

## Syllabus Fall 2010

### **Instructor Information**

Instructor: Jane Doe

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Course Information: ENGL 1000; T from 10-12:40 in Cedar 10

### **ENGL 1000: English Composition 1A**

### **COURSE PURPOSE**

The primary purpose of English 1A is to improve your ability and confidence in reading and writing. The texts we consider and the writing tasks we take part in provide a focus for the study of language, rhetoric, and argument. The forms of writing we engage in range from informal journal entries to formal persuasive essays and from fictional short stories to real events in your lives. You will also be learning the formal rules of writing—grammar, punctuation, and proper use of MLA format—as well as have the chance to read many styles of writing as a way to study its craft.

### **COURSE DESCRIPTION:**

(3 Units) This course focuses on the development of college-level writing and composition skills. Students will have an opportunity to improve in all phases of the writing process—discovering ideas, gathering information, planning and organizing, drafting, participating in peer review, revising, and editing. Writing emphasis will be on the descriptive and persuasive essays and focus on the skills of clearly communicating a central idea, including sufficient detail to be lively and convincing, reflecting the voice of the writer, and using carefully edited standard written English.

### **COURSE GOALS:**

By the end of the semester, you will be able to:

- Read, think, and write critically about texts
- Understand techniques of academic writing
- Develop sensory details and metaphor in descriptive writing
- Understand the moves of persuasive writing
- Apply literary theories to gain a broader perspective of texts
- Use and understand the benefits of peer review
- Successfully revise and edit all aspects of an essay

## COURSE OBJECTIVES

In this class you will:

- Write a 2-3 page Descriptive Essay
- Write a 3-4 page Persuasive Essay
- Write a 3-4 page Memoir Paper

## COURSE REQUIRED READING CONTENT:

1. *Angela's Ashes: A Memoir* by Frank McCourt. Publisher: Scribner; May 25, 2009.

ISBN-10: 068484267X

2. *The Best American Short Stories 2009*. Editor: Alice Sebold. Publisher: Mariner Books; October 8, 2009.

ISBN-10: 061792252

3. *The Best American Non-Required Reading 2009*. Editor: Dave Eggers. Publisher: Mariner Books; October 8, 2009.

ISBN-10: 0547241607

4. *A Pocket Style Manual with 2009 MLA Updates and 2010 APA Updates* by Diana Hacker. Publisher: Bedford/St. Martins, 5<sup>th</sup> Edition; April 27, 2010.

ISBN-10: 031266480X

## COURSE REQUIREMENTS:

### Assignments

Journal Writing: Every week you will write in-class journals either on an assigned topic or one that you pick. These will help you develop freewriting and critical thinking skills.

Descriptive Essay: You will write a 2-3 page descriptive essay that creates a picture of a person, place, thing, or event with words. Your writing will focus on the creation of meaning about some larger social, cultural etc. issue.

Persuasive Essay: You will write a 3-4 page persuasive essay that addresses a topic of your choice. It will incorporate the moves that matter in academic writing and help familiarize you with using academic language.

Memoir Paper: You will write a 3-4 page memoir paper that focuses and reflects on the relationship between the writer and a particular person, place, animal, or object and explains the significance of the relationship.

Assignments and Quizzes: During the semester, I will give you a variety of short assignments and quizzes to aid you in the learning process.

## **Class Participation**

We will be participating in a variety of discussions and assignments this semester and your careful listening and willing participation are a great way for you to gain understanding of new subjects, broaden your perspectives by considering the viewpoints of others, and develop your own ideas about the things you learn. I understand that all of us have different preferences for how we participate in class discussion. I encourage those who feel shy about speaking in class to practice speaking up because finding our voices in discussion gives a sense of satisfaction and is a path to shaping who we are and what we think. I believe the classroom should be a safe place to share ideas. It is often true that those who are more comfortable with speaking up do much to form the atmosphere of class discussion and I encourage these ones to make that atmosphere warm and inviting to others. There are gentle ways that those who are vocal can make space and draw those who are quiet into the conversation. Overall, it will be helpful for you to make connections between the material we discuss in class and our required readings, topics we have discussed in previous classes, and the assignments we are involved in. Identifying these connections will help us tie together our semester of work, assist us in recognizing the scope of what we are learning and help us to apply it effectively.

