

Instructor Michael Buckhoff
English 101-26
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Description

English 101 asks you to compare your own writing processes with those of others, to consider how our shifting fads and fashions are influenced by culture, and to consider the role that gender plays in shaping language and meaning. Toward this aim, we will focus on language and rhetoric as it is used to move within and across discourse communities and their respective social issues pressing on each of us today.

As we explore these issues, you will be developing and strengthening your ability to write expository and argumentative essays so that you will have the writing skills necessary for other degree applicable courses. In addition, this course emphasizes reading and analysis of various forms of writing, instruction in library research, and preparation of MLA documented research papers.

Developing these forms of critical literacies will also help you to think more critically about the culture in which you live. Moreover, even though this course will NOT teach you “how to write” for every possible writing situation you will encounter in academic, professional, or personal situations, you will be better equipped in terms of how to approach writing situations by critically examining their contexts, purposes, and constraints/demands. Therefore, you will be able to determine for yourself how to best respond to new writing situations as you encounter them in the future. Finally, the activities we do in this class will support the purpose of this class, which can be thought about in the following composition, research, and reading proficiency goals:

- A. Compose effective college-level essays which illustrate that you can do the following:
 1. Identify the purpose of their writing and make writing decisions based on that purpose
 2. Identify an audience for their writing and make writing decisions based on that audience
 3. Select a subject appropriate for a writing assignment and narrow its focus
 4. Construct an effective thesis statement
 5. Support a thesis with sufficient and appropriate evidence
 6. Use a variety of rhetorical modes
 7. Use a variety of methods of development
 8. Organize ideas logically
 9. Revise essays for unity, coherence, clarity, concision, and tone
 10. Edit for errors in grammar, usage, punctuation, and spelling
 11. Maintain focus, organization, support and control of sentence level in timed, in-class writing at acceptable college level

- B. Compose effective college-level research papers which illustrate that you can, in addition, do the following:
1. Use standard library sources to gather information
 2. Use Internet sources to gather information
 3. Evaluate the validity of sources
 4. Demonstrate the ability to take notes that summarize, paraphrase, and quote from sources
 5. Organize information into an outline for the paper
 6. Integrate paraphrased and quoted material into the text
 7. Use proper citing techniques following MLA format
 8. Construct a works cited page following MLA format
- C. Demonstrate the ability to read college-level prose for main ideas, support, style and tone, and analyze and evaluate the content, structure, and support to assess rhetorical efficacy.

Student Learning Outcomes

1. Students will read college-level prose for main ideas, support, style, and tone
2. Students will write college-level essays with a well-supported and clearly defined thesis demonstrating focus, employ various rhetorical modes, and make writing decisions based on audience
3. Students will write a research paper, correctly documenting sources in Modern Language Association (MLA) format

This first-year writing course will encourage you to listen to the ideas and perspectives of your classmates and writers from 75 Readings plus as well as books and articles of your own choosing; after careful and thoughtful consideration, you will be asked to respond with your own ideas and perspectives. Through a variety of writings such as responses, reflective commentaries, and assessments about the assigned readings, as well as informal writings about your own opinions, longer essays developed out of your earlier writings, revisions, self-assessments, and peer reviews, you will develop your critical literacy in thinking, reading, and writing by questioning your own views and by considering the views of others. By the end of the quarter, you will have gained experience developing and revising critical arguments, organizing essays around a central theme, and revising and editing your own work as well as the work of others.

Materials

Buscemi, Santi V., and Charlotte Smith. *75 Readings Plus*. McGraw-Hill, 2013. ISBN: 978-0-07-742544-6 (Always bring your book to class.)

Useful Templates (PDF File); Detecting Bias (PDF File)

An e-mail account

Flash Dive

A large notebook or folder in which to keep *all* of the writing you will do this term.

A dictionary

Writing Assignments

Reading Response Journals

Due dates for reading assignments are listed in the syllabus, so you need to complete these reading assignments before coming to class. Also, this type of active involvement will prepare you for our class discussions and paper assignments.

After designated assigned readings, you will reflect in an “evaluation free” writing journal about the moves that you made as a reader and a thinker. Designed to be an introspective approach to reading, this assignment helps you to understand your own and others’ thinking. During this writing, you should

1. Summarize the reading, including restating the thesis and most important supporting points of the passage.
2. Write a response to the text in which you discuss connections, objections, or questions. Aim your response at what the author is saying and how he/she is saying it.
3. Create a discussion question from the reading. Frame the question in a way that it would evoke a meaningful, thoughtful conversation among classmates. For example, suppose you read an essay by Richard Marius titled “Writing Drafts.” To create a thoughtful, rhetorical discussion among classmates, you might ask, “What is the author’s purpose in writing this essay and how does he go about accomplishing that purpose?”

