

Instructor Michael Buckhoff
English 103A
MWF 1:20-2:30 UH060

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Course Description

English 103A, the second quarter of a thirty week writing course (102A, 103A, 104A), asks you to consider the role language plays in shaping how we see, read, and understand ourselves and the culture in which we live. Toward this aim, we will continue to 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. For example, by analyzing the issue of health care, one issue among many confronting us today, we can consider the social implications of how this issue affects our thinking with regard to race, class, and gender. And through these considerations, we can think about how writing, language, and rhetoric can be used to create social change by intervening in these processes.

As we explore these issues, you will be developing and strengthening the kind of reading, writing, researching, and thinking expected at the colleges at CSUSB and beyond. Developing critical literacy will also help you to think more critically about the culture in which you live. And, 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 goals:

- To study how language works within particular [communities](#) to create meaning and knowledge
- To notice how different [genres](#) (kinds) of writing are integral in creating meaning and knowledge
- To consider how we can pay attention to language in order to enter and intervene in meaning and knowledge construction
- To learn some of the conventions of writing expected in higher education, including [source citation](#)
- To develop some reading strategies that will help you to [read actively and critically](#)
- To develop some solid [research/information literacy strategies](#), including being able to identify when you need information and knowing how to locate and [evaluate sources](#)

Like the previous quarter, this intensive thirty week 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.

Course Materials

[75 Readings plus](#) 9th Edition by Santi V. Buscemi. McGraw Hill, 2010. ISBN: 978-0-07-729257-7.

A non-fiction book of your choice

An e-mail account (everyone enrolled at CSUSB is given an e-mail account; please let me know if you need to learn how to access your account.)

Flash Dive

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

A [dictionary](#)

Course Requirements

Reading Response and Exploratory Writings

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 will be asked to submit two reading response journals from assigned textbook readings. 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 2.5 points for having completed that assignment.

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.

Both reading responses and 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. Keeping this in mind, I will not grade them, but you will get credit for completing them, and your completion of this writing assignment will help me to better address your questions and comments during in-class activities.

Multi-Draft Writing Project 1: Book Review of a Non-fiction Work

Last quarter, you wrote about a controversial issue and what positions politicians, commentators, and regular folk had in regards to that issue. Then you did research to determine which version was, in your opinion, the better fairer argument to that issue.

This quarter, you are being asked to find a nonfiction book about politics or current events related to the central argument you explained and defended in that research paper. For example, if you wrote about the the Iraq War and how it was a mishandled war from the beginning, you might be interested in reading [Where Men Win Glory: The Odyssey of Pat Tillman](#) by Jon Krakauer, in which case he makes similar arguments. You can find such books in stores like [Barnes and Noble](#). Get your non-fiction book as soon as possible.

As a participant in the discourse community of book reviews, there are some constraints on what can be said and how it can be said. Given that the purpose of a book review is to help others decide on whether or not they might read the book or, if they have read the book, they might want to learn others' opinions of the book they just read, you should explain what the book is about, who wrote it, and how he/she goes about establishing the purpose or point of the book being reviewed. Additionally, you may want to assess whether the author does a good job and why.

To effectively review a book, you will do a number of things: summarize the writer's thesis or purpose, particularly focusing on what s/he teaches, argues, or answers; discuss how the writer makes his/her arguments; and assess the credibility, quality, or relevance of the work.

You should keep in mind that your initial audience for this work will be your classmates and me, some of whom may or may not have read your book. However, after your final revision of your book review, you will also post a condensed version of your review online at the appropriate web site or blog of your choosing. Therefore, you will have a "real" audience for this book review, so you want to make sure that your book review accomplishes its purpose.

There are three parts to this writing assignment: an assessment of the writing assignment, the book review, and a condensed 200 word version of your review.

Part 1: Assessing the Rhetorical Nature of Book Reviews (1-2 pages)

Before writing your book review, it is vital to understand the rhetorical situation and some general rhetorical patterns. Having this understanding BEFORE you write your book review will help you to make effective writing choices. I would like you to answer the following questions relating to the genre and purpose for writing book reviews.

What purpose does a book review serve?

What expectations do readers have from a book review?

Whom might be the readers for your book review? Try to imagine a variety of people who will read this review. What assumptions and level of knowledge will they bring to your review? In addition to considering your classmates, you should consider the readers of the blog or web site to which you will house your book review. What type of assumptions will they make about the book and the writer?

