



ENGLISH 103 Composition and Critical Thinking, Fall 2013

Course Prerequisite: Grade of C or higher in English 101

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Online Site: http://myetudes.org	and by apt.	

Course Description

This course, which meets the transfer critical thinking requirement, is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 101. The course will focus on the development of logical reasoning and analytical and argumentative writing skills. There is an online component to this section for which you will need access to a computer and the internet. (Both are available in the library.)

Course Texts

Boutry, Katherine, Clare Norris-Bell and Holly Bailey-Hofmann. *The West Guide to Writing: Success from Community College to University*. Dubuque, Iowa: Kendall Hunt, 2013. **Required.**

Davis, Angela. *Are Prisons Obsolete?* New York: Seven Stories Press, 2003. **Required.**
Available free online or in book form in bookstore.

Singer, Peter. *The Life You Can Save*. New York: Random House, 2010. **Required.** Any edition okay.

Student Learning Outcome

At the end of the course, the successful student will be able to research, evaluate and cite outside sources for use in the student's own writing.

CLASS POLICIES

Disabilities

If you have any learning or physical disabilities, please contact the Disabled Student Programs and Services Office in HLRC 121 at (310) 287-4450. The DSPS will then contact your instructors to notify them of needed accommodations, such as additional testing time, note taker, etc. Do not be embarrassed to seek help. Disabilities are not a reflection of who you are, but of how your brain works. Understanding how you learn is to the first step to success.

Standards

You are responsible to buy your books, do your own work, read your syllabus, and complete the assignments. It is not my responsibility to inform you what assignments are late or missing. You have the wonderful opportunity to take a class, learn things, expand your mind, and get my feedback to help you improve your writing. Don't waste it.

- No late papers are accepted. **1 Exception per student, per semester.** 10 point penalty applies per class, not to exceed 4 classes.
- Missed exams/quizzes cannot be made up.
- You must obtain the books and do all the work for the class or you cannot pass. Missing even one essay is enough to fail you.
- If you disappear for three classes in a row, I will drop you. Consider this fair warning.
- The college classroom is not a place to eat food or take cell phone calls.

But what if there are extenuating circumstances?

There always are! Nearly every WLAC student works 40 hours a week. We all have personal responsibilities: bodies that get sick, cars and computers/printers that break down, loved ones that get sick and (heaven forbid) die. Some have families and children to attend to. This is a given. That's what makes it necessary to manage time and plan ahead in order to succeed!

We all go through tough times, myself included, which is why I can sympathize with your troubles, but I cannot make exceptions. There's nothing that feels as good as a grade that you earned, despite difficulties. If your 'extenuating circumstances' become too overwhelming, withdraw and take the course at a more convenient time (if you can find one!)

Dropping the course

According to college policy, you may be excluded for excessive absences or for not following the Standards of Student Conduct (printed in the Schedule of Classes). If you drop the course, be sure to do so at the Admissions and Business Offices. Otherwise, the grade drops to a "D" or "F" and cannot be removed. Pay attention to drop dates in the Schedule of Classes.

ASSIGNMENTS

ETUDES

As a supplement to this class, an online ETUDES-NG site will be available to enrolled students. (Students adding the class will have a delay in access.) This site will feature lecture content, handouts, etc. and is a helpful resource for the class. You can access our class Etudes site at: <http://myetudes.org/portal> For help logging in, contact the Distance Learning Office at 310-287-4306.

Reports

Before we start our first class text, you will learn how to write a report in the first week of class. You will often have a report assigned for your homework reading. Each report must be three paragraphs typed double spaced, Times New Roman font, 12 pt.

Final Group Project, or Cultural Analysis Project

The cultural analysis project is an opportunity for you to conduct primary research on a topic of interest. This is the capstone of our course and incorporates all the course concepts. You should take it very seriously, but I promise that you will enjoy it very much. You will be working in groups but receive an individual grade. Having had bad experiences myself with group work, I am aware of its disadvantages. I feel the possible advantages outweigh the risks, but as a safeguard against slackers or deserters, all grades assessed to group work will be to individuals. Your affiliation as a group is simply a mechanism for dividing areas of interest and scheduling presentations. Each individual student will get a grade on the work he/she submits. **Every semester I survey students at the end of**

the course, and every time I ask them if the next class should have to do the project, they always say YES. Guidelines for every step of the project are in *The West Guide*. I may also invite some former students to speak with you about their own projects.

