English 1B -- Syllabus

Ticket #14395 Fall 2007
Saddleback College
Mr. Gregory
Room: CC 3
Class Hours: 4:00 – 6:50 PM Wednesdays
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Phone: 949-348-6099 x3423
Mailbox drop off: Library Rm. 218, M-F, 8:00 AM to 5:00 PM only

Course Description:

ENG 1B—16 weeks 3/16/0 (3 units, 3 lecture hours per week)
PRINCIPLES OF COMPOSITION II
Prerequisite: ENG 1A with a grade of "C" or better.
Provides instruction in critical thinking and in writing expository and persuasive essays and documented papers totaling a minimum of 8,000 words. Instruction focuses on the development of logical reasoning, on analytical and argumentative writing skills, and on research strategies. Assignments are derived from themes and works in various disciplines and cultures.

The purpose of this class is to make you a better writer. This means that you will have to spend a lot of time reading, writing, and thinking about the writing process. Materials we will cover involve expository writing skills that I and other professors throughout your college career will expect you to use to compose analytical and argumentative 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
To consider arguments and evidence counter to one’s own position on an issue in order to reconsider that position more critically

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:
All required texts must be purchased and brought to each and every class meeting.

Highly Recommended:
A thesaurus
Course Requirements:
Four out-of-class essays
Homework, in-class writing, peer reviews
Oral-presentations: group debates (optional)
Pop quizzes, out-of-class assignments, and grammar exercises

Grading assignment
Writing sample: 0%
Description of character (100 words): 3%
Library lectures: 2%
Test: Ethos, Pathos, Logos 5%
Short essays: 10%
Essay #1 (Opposing viewpoints): 10%
Essay #2: 15%
Essay #3: 15%
Final essay #4: 20%
Discussion, academic participation, pop quizzes, and grammar exercises: 20%

Total 100%

Grades:
Students are responsible 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.

Traditional grading percentages apply to the final course grade.

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<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>100%—90%</td>
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<td>89%—80%</td>
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<td>D</td>
<td>69%—60%</td>
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<td>F</td>
<td>59% or lower</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 that you produce using exploration, reading, logic, analysis, critical thinking, and a combination of both Formal and Standard English. These papers 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 obtain 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.

**In-class oral debate presentations:**
Each person who chooses to make an oral presentation is responsible for presenting a through in-class presentation to class members. All class members are responsible for assigned reading and are expected to participate in group discussion by asking presenters questions.

**Research Assistance:**
During the semester, you will need to attend library research orientation 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.

**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.

**Attendance policy:**
Students should plan to attend every class because this particular class presents 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.

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.

**Participation:**
The student will presumably wish to demonstrate competence through intelligent participation in class discussions. Mere participation in discussions will not, however, necessarily improve a student’s grade.

**Electronic storage and printing of your materials:**
Make sure that you keep two separate backup copies of all your papers on 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. Additionally, it is the student’s responsibility to address computer-printer issues. Any paper not turned in on time for any reason will be considered late.

**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 your 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 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 is that 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 2007 semester with a “W” grade is Wednesday, November 1, 2007.** After that date, you will need to provide a serious and compelling reason to drop/withdraw.

Miscellaneous:
- Late Papers: I will penalize the four formal papers 10% if they are late. I will not accept any paper more than one week late. You cannot turn in a paper more than one week after it is due.
- You may rewrite the formal essays as many times as you wish by the final rewrite date in the class schedule. You must attach the original copy to the revision.
- You 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.)
- You 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. I must physically receive your paper the day it is due, or it will be marked late.
- If you will be out of class for an extended 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 ink that is easy to read.
- All take-home work must be typed unless you are told otherwise.
- Double-space all typed work. Double spacing makes it easier to read and mark comments.
- You must 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 you 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 during or after class.

Americans with Disabilities Act
Students with disabilities 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, during quizzes, or over one another during discussions. 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, ensure you attend the indicated student-conference sessions. 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