and printers in case they experience computer issues at home.

_In-class writings:_
Students will have free writing and drafting sessions. You will also have unannounced pop quizzes based on readings or handouts.

_Writing Assistance:_
This campus provides a source of writing assistance: the Campus Writing Center. Students wishing to obtain a high grade in this class should familiarize themselves 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, and students who obtain documented writing assistance from the Writing Center will receive extra credit consideration. Also, I will be available after regular class hours to provide extra help.

_Research Assistance:_
During the semester, students 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 of its concentrated format, and missing even one class may affect final grades. Also, students arriving late should enter the classroom quietly to avoid disruptions. I would rather have students show up late than not at all.

Note: In-class assignments (pop quizzes, in-class writing, etc.) cannot be made up if the student is not present. 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 to keep _one or more_ separate backup copies of all class papers on a USB flash drive, a floppy disk or other removable storage device to prevent loss of school work in the event of a computer failure. I will not accept data-loss issues as a reason for not turning in assignments.

_Electronic device policy:_
Turn off ALL electronic devices you own including pagers and cell phones. Vibrate mode is not off. Inform your friends, employers, or significant others not to call during class time. Additionally, sending or receiving text messages during class is not permitted, and using 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.
Finally, I permit students to use laptop computers to take notes during class, but users must sit in the front portion of the classroom.
Academic Dishonesty and Plagiarism:
The following is from the Saddleback catalog:

Cheating
Cheating is any act or attempted act of fraud, deception, or distortion of the truth by which a student misrepresents mastery or understanding of academic information or material. Cheating includes, but is not limited to:
The use of unauthorized sources of information during tests. This would include, but is not limited to, crib sheets, electronic devices, dictionaries, texts, and/or other aids excluded by the instructor. It also includes any act or the use of any item which would be deemed as cheating by a reasonable person.
Looking at another student's exam or using another's exams, assignments, or other work, or allowing another student to do so.
Completing an exam or assignment for another person, or allowing another person to complete any part of an assignment or exam for one's self.
Altering graded class work and resubmitting that work for reconsideration.
Engaging in any kind of unauthorized assistance or communication with another person during an exam.
Purchasing, copying, accepting, stealing, or otherwise obtaining exam information, assignments, or other class work.

Plagiarism
Plagiarism is the inclusion in total or part of another's words, ideas, work, material, or data as one's own. Plagiarism includes, but is not limited to: Quoting or paraphrasing materials without citing the source in some acceptable manner and submitting those materials as one's own work.
Copying, using or borrowing another's ideas, assignments, test answers, lab work, research, report, term paper, computer program, file or data, etc., and submitting it as one's own work or allowing another student to do so.
Submitting as one's own work, work prepared by others or prepared in collaboration with others.
Reproducing another's work so closely that any reasonable person would, after careful evaluation of the circumstances, conclude that plagiarism has occurred.

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 summer 2008 semester with a “W” grade is Monday, June 30, 2008.** After that date, students will need to provide a serious and compelling reason to drop/withdraw.

Miscellaneous:
- I will not accept any late papers no matter the reason.
- 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 cleared with me first.
- Students who will be out of class for an extended period should 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.
- Type all take-home work unless told otherwise.
- Double-space all typed work.
- Save all of class work after I return 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.
- Student athletes and high school students are not exempt from these guidelines
If at any time questions arise about any section of the syllabus, course requirements, class policy, or grading procedures, please ask me for clarification.

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

*My expectations of you:*
Students will write frequently, almost every class meeting, and will have assignments that they 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. Participants 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 classroom murmuring to be a distraction, I will ask those involved 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 return student work in a timely manner and let students know their standing in class in terms of their progress.

I will provide activities and assignments I believe will help students 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*