## **Working in Groups**

During the semester, you will be working in groups for collaborative projects, discussions, and peer-review. We all have different strengths and resources to offer. It is important to value each person's contributions and speak respectfully to one another. Bringing a variety of personalities together can be challenging at times but there is much to be gained by learning to work together. By establishing working relationships with your peers, you will be exposed to different cultural viewpoints, ideologies, and perspectives that will help you discover new ideas.

## **Work in the Writing Center, Class Attendance, and Absences**

**Work in the Writing Center**—In this course, you will be required to spend one hour per week at the writing center. Your attendance is mandatory and your weekly visits should be a part of your semester schedule.

**Class Attendance**—It is essential that you attend class regularly. You are expected to be present for each class meeting with your weekly readings and assignments completed.

**Absences**—Absences are not excused. More than two absences to class or the Writing Center may warrant a no credit in the course. More than five absences will warrant a no credit.

## **POLICIES AND EXPECTATIONS:**

### **Attendance**

It is important that you are on time and present for each class as each class is designed to teach you something essential in regards to composition. I will allow two absences during the semester without penalty. Beginning with your third absence, you will lose one percentage point from your final cumulative grade. Therefore, save your absences for a legitimate emergency. If a major emergency arises, please let me know. Excessive absences—four or more—will result in failure of the course.

### **Computer Requirements:**

1. You will need access to Blackboard on your computer. To get there, go to <http://bb.csustan.edu/> and click on the Blackboard link. Follow the directions posted. This is where you will submit your final papers and where I post my audio responses to your work. Also, please submit your documents in Word or rtf format.
2. I use a website—eclassinfo.com—to post your grades. Once you enter your student ID and password, you will have access to your grades throughout the semester.

### **Late Work**

The class discussions and assignments are designed to incorporate and build on learning gained from recently completed assignments and readings. It is therefore critical for students to complete all reading and assignments in a timely manner.

Late assignments will be accepted; however, they will be penalized 10% for each day the paper is late (including weekends). Assignments that are more than 2 days late will NOT be accepted. No exceptions. For example, for an assignment worth a maximum of 100 points, students submitting late assignments should expect the following penalties:

Day Paper is Submitted On: Points Deducted: Highest Grade Possible:

Due Date or Prior: 100: (A)

1 Day Late: 10: 90: (A-)

2 Days Late: 20: 80: (B-)

### **Plagiarism Policy**

Plagiarism is taken very seriously in this course. The assignments and discussion boards were created to provoke thought within you about the topics being discussed; therefore it is important that you submit original work.

This course utilizes plagiarism prevention software, which will compare your assignments with other papers submitted across the US, other students in this course, and articles available on the internet.

If you submit someone else's work without proper citation, you will be severely penalized (for example: you may receive a grade of F for the course or at minimum, a grade of zero for the assignment. The incident will be reported to the department and student judicial affairs. If a

second act of plagiarism occurs, you will be subject to further action as determined by the instructor and Student Judicial Affairs. Potential consequences of a second offense may include potential suspension or expulsion from the university.

Some students are not sure what constitutes plagiarism or how to properly cite references. If you need assistance, please contact the instructor or visit the Student Center for Academic Achievement on campus for more information.

### **Expectations and Responsibilities**

In the classroom, all of us have the opportunity to learn new things and broaden our perspectives of the world by taking in information and coming to understand the perspectives and experiences of others. The classroom should be a positive place where we can learn, interact, and share ideas. As your teacher, it is my concern to provide an open and respectful environment for learning. As students, you can contribute positively by:

- Arriving to class on time
- Turning off cell phones and pagers during class time
- Participating in class discussions
- Listening carefully, with an open mind, to others
- Demonstrating respect for the ideas and beliefs of others
- Asking questions when you don't understand something

## **Possible Point Weights of Final Grade**

Descriptive Paper 20%

Persuasive Paper 25%

Memoir Paper 25%

Corrections Assignments 10%

Quizzes and other Assignments 20%

Total Points Possible: 1000