

Instructor Michael Buckhoff
English 105
MW 4:00-5:50 UH 264
E-mail: michael@csusb.edu
Office Hours: TR 12:00-1:30 and 3:00-3:50; MWF 10:00-11:30
Office: UH 301.27

Course Description

English 105, the first quarter of a twenty week writing course (105-106), 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 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](#)

During this intensive twenty week writing course, you will be asked 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.

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 .drive

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. Write a response to a text.
2. Construct a reflective commentary on the moves you made as a reader and the possible reasons for them.
3. Formulate an assessment of a particular text that your reading produced.

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 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: Entering Discourse Communities

A discourse community refers to all forms of communication contributing to a particular, institutionalized way of thinking used by a certain group of people who use, and thus help create, a particular discourse. For example, your textbook, 75 Readings Plus, is used by first year college students at many US universities. You, a college student, will become part of this discourse community. Another example of a discourse community are subscribers to my TOEFL blog at [Better TOEFL Scores](#). Prospective international students desiring to pass the Test of English as Foreign Language so that they can gain admission into English-speaking universities are part of this discourse community. You are not part of this discourse community. Like countless others, these two discourse communities have their own unwritten rules about what can be said and how it can be said. For example, students in my English 105 class would not appreciate an article about how to pass the TOEFL exam. Or, subscribers on my E-mail list would not appreciate reading 75 Readings Plus since it does not apply to them at their current stage of English learning. Most people move within and between different discourse communities every day. This is what you will do in this writing assignment.

According to American linguist John Swales, a discourse community shares six characteristics

1. has a broadly agreed set of common public goals.
2. has mechanisms of intercommunication among its members.
3. uses its participatory mechanisms primarily to provide information and feedback.

4. utilizes and hence possesses one or more genres in the communicative furtherance of its aims.
5. in addition to owning genres, it has acquired some specific lexis.
6. has a threshold level of members with a suitable degree of relevant content and discursal expertise.

In this writing assignment, you will enter two discourse communities: an academic community of first-year composition students and an online community of subscribers at <http://www.sbsun.com> . To get more familiar with what can be said and how it can be said in an academic discourse community, it is recommended that you read chapter 10 in 75 Readings Plus whose argumentative articles focus on economics, social responsibility, free speech, and global warming.

To get more familiar with what can be said and how it can be said in the online community of subscribers at <http://www.sbsun.com>, you will need to get [subscribe](#) to this web site so that you can have access to the opinion articles. Over a period of two weeks, spend time reading the opinion articles expressed by the columnists. You should also read the “voices by the people” who respond to the opinions expressed by the columnists. Keep in mind that you will be choosing and responding to three opinions expressed by these columnists. You will become one of the “voices of the people.” You can think of this writing project in three parts: academic summaries/responses, a letter-to-the-editor response, and a reflection response.

Part 1: Academic Summaries/Responses (3 Pages)

Write this part of the paper using typical language and form encountered in the articles that you read in chapter 10 or our textbook. Be sure to address the following as you write your academic response.

- A. Summarize three opinions that interest you at <http://www.sbsun.com>.
- B. To what extent do you agree or disagree with the opinions expressed by the columnist(s). To support your position, you may include your own experience, the experiences of family, peers, and friends, and you **MUST** include three academic sources to add credibility to your point of view. You should use MLA documentation, including in-text citations and a works cited section.

Part 2: A Letter-to-the Editor Response (1/2 Page)

Write this part of the paper using typical language and form encountered in the opinions and forum comments that you read online at <http://www.sbsun.com> .

Choose one of your summaries and responses that you wrote in your academic response and repackage it as a letter to the editor. Keep in mind the following guidelines by The San Bernardino Sun:

The Sun welcomes letters to the editor. Letters must be signed and include an address and phone number. Letters may be edited for length, clarity and grammar. Letters should be e-mailed to voice@inlandnewspapers.com.

Your letter to the editor should not exceed 200 words. Upon completion, you will E-mail voice@inlandnewspapers.com your 200 word letter as well as submit it to me as part of this writing project.

Part 3: A Reflection Response (2 Pages)

This part of the writing assignment is a reflection of parts 1-2 of your assignment. Though you certainly are free to discuss more, at least address the following in your reflection response:

- A. Considering race, gender, politics, and class, how are the two discourse communities similar? Different?
- B. Considering language and form, how are these two discourse communities similar? Different? You may want to pay attention to paragraphing, sentence style, vocabulary, use of sources, and any other relevant writing conventions.
- C. When you repackaged the academic response as a letter-to-the-editor response, you had to make language choices. Which issue did you choose and why? What criteria or process did you use to limit your response to 200 words? For example, how did you determine what to keep or delete?
- D. Based on your experience in writing in two different genres (an academic response and a letter to the editor) and in two different discourse communities (1st year writing class and online subscriber forum for The San Bernardino Sun newspaper, what are some of the most noticeable differences in terms of what can be said and how it can be said. Be sure to provide some specific examples to support your analysis.
- E. Which of the two discourse communities do you feel more a part of? Why? What could you do that would better prepare you to become a more meaningful contributor to one or both of these discourse communities?