What is your specific purpose in writing your particular book review and given this purpose, what kind of information will you include? Be VERY specific here.

Part 2: Book Review (3-4 pages)

Aim at accomplishing the following objectives by including:

A title

An MLA bibliographic entry identifying the book being reviewed (Many put this right under the review title)

The name of the book and the author early in your review

A mention of what genre the book belongs to

An explanation of the author's background and credentials and why he/she is or is not suitable person to write the book

A discussion of the what the main point of the book is, what purpose it serves, how the writer makes the central argument, and whether or not the purpose/argument is relevant to today's society

A discussion of whether or not the writer provides credible evidence, explanation, or examples

A conclusion of what you like, dislike, or find disconcerting about the book

Of course, you can go beyond these guidelines if you like. Write this in narrative form, not bulleted, and coherently organize your ideas around a central theme.

Part 3: Condensed Version of Book Review (1/2 page)

You may want to find the blog or web site to which you want to post your review. Read other reviews to get an idea of the formality of the language used. Then make any necessary adjustments. Repackage your book review so that it is no longer than 200 words. Then post it at whatever web site you feel will best showcase your work.

Multi-Draft Writing Project 2: Research Project (6-7 pages)

Now that you have critically reviewed your book, you will compare some of the writer's central arguments with your own experience and that of your peers and scholarly experts. To accomplish this, you should address the following:

1. Write 2 paragraphs defining two central arguments or concepts made by the writer.
 - a. In the first paragraph, use “academic discourse”—the type of language found in our textbook [75 Readings Plus](#) .
 - b. In the second paragraph, 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.

In short, you are moving across one discourse community (e.g., the language typically found in an academic classroom environment) to another (e.g., the typical language found in a casual environment of your peers). Therefore, you will need to adapt your language use so that it best suits your audience whether they be in a formal or informal situation.

2. In about 2-3 pages, summarize the book that you read, quoting its most salient phrases. In other words, you are “repackaging” the book review you wrote in your multi-draft essay 1 into an objective report or summary. It is important that you remain objective at this part of your assignment, for, as you will soon see, this part the writing assignment will be a research tool as you gather opinions from your peers.
3. Decide whether or not the author presents a fair or biased argument to his/her audience. Is his/her language entirely objective, or is s/he pushing a political or gender-biased agenda? Illustrate your answer with four examples quoted from the passage.
4. Decide to what extent you agree with the central arguments made by the writer. Test his/her ideas against your own personal experience, the experience of at least six of your peers, and at least three experts. For this, you should interview six or more student “subjects,” explaining the writer's thesis and central arguments (see 2 above) and recording their responses. In addition, you should find three scholarly articles which agree or disagree with the central arguments made by the writer of your book.

Your essay should be 6-7 pages. Be sure to use MLA documentation to cite your interviews and expert sources.

Writing Center Visits

You are required to have one visit with a tutor at the [writing center](#) located in UH387. Many knowledgeable, interested, and friendly tutors in the center are ready to help. Should you choose to go more than the one required visit, you will receive five extra credits points for each additional visit. Though you can receive no more than ten extra credit points for going to the writing center, you may go as many times as you like.

Self-Assessments and Peer Responses

These assignments, the successful completion of which will count toward your overall grade in your two multi-draft essays, are important activities to help you to revise your essays 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

Each absence equals -5 points from a total of 20 pts. Five unexcused absences (either from non participation, from missing class, or from coming to class at least 30 minutes late) 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.

If you are sick with the [flu](#) or have some other acute medical condition which prevents you from attending class, document the absence by getting a doctor's note. You can get such a note from the [health center](#). Or, if you cannot get a doctor's note, have a close relative write a short note documenting your illness. You will be excused from missing that class. Under no circumstances should you come to class sick with the flu.

Group Project

At the end of the quarter, you will be placed into small groups in which you will prepare a presentation of the most important points of multi-draft writing project 2. You should keep in mind that the presentation will be digitally recorded and uploaded to [You Tube](#). In addition to your classmates, you will have a worldwide audience who will watch your presentation. Keep both audiences in mind by repackaging your writing project so that it is visually engaging, concise, and informative. The group presentation should be no longer than 5 minutes. You and your group will decide on how to best present the group project.