You are asked to submit three reading response journals from assigned textbook readings. Each journal should focus on five assigned readings from our textbook. If you turn them in at the due date indicated in the syllabus and if you make a meaningful attempt to write a response to the reading, construct a reflective commentary, and formulate an assessment about the reading, you will be given 5 points for having completed that assignment.

Exploratory Writings

Exploratory writings include unannounced quizzes and informal writing assignments. Like your reading response journals, you will continue to explore the readings from multiple perspectives. You will also delve into critical questions related to your two multi-draft writing assignments. In other words, your informal responses in these exploratory writings will develop into your formal or academic essays. All exploratory writings should be placed into a folder along with the related multi-draft essay.

Similar to your reading response journals, exploratory writings are “evaluation free” writing zones in that they are meant as a space for you to think through the readings and writing assignments, in writing, without having to worry about grammar, organization, and other features characteristic to polished presentation final draft writing.

MLA Writing Assignment 1: Comparing Writing Processes

Richard Marius, in his article on “Writing Drafts” on page 91-94 of your textbook, presents his ideas toward writing. Read his article to pin down as precisely as you can what his ideas are. Your assignment is to write a short comparison (emphasizing similarity) and/or contrast (emphasizing difference) between your writing processes and those proposed by Marius.

When comparing your own writing processes, consider how you have approached high-school, college, or work-related writing assignments. Formulate your judgment (often called a thesis statement) as an introductory sentence that announces the basis of your comparison and/or contrast. Or, if your judgment falls somewhere between comparison and contrast, you can frame your introductory sentence to reflect that complexity. Support your judgment with enough reasons to make a persuasive case for similarity and/or difference. Shoot for 2-3 pages.

Write this in narrative form, not bulleted, and coherently organize your ideas around a central theme. Use MLA formatting, including in-text citations and a works cited section.

MLA Writing Assignment 2: How Things Get to Be Cool

The cartoon sequence (Figure 1 in your handout) presents an implicit theory about how—and why—things get to be “cool.” After a careful reading of the cartoon, you are asked to evaluate derf’s theory of “how it works.” In other words, you will be testing his theory against your own experience of shifting fads and fashions, of how things come to be “in,” and how they go “out” again.

During the course of the essay, address the following:

1. Pin down what derf’s theory actually is.
2. Interpret the meaning or “message” presented by derf.
3. Choose a fad or style that you or close friends adopted and see how closely derf’s theory explains your experience.

Your essay should make it clear whether your experience affirms, revises, or refutes derf’s theory. Shoot for 3-4 pages.

Write this in narrative form, not bulleted, and coherently organize your ideas around a central theme. Use MLA formatting, including in-text citations and a works cited section.

MLA Multi-Draft Writing Project 3: Differences in Men's and Women's Talk

You will critically read and respond to “Talk in the Intimate Relationship: His and Hers” by Deborah Tannen. During the course of your response, you will compare her article about men's and women's talk with your own experience and that of your peers. To accomplish this, you should address the following:

1. Write two paragraphs defining what Deborah Tannen calls “metamessages:”
 - a. In the first, use “academic discourse”—the language of the article itself.
 - b. In the second, use “colloquial discourse”—the language of the dorm or street, which you use to talk to your friends (especially same-sex friends) about dating and courtship.
2. In about a page, summarize Tannen's article about men's and women's talk, quoting its most salient phrases.
3. Decide whether or not Tannen's article about men's and women's talk is fair to both genders. Is her language entirely objective, or is she pushing a political or gender-biased agenda? Illustrate your answer with two examples quoted from the passage.
4. Decide to what extent you agree with Tannen's article about men's and women's talk. Test her ideas against your own personal experience, the experience of at least six of your peers, and three scholarly sources. First, explain whether or not your personal experience confirms, revises, or refutes Tannen's claims. Second, you should interview six or more student “subjects,” explaining Tannen's ideas about men's and women's talk (see 2 above) and recording their responses. Finally, find three scholarly articles and explain how they compare to the main points in Tannen's article.

Your essay should be 6-7 pages.

Write this in narrative form, not bulleted, and coherently organize your ideas around a central theme. Use MLA formatting, including in-text citations and a works cited section.

