

Class Meetings:

Tuesday/Thursday
12:30-1:45 C-104

ENGL 1005**Honors Composition****Instructor Contact:**

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Office Hours: MWF 11:15-12:15
TR 2-3

Course Description

In addition to writing essays, students will be expected to demonstrate the ability to write informative summaries of university-level writing. Class includes an introduction to library and web-based information resources.

Open only to students in the University Honors Program. 3 Units. *Satisfies G.E. area A2.*

Required Materials & Tools

- *They Say I Say: The Moves that Matter in Academic Writing*, 3rd Edition, Graff and Birkenstein
- Nonfiction book of your choice (optional for final essay)
- Regular (weekly at minimum) computer and internet access. You will be responsible for researching articles/videos online on a regular basis in addition to typing most assignments.

Course Theme: KNOW YOUR PLACE

In this class, we'll examine some of the ways this phrase and its underlying assumptions affect all of us every day. We'll discuss issues pertaining to racism, sexism, ageism, ableism, and other topics.

My goal is to use our course theme to help empower you to explore beyond the boundaries others set for you.

To that end, I've broken this theme into three units:

1. Know your place at school – What is a student's "place" at school? How are restrictions and labels used to confine in an educational setting? And what about the educational place itself? How does the physical structure shape our experiences there?

2. Know your place at work – How does the fear of unemployment keep employees from standing up for their rights? Do employers really want creative free-thinkers or just worker bees?

3. Know your place in your family, neighborhood, and community– How does your own community place you? How much does your neighborhood, your group of friends, or your cultural background determine the life you'll lead? What boundaries do you need to push?

Why use a course theme? You'll have the freedom to investigate a variety of related topics. In fact, our class will be largely based on articles and questions students bring to class for discussion.

Having a theme, however, allows us to understand concepts more fully, collaborate more with each other on writing assignments, and in the end produce compelling written work.

Class Policies

Attendance

In order to keep up with assigned work, you must attend class regularly. I appreciate it if you let me know why you've missed class, but your life outside of class is your business. If you miss three classes in a row without communicating with me, you will earn a failing grade in the class.

If you miss class, you are still responsible for what was covered that day. Please get notes from me or from a classmate.

Excessive absences will be handled privately and on a case-by-case basis.

Late Work

At the end of this syllabus is a late pass that you can use one time for certain assignments. If you've used your late pass and you need an extension on an assignment, you must ask for an extension before the assignment is due (and it is not guaranteed).

Otherwise, you may not turn in late work for credit.

Behavior

English Department Statement on Disruptive Behavior:

Generally, disruptive behavior is any behavior that disturbs the educational process by interfering with the instructor's ability to conduct the class or the ability of students to profit from class attendance and participation. Such behavior may take various forms, and can be dependent upon many factors including class size, subject matter, and the relationship between faculty and students. Students should pay careful attention to any additional information individual instructors provide concerning conduct in the classroom

Instructor's Expectations:

This is not your time or my time; it's our time. Your behavior in class affects others' experiences.

So, come to class awake with a good attitude. I count sleeping as an absence. Bad attitudes will be asked to leave. Don't talk when others are talking or when it's time to work, but do answer questions when asked and complete all activities to the best of your ability. Lastly, no multitasking! No texting or otherwise distracting yourself with devices.

A Word about Plagiarism

Academic honesty is an important principle to ensure that all authors, including students, are acknowledged for their original expressions of ideas.

Instructors have a responsibility to demonstrate to students in their courses the difference in acceptable and unacceptable use of others' work. Students have a responsibility to ask their instructor for guidance whenever they are uncertain about fair use of someone else's work.

Students, in submitting work, certify that the work is their own original work except that all information garnered from others whether quoted, summarized, or paraphrased has been appropriately cited. Dishonesty by failing to acknowledge the work of others constitutes plagiarism and is a serious offense. **Normally, the penalty for plagiarism is failure in the course.** More serious penalties may also be invoked.

Title 5, California Code of Regulations, Section 41301 notes that students may be "expelled, suspended, placed on probation, or given a lesser sanction for one or more of the following causes which must be campus related: I. Cheating or plagiarism in connection with an academic program at a campus. . . ." (see Appendix F of the current CSU Stanislaus catalog).

How Am I Doing in Class?

You can use this section of your syllabus to keep track of your grades.

Summary & Response ____ 20

#1 A ____ B ____ #3 A ____ B ____

#2 A ____ B ____ #4 A ____ B ____

You'll turn in two at a time (one for each text assigned that day). Full credit for each one is 2.5 points for a total of 20 points.

Leading Discussions ____ 5

You'll earn credit based on your peers' feedback and observations by your instructor.

Essay 1 ____ 10 points

Essay 2 ____ 15 points

Essay 3 ____ 25 points

In class work ____ 10 points

If you're attending class regularly and turning in work completed in class, you will earn 10 points.

Zine ____ 15 points

Writing Program Outcomes

- Students will learn to identify and apply genre specific rhetorical strategies based on purpose and audience.
- Students will learn to use critical reading and writing as a mode of inquiry and communication through generating their own voices and ideas and appropriately integrating them with others.
- Students will demonstrate information literacy including the ability to locate, evaluate, organize, use, and appropriately document collected research material.
- Students will develop flexible revision strategies and multiple processes, including working collaboratively, to develop and revise written products.
- Students will develop the ability to recognize and utilize genre and context specific conventions including organization, use of resources, and grammar and punctuation.
- Students will learn to critically reflect on their writing and processes of writing including applying genre specific conventions.

Assignment Overview

Essays: A total of three essays, written in drafts. Essay length will vary (around 600-900 words) and will incorporate rhetorical modes such as narrative, analysis, and argumentation. Essays are 50% of your final grade.

Summary & Response: These 2-paragraph assignments will be based on texts assigned by the instructor and texts you research on your own. 20% of your final grade.

Discussions: You will be responsible for leading a discussion group (based on a reading). You'll have two opportunities for a total of 5% of your final grade.

NOTE: You'll meet with me at least once this semester. We'll go over your discussion questions before you lead your group and I'll give you personalized feedback on your writing.

In-Class Work: The writing activities completed in class will be collected at my discretion. You must be present to earn credit for in-class work. This work makes up 10% of your final grade.

Zine: This is an online magazine unique to participants in the Honors program. You'll be contributing original work to be published in this class project. It is worth 15% of your final grade.

A = 90 and above
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

Safe Learning Environment

Everybody has the right to learn and work in a safe environment. It's my responsibility to create an environment in which you can contribute and be successful. Everyone learns a little differently and has individual boundaries, so be respectful with your language, tone, and physical actions. If you feel you're being excluded or harassed for any reason, please tell me so I can correct the situation or contact the appropriate campus authorities. If I can help accommodate learning differences, please discuss those with me as you see fit.

Notes + Questions

Late Pass

This pass gives you a one-week extension on any assignment, no questions asked. Just turn in this pass with the late assignment (I don't recommend cutting it off; just give me the whole page). You may only use this once for one assignment. Valid for essays and summary & response assignments. You may not use this pass for in-class work, the zine, or discussion groups.

Name _____

Description of Assignment _____

Today's Date _____

Original Due Date (cannot be more than one week from today) _____