Grading Policies

This course is graded on a Credit (CR)/No Credit (NC) basis. Students who receive a CR for the course will go on to 104A. You are guaranteed a CR if you earn 75 of the possible 100 percentage points, distributed as follows:

Reading Response Journals =	5 (2.5 pts each)
Multi-Draft Essay 1 =	30
Multi-Draft Essay 2 =	30
One required Writing Center visit =	05
Attendance =	20 (-5 pts for each absence)
Group Project =	10
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	100 pts

Assessment of Written Work

The two multi-draft 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

Sliding paper under office door on the day it is due or after

Giving paper to English Department administrative assistant and having her place paper in my box on the day it is due or after

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)

ADA Information

If you are in need of an accommodation due to a documented disability, please let me know and also contact Services to Students with Disabilities (SSD), located in UH 183 (909-537-5238 or 909-537-5242-TDD).

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." 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.

For additional information regarding cheating and plagiarism, please refer to the CSUSB Bulletin under "Academic Regulations," under which information about course withdrawals can also be found. You should follow all policies contained therein.

Final Note

Welcome to English 103A! Together we can make this a great course, and I will do everything I can to help you reach the high expectations this university 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

Faculty are contractually forbidden to provide instruction on six workdays this term. The daily schedule below reflects days when classes will not meet and also additional days when the instructor is not permitted to engage in such activities as meeting with students, advising, grading tests, responding to student work, writing letters of recommendation, and answering course-related e-mail.

Faculty have also been asked to assign students additional course work to make up for omitted class meetings and otherwise to assure that students fully earn any credit hours they receive for this course.

- Jan 11 In class: Explain class assignments and requirements
 Discuss the genre of book reviews
 Homework: Get a non-fiction book; assess the Rhetorical Nature of Book Reviews (complete 1-2 pages)
- Jan 13 In class: Group and class discussion on what will or will not be included in respective book reviews (Bring some sample book reviews to class for discussion)
 Homework: Read Maya Angelou's *Grandmother's Victory*; Read nonfiction book
- Jan 15 In class: Discuss *Grandmother's Victory*
 Homework: Read Malcolm's X's *Coming to an Awareness of Language*; read nonfiction book
- Jan 18 In class: **Martin Luther King, Jr Day Observed**
 Homework: Read Joan Didion's *Marrying Absurd*
 Read nonfiction book; begin writing book review
- Jan 20 In class: Discuss *Marrying Absurd*
 Homework: Read Judith Ortiz Cofer's *A Partial Remembrance of a Puerto Rican*
 Read nonfiction book; begin writing book review

- Jan 22 In class: Exploratory writing plus class discussion on what your author's background and credentials are and why he/she is or is not suitable person to write the book
Homework: Read John Lane Deer's and Richard Erdoes' *Alone on the Hilltop*
Read nonfiction book; write book review
- Jan 25 In class: Discuss *Alone on the Hilltop*
Homework: Read nonfiction book; write book review
- Jan 27 In class: Exploratory writing + class discussion on what the main point of the book is, what purpose it serves, how the writer makes the central argument, and whether or not the purpose/argument is relevant to today's society
Homework: Read Ellen Goodman's *The Company Man*
Read nonfiction book; write book review
- Jan 29 In class: Discuss *The Company Man*
Homework: Read nonfiction book; write book review
- Feb 1 In class: Exploratory writing + class discussion on whether or not the writer of your book provides credible evidence, explanation, or examples to support his/her argument
Homework: Read Judith Viorst's *The Truth about Lying*
Read nonfiction book; write book review
- Feb 3 In class: Discuss *The Truth about Lying*
Homework: Read William Lutz's *Doublespeak*
Read nonfiction book; write book review
- Feb 5 In class: Discuss *Doublespeak*
Homework: Read Mark Twain's *Two Views of the Mississippi*
Read nonfiction book; finish writing book review

12

- Feb 8 In class: Discuss *Two Views of the Mississippi*
Homework: Read nonfiction book; finish writing book review
- Feb 10 In class: Self- assessment workshop
Make arrangements for peer reviews for next class session
Homework: Read Scott Russell Sanders' *The Men We Carry in Our Minds*
Bring two copies of book review to next meeting with peers.
- Feb 12 In class: **State Budget Closure Day**
Homework: Complete peer reviews with two other students from class
- Feb 15 In class: Editing workshop
Homework: Read William's Zinsser's *Clutter*
- Feb 17 In class: Discuss *Clutter*
Final draft of multi-draft writing project 1 due (Also include self-assessment notes, 2 peer review workshop notes, and 1 editing workshop notes)
Homework: Begin 2nd writing assignment
- Feb 19 In class: Differentiating between formal and informal discourse
Exploratory writing + class discussion about two central arguments or concepts made by the writer.
Homework: Read Bailey White's *Forbidden Things*
Begin 2nd writing assignment
- Feb 22 In class: Differentiating book reports from book reviews
Exploratory writing + class discussion on the thesis or central argument of your book and its most important supporting details
Homework: Read K.C. Cole's *The Arrow of Time*
Continue 2nd writing assignment