****To get credit for this English 101 composition class, you must hand in all three of these writing assignments.****

Two In-Class Essay Exams

You will complete two unaided, timed writing assignments in this class. These in-class essays will ask you to evaluate or compare arguments from textbook authors. You will have the entire class session to re-read the text(s), outline a response, and compose a coherent in-class essay that uses in-text citations plus analysis that addresses the constraints of the writing prompt.

Policies

Dropping the Course

Though a student can be dropped for absences, it is ultimately the student's responsibility to drop the course at the registrar's office. In addition, if a student fails to turn in two assignments on time, that student will be dropped.

Paper Format

Please use MLA formatting for all papers, including in-text citations and a works cited section. Keep in mind some of the following guidelines:

- Papers must be typed, double-spaced, and on 8 1/2 by 11 inch white paper with a 1 inch margin.
- At the top left corner, put your name, the assignment name, and the due date.
- All require centered titles with no more than three spaces under name/due date area.
- Make title same font and size as rest of type in paper.
- All papers should be stapled in the upper left-hand corner.

Please see MLA sample paper for precise format expectations:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_paper.html

Accommodations for Students with Disabilities

If you require a disability-related accommodation, please let the instructor know within the first class week. You must contact Disabled Student Programs and Services (DSPS) directly to make your request. You will be required to provide DSPS with professional verification of your condition(s). DSPS is located in ADSS 105. The phone numbers: Main Office (909) 384-4443 Video Phone (909) 332-5877.

Library

Call 384-8841 for information and current hours. Or visit the library website: <http://library.valleycollege.edu/>. Note: there is an overflow computer room in LA 206 (Reading Lab area) that provides access to computers (printing not available).

Student Success Center

Located in PS134, the center provides math, science, and general peer tutoring.

The Writing Center

The Writing Center helps students at all levels and from all disciplines to improve their writing. An experienced staff of writing consultants are available for one-on-one writing conferences with students. The Center also offers workshops that focus on various aspects of the writing process. The Writing Center in Liberal Arts 201; phone (909) 384-8244. Appointments must be made via SARS: https://esars.sbccd.org/V_WritingCtr/eSARS.asp

Required to visit the Writing Center twice during the semester, you will receive five percentage points for each visit. To receive credit, please request a verification slip indicating your Writing Center attendance. Right before or after a class session, show me your verification slip so that I can record your points into Canvas.

Counselors

Counseling is available to assist students with career and curriculum planning decisions, as well as personal problems such as drug and alcohol dependency, stress, etc. Call 384-4404 for current hours or additional information. Students should definitely see a counselor within the first semester at SBVC to construct an Education Plan and should see a counselor as needed after that to update that plan with any changes in major or transfer plans.

Self-Assessments and Peer Responses

These assignments, the successful completion of which will count toward your overall grade in your multi-draft essay, are important activities to help you to revise your essay in substantive ways and to help you become more aware of the strengths and weaknesses of your own writing processes. The self-assessments and peer responses should be submitted on the same day you turn in your multi-draft essay.

Attendance

There are no excused absences. Your fifth absence will lower your overall grade by 2%, and your sixth absence will lower your overall grade an additional 8%. Seven absences for whatever reason will result in a failing grade. Please note that in-class assignments can not be made up unless prior arrangements have been made. Your diligent attendance and active involvement will help you to make satisfactory progress.

Grading Policies

This class will be graded on an A B C, D, or F basis. The 100 percentage points for this course are distributed as follows:

Reading Response Journals	=	15 (5 pts. each)
MLA Essay 1	=	05
MLA Essay 2	=	15
MLA Essay 3	=	25
Writing Center Visits	=	10 (5 pts. each)
Attendance	=	10
Pop quizzes/In-class assignments	=	10
In-Class Essays	=	10 (5 pts. Each)

100 pts

Your grade will be set according to the following scale:

A = 90% or above

B= 80%-89%

C= 70%-79%

D= 60%-69%

F= 59% or below

Assessment of Written Work

Your writing assignments will be assessed in the following areas: meeting the assignments' requirements, exploring the issues thoughtfully and in depth, coherently and logically organizing ideas supported by apt reasons and well-chosen examples, and being generally free from errors in mechanics, usage, and sentence structure.