Multi-Draft Writing Project 2: Which Story Do You Want to Tell?

To make sense of ourselves and of society, we story our pasts, our presents, and our futures; out of these emerge dominant stories that have power in shaping our collective lives. Moreover, our participating in these stories empowers the storytellers be they politicians, commentators, or regular folk. Additionally, subjugated knowledge may also exist, which is especially true with past events. However, with present events, cultural stories are still in the making, thus making unsure what will become dominant and subjugated knowledge.

Choose a topic from the following list:

Afghanistan War
Automotive Industry Bailouts
Barrack Obama's Presidency
California's Financial Crisis
Bank Bailouts
Gay Marriage
George Bush's Legacy
Global Warming
Healthcare Reform
Immigration Reform
Iran's or North Korea's Desire to Produce Nuclear Weapons
Iraq War
Israeli-Palestinian Conflict
Michael Jackson's Legacy
Ozone Depletion
US Financial Crisis

If you have a topic not on the list, you may discuss this alternative topic choice with me before class, after class, or during office hours. For example, you may want to expand on an issue that you discussed in our first writing project.

Investigate the event to suggest the story that you now believe should be the story we tell.

Consider outlining two possible stories or substories that are now being circulated. How are these positions present in the language of politicians, commentators, and regular folk? What are people debating about? Of course, it will be easier if you identify one angle or substory about the event you investigate.

Then research to determine which version is, in your opinion, the better, fairer story. To help make your case, you can critique the representations of the event that you find less worthy, as well as find evidence in support of the story you prefer. Make sure to provide your reasons for choosing and writing the story you would promote.

So that you get a broad picture of the evolving scene, you should consult journalistic resources from the left, the right, and the center. If you narrow your substory well, it may be possible to use three good resources: each one from the left, right, and center, from which you can show the different evolving stories and either to suggest which is preferable or to create a possible fourth version.

You should use MLA documentation, including in-text citations and a works cited section.

Shoot for 6-7 pages.

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 nonparticipation, 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 [YouTube](#). 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 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 106; students who receive an NC must repeat 105 before they can continue on to the next course. You are guaranteed a CR if you earn 75 of the possible 100 percentage points, distributed as follows:

Reading Response Journals =	10 (5 pts each)
Multi-Draft Essay 1 =	25
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. Patchwriting: 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 patchwriting 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 105! 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

- Sept 24 Introduction to course
- Read Davies page 233
- Sept 26 Discuss [Effective prereading strategies](#)
- Oct 1 Exploratory Writing # 1; Read Hall page 237
- Oct 3 Exploratory Writing # 2; Read Staples page 247; Discuss [Five reading techniques to help you read more critically](#); Read Steele page 274; Self-Assessment Workshop: 1st Rough draft of multi-draft writing project 1 due
- Oct 8 Exploratory Writing # 3; Read Whitehead page 283; Discuss [Reading and Rhetoric: Analyzing Style](#)
- Oct 10 Read Meyer page 292; Peer Review Workshop: 2nd draft of multi-draft writing project 1 due; Read Plato page 343; Discuss [Reading and making inferences](#)
- Oct 15 Read Walker page 348; Peer Review Workshop: 3rd draft of multi-draft writing project 1 due
- Oct 17 Exploratory Writing # 4; Read Ehrenreich page 372; Discuss learning and recognizing [rhetorical moves](#), especially when introducing and citing sources
- Oct 22 Read Hardin page 381; Editing Workshop: 4th draft of multi-draft writing project 1 due Read Hentoff page 398; Reading response journal 1 due (Five articles)
- Oct 24 Read Stott page 418; Editing Workshop: 5th draft of multi-draft writing project 1 due
- Oct 29 Exploratory Writing # 5; Read Rodriguez page 438; Read Lake page 453; **Final draft of multi-draft writing project 1 due**
- Oct 31 Discuss Lake
- Nov 5 Exploratory Writing # 6; Read Gould page 460; Read Sullivan page 488
- Nov 7 Exploratory Writing # 7; Read Bures page 510; Self-Assessment Workshop: 1st Rough draft of multi-draft writing project 2 due
- Nov 12 Exploratory Writing # 8

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- Nov 14 Exploratory Writing # 9; Peer Review Workshop: 2nd draft of multi-draft writing project 2 due
- Nov 19 Exploratory Writing # 10
- Nov 21 Exploratory Writing # 11
- Nov 26 Peer Review Workshop: 3rd draft of multi-draft writing project 2 due
- Nov 28 Conferencing
- Dec 3 Conferencing
- Dec 5 **Final draft of multi-draft writing project 2 due;** Reading response journal 2 due