13

- Feb 24 In class: Criteria for detecting bias/fairness
Exploratory writing + class discussion on whether or not the author of your book presents a fair or biased argument
Homework: Read Paul Salopek's *Shattered Sudan*
Continue 2nd writing assignment
- Feb 26 In class: **Personal Faculty Furlough Day**
Homework: Finish reading response journal and be ready to turn it in the next class
Continue 2nd writing assignment
- Mar 1 In class: Using your summary and making a survey to gather research
Exploratory writing + class discussion on what types of questions you will ask your peers about the book you read
Reading Response Journal 1 Due (Five Articles)
Homework: Finish 2nd writing assignment; bring a rough draft to next class.
- Mar 3 In class: Self-assessment workshop
Homework: Read Horace Miner's *Body Ritual among the Nacirema*
Make appointment to visit writing center on Mar 11 or 12.
Based on notes from self-assessment, make meaningful revisions of your rough draft of 2nd writing assignment
- Mar 5 In class: Complete peer review workshop 1
Homework: Read Garrett Hardin's: *Lifeboat Ethics: The Case against Helping the Poor*
Based on peer review feedback, make needed changes to 2nd writing assignment.
- Mar 8 In class: Discuss *Lifeboat Ethics: The Case against Helping the Poor*
Homework: Read Alan M. Dershowitz's *Shouting Fire*
MLA format 2nd writing assignment including in-text citations and a works cited section; to get help in proper research and documentation, [click here](#).

14

- Mar 10 In class: Complete peer review workshop 2
Homework: Read Jonathan Kozol's *The Details of Life*
Based on peer review feedback, make needed changes to 2nd writing assignment.
- Mar 12 In class: **Personal Faculty Furlough Day**
Homework: Complete editing workshop by attending the writing center; based on input from writing center tutor, make necessary changes to 2nd writing assignment.
Read Jonathan Swift's *Modest Proposal*
Finish Reading Response Journal 2
- Mar 15 In class: Group Presentations
Conferencing during which you can discuss any problems or concerns you may have with 2nd writing assignment
1st chance to submit final draft of multi-draft writing project 2 (Also include self-assessment notes, 2 peer review workshop notes, and 1 editing workshop notes)
Homework: Read Naomi Shihab Nye's *To any Would-Be Terrorists*
Do not procrastinate! Make sure that your 2nd essay is completely finished, including thoughtful revising, editing, and MLA formatting. Also, make sure that you have completed 1 self-assessment, 2 peer reviews, and 1 editing workshop. You will need to place evidence of having completed these workshops in your manila folder along with your final draft.
- Mar 17 In class: Group Presentations
Conferencing during which you can discuss any problems or concerns you may have with 2nd writing assignment
Homework: Read Any Tan's *Mother Tongue*
Do not wait until the last minute! Make sure that your 2nd essay is COMPLETELY finished.

Mar 19 In class: Group Presentations

Conferencing during which you can discuss any problems or concerns you may have with 2nd writing assignment

2nd chance to submit final draft of multi-draft writing project 2 (Also include self-assessment notes, 2 peer review workshop notes, and 1 editing workshop notes)

Homework: Read Sandra Cisneros' *Only Daughter*

Mar 22 In class: Group Presentations

Conferencing during which you can discuss any problems or concerns you may have with 2nd writing assignment

Homework: The next class session is ABSOLUTELY your last chance to submit your 2nd writing assignment. Take time to make sure your folder is COMPLETE, including all the necessary notes from the self- assessment (1), peer review (2), and editing (1) workshops. Evidence of having completed these workshops must be included in your folder in order for you to receive credit for this paper.

Mar 26 **Last chance to submit final draft of multi-draft writing project 2 (Also include self-assessment notes, peer review workshop notes, and editing workshop notes)**

Reading Response Journal 2 Due

Final Exam Friday 12:00-1:50 PM