Late Paper Policy

All papers are due at the beginning of class on the day they are due. I will not accept late papers unless you've made arrangements with me in advance. If your extenuating circumstances warrant an extension, I will give you one. However, you do need to talk to me about it; therefore, we can work out an acceptable plan together, in advance, that will allow you to successfully complete the assignment. Avoid the following unacceptable scenarios:

Submitting paper after the due date without having made prior arrangements

Missing class and then submitting paper the next class

Submitting the paper by E-mail on the day it is due or after

Making excuses for why the paper is not submitted on time (i.e., file cannot be retrieved from hard drive or was mistakenly deleted or infected by a virus)

Plagiarism

The university has strict guidelines regarding this issue: “Plagiarism is the presentation as one’s own ideas and writings of another. Students must make appropriate acknowledgment of the written source where material is written or compiled.” Students who plagiarize will be reported in writing to the division dean for disciplinary action, and discipline could include removal from class, suspension or expulsion. A finding of plagiarism by the Disciplinary Committee can also result in a notation in your permanent record/transcript.

Keep in mind the following forms of plagiarism and the consequences for each offense:

1. Cheating: Borrowing, buying, or otherwise obtaining writing composed by someone else and submitting it under your name. Minimum penalty is “NC” in the course; the maximum penalty is suspension from the university. Dean of students is notified of the offense.
2. Non-attribution: Writing your own paper but including passages from another work without providing parenthetical notes citing the source and quotation marks or block indentation to indicate exactly what has been copied from the source. Minimum penalty is subsequent revision of the paper to avoid a “NC;” depending on the degree of deception, another penalty may be “NC” in the course; the maximum penalty may result in suspension from the university. Dean of students may be notified of the offense.
3. Patch writing: Writing passages have not been copied exactly but have been borrowed from another source. Even though parenthetical notes citing the source have been provided, you have paraphrased the source’s language too closely. Though patch writing may appear in your preliminary drafts, it is not acceptable in final draft academic writing. Minimum penalty is a subsequent revision of the paper. Dean of students is not notified of the offense.

Final Note

Welcome to English 101! Together we can make this a great course, and I will do everything I can to help you reach the high expectations San Bernardino Valley College has set forth. If you have questions, please contact me before or after class, by E-mail, or in my office. As a result, we can work out any questions or concerns that you may have relating to matters of instruction.

Tentative Course Outline

Week	Date	Class Topics	Homework	MLA Writing Assignments, Reading Response Journal Due Dates
1	Jan 14	Introduction to class	Begin working on MLA writing assignment 1; Marius: <i>Writing Drafts</i> p. 90	
	Jan 16	Introduction to class cont.; discuss <i>Writing Drafts</i>	Lame Deer and Erdoes: <i>Alone on the Hilltop</i> p. 96; continue working on MLA writing assignment 1	
2	Jan 21	Discuss <i>Alone on the Hilltop</i> ; Discuss the process you used to write papers in the past	Elbow: <i>Desperation Writing</i> p. 108; continue working on MLA writing assignment 1	
	Jan 23	Discuss how to write a compare and contrast essay and how to write explanatory compare/contrast theses	Catton: Grant and Lee: <i>A Study in Contrasts</i> p. 194; Twain: <i>Two Views of the Mississippi</i> p. 199; continue working on MLA writing assignment 1	
3	Jan 28	Discuss <i>Two Views of the Mississippi</i>	Britt: <i>Neat People vs Sloppy People</i> p. 208; continue working on MLA writing assignment 1	
	Jan 30	Coherence and Cohesion ; Conferencing/questions	Mukherjee: <i>Two Ways to Belong in America</i> p. 212; Complete MLA writing assignment 1	
4	Feb 4	Introduce MLA Writing Assignment 2; Discuss derf's theory	Angelou: <i>Grandmother's Victory</i> p. 14; Begin working on MLA writing assignment 2	MLA Writing Assignment 1: Comparing Writing Processes
	Feb 6	Explore interpretations of the meaning or "message" presented by derf; discuss <i>Grandmother's Victory</i>	Malcolm X: <i>Coming to an Awareness of Language</i> p. 21; continue working on MLA writing assignment 2	
5	Feb 11	Discuss current fads or styles and whether or not derf's theory accurately explains how these fads were	Didion: <i>Marrying Absurd</i> p. 61; Byers: <i>Monuments to Our Better Nature</i> p. 73; continue working on MLA writing assignment 2	

		adopted; discuss <i>Coming to an Awareness of Language</i>		
	Feb 13	Self-Assessment Workshop ; discuss <i>Monuments to Our Better Nature</i>	Goodman: <i>The Company Man</i> p. 121; continue working on MLA writing assignment 2	Reading Response Journal 1 (Five assigned readings)
6	Feb 18	Discuss <i>The Company Man</i>	Parker: <i>What is Poverty?</i> p. 115; continue working on MLA writing assignment 2	
	Feb 20	Peer Review Workshop 1 ; discuss punctuation patterns	Noda: <i>Growing Up Asian in America</i> p. 159; continue working on MLA writing assignment 2	
7	Feb 25	Peer Review Workshop 2 ; discuss <i>Growing Up Asian in America</i>	Viorst: <i>The Truth about Lying</i> p. 168; continue working on MLA writing assignment 2	
	Feb 27	Discuss <i>The Truth about Lying</i>	Lutz: <i>Doublespeak</i> p. 174; continue working on MLA writing assignment 2	
8	Mar 3	Editing Workshop 1 ; discuss sentence variety ; discuss <i>Doublespeak</i>	Griggs: <i>The 12 Most Annoying Types of Facebookers</i> p. 187; continue working on MLA writing assignment 2	
	Mar 5	Transition words/phrases	Zinsser: <i>Clutter</i> p. 241; continue working on MLA writing assignment 2	
9	Mar 10	Discuss <i>Clutter</i> ; Editing Workshop 2 ; Conferencing/questions	Davies: <i>A Few Kind Words for Superstition</i> p. 231; Complete MLA writing assignment 2	
	Mar 12	Introduce MLA Writing Assignment 3; discuss <i>A Few Kind Words for Superstition</i>	Soto: <i>Like Mexicans</i> p. 223; Tannen: <i>Talk in the Intimate Relationship: His and Hers</i> ; Begin working on MLA writing assignment 3	MLA Writing Assignment 2: How Things Get to Be Cool
10	Mar 17	Spring Recess	Spring Recess	Spring Recess
	Mar 19	Spring Recess	Spring Recess	Spring Recess
11	Mar 24	Discuss <i>Talk in the Intimate Relationship: His and Hers</i>	Continue working on MLA writing assignment 3	

	Mar 26	In-Class Essay Exam 1	Continue working on MLA writing assignment 3	Reading Response Journal 2 (Five assigned readings)
12	Mar 31	Discuss <i>Talk in the Intimate Relationship: His and Hers</i> further	Continue working on MLA writing assignment 3	
	April 2	Exploratory writing: write two paragraphs defining what Deborah Tannen calls “metamessages”; discuss <i>Hitler</i>	Meyer: <i>Hitler</i> p. 286; continue working on MLA writing assignment 3	
13	Apr 7	Exploratory writing: write a summary of Tannen’s article about men’s and women’s talk, quoting its most salient phrases	Petrini: <i>Oceans</i> p. 314; continue working on MLA writing assignment 3	
	Apr 9	Exploratory writing: decide whether or not Tannen’s article about men’s and women’s talk is fair to both genders; discuss <i>Oceans</i>	Dilliard: <i>Weasels</i> p. 349; continue working on MLA writing assignment 3	
14	Apr 14	Exploratory writing: decide to what extent you agree with Tannen’s article about men’s and women’s talk	Brown: <i>Extreme Reading</i> p. 354; continue working on MLA writing assignment 3	
	Apr 16	Exploratory writing: create a survey of questions about Tannen's article; discuss <i>Extreme Reading</i>	Kornblum: <i>Tapping into Text Messaging</i> p. 364; Conduct survey by interviewing six peers and recording their responses; continue working on MLA writing assignment 3	
15	Apr 21	Clauses and sentence structure	Revkin: <i>Global Warming IS Eroding Glacial Ice</i> p. 389; continue working on MLA writing assignment 3	
	Apr 23	Self-Assessment Workshop ; discuss <i>Global Warming Is Eroding Glacial Ice</i>	Stott: <i>Cold Comfort for Global Warming</i> p. 394; continue working on MLA writing assignment 3	Reading Response Journal 3 (Five assigned readings)
16	Apr 28	Peer Review Workshop 1 ; discuss <i>Cold Comfort for</i>	Gould: <i>Dinosaurs</i> p. 448; continue working on MLA writing assignment 3	

		<i>Global Warming</i>		
	Apr 30	Peer Review Workshop 2 ; discuss <i>Dinosaurs</i>	Continue working on MLA writing assignment 3	
17	May 5	Editing Workshop 1 ; discuss <i>Dinosaurs</i> cont.	King: <i>I have a Dream</i> p. 407; continue working on MLA writing assignment 3	
	May 7	Editing Workshop 2 ; discuss <i>I have a Dream</i>	Brady: <i>Why I Want a Wife</i> ; continue working on MLA writing assignment 3	
18	May 12	Conferencing/questions	Complete MLA writing assignment 3	
	May 14	In-Class Essay Exam 2		MLA Multi-Draft Writing Project 3: Differences in Men's and Women's Talk
19	May 19	Last Day of Class		