Essays

Unlike in 101, I do not CORRECT essays. English 103 students should be able to find their own grammatical errors. This means that students are responsible for proofreading their own papers. Your instructor “evaluates” essays and makes suggestions for improvements in organization, use of evidence, critical thinking, and style. With the exception of the first essay, there will be no corrective remarks on a proofreading level; only general remarks. **Spell Check can be turned on in Microsoft Word at Tools>>Options>>Spelling and Grammar.**

The following guidelines apply to REVISIONS.

- In order to be revisable, the essay grade must be lower than an 82 B-.
- The maximum amount of points possible for revision is 6.
- The revised essay must be stapled to the original, graded essay.
- You must bring the revision (with attached original) to my office and explain to me what you revised.
- Each student is limited to two revisions per semester.

Essay Format

There will be four take-home essays, plus a written midterm and final. All essays must be typed. Format is standard MLA: 12 point Times New Roman double-spaced, 1 inch margins. Other fonts will not be accepted. Please teach yourself how to use headers and footers and number your pages with your last name and the page number. Title pages/binders are not necessary; just head the first page in the upper left corner as follows:

Student Name
Date
Course
Professor's Last Name

...and remember to give each essay a title!

There are many valuable resources for essay formatting, including sample student essays, in *The West Guide*, for your convenience.

MLA Format

Your essays must follow MLA format, which was introduced to you in English 101, and which we will review together. **Essays without a Works Cited page will automatically have 10 points subtracted.**

Plagiarism

Understand and avoid plagiarism – you can also refer to this website re. plagiarism:

<http://www.indiana.edu/~wts/wts/plagiarism/htm> *You must turn in your own work* (not a “modified” paper submitted for another class) and cite your sources appropriately, using MLA Style. We will go over MLA Style, but you are also expected to refer to your handbook for details relating to in-text citations and Works Cited. **Plagiarism is unacceptable and will result in a failing grade for the assignment.**

Why Shouldn't You Plagiarize?

1. An Educational Reason

You cheat yourself out of the opportunity to develop your skills and become a better writer.

2. A Philosophical Reason

Cheating is stealing. Would it be ok if someone took your car, put his/her name on the song you wrote, or took credit for your project at work? What goes around comes around. Don't tempt fate. It's much more satisfying to take satisfaction in what you fairly accomplish. This might mean taking a C that you earn instead of an A that you steal.

3. A Practical Reason

There are teachers out there who don't look closely at student work, but unfortunately for my social life, I'm not one of them. I read every essay, and I will catch you. And fail you.

Grading

- Essays and Final Exam = 65% of your grade.
- Quizzes, Reports and other small credit assignments =20%
- Your Written Portion of the Group Project=10%
- Participation, Attendance=5%

Essay grading gets stricter as the semester progresses. Take care to apply the instructor's suggestions and remarks in essay feedback to your work in subsequent essays. If you continue to make the same mistakes, it will cost you more each time. This is not to frighten you, but simply to motivate you!

Final Grade is based on instructor evaluation of **all** written work (exams, quizzes, essays, etc.) as well as meaningful participation in class; therefore, it is important not only to attend as often as possible but to come prepared to discuss the readings and to write in class. Each essay assignment through the semester earns increasingly more points, based on the assumption that, over the semester and with practice, your writing/thinking/research will sharpen and improve. Research from credible sources and in-text citations, with correct MLA Style, are incorporated into/required of all writing assignments as this is expected and required at 4-year institutions. *Quizzes and other assignments as specified also earn points toward your final grade, and, in general, cannot be made up.

Honors Requirements

Students who wish to take the class for Honors credit must do the following:

- Earn an A or B on every assignment.
- Submit NO late papers.
- Create a PowerPoint for your group project.
- Lead one of the Singer or Davis homework discussions (you may claim them now)

How to Succeed in this Class

- Attend all class sessions, do the required reading, thinking, rereading and writing. DO look up vocabulary words you're not sure of. Observe due dates. Listen carefully and follow all instructions. Seek help as needed. Challenge yourself to do the very best work that you can.
- Be sure to do the assigned readings on the syllabus *before* coming to class, preferably more than once. There may be unannounced quizzes to check on your comprehension of the readings. *Quizzes cannot be made up*. Look up words you are unfamiliar with or unsure about to ensure accuracy in your understanding/comprehension.

- You are also welcome to visit the instructor during office hours to share your concerns and/or get extra help. **Office hours are the hours that the instructor is available to you.** Often you might catch me in early afternoons during “unposted” times as well. Ring my phone and see if I’m there.

****All the handouts that you need for the class are available in the Etudes shell.****

***Guest Speaker Assignment ***

Jerry Flores is a Ph.D. student in the Department of Sociology at the University of California, Santa Barbara. Before attending UCSB, he transferred from Pasadena Community College to San Diego State University where he earned his bachelors and masters degrees. His current research analyzes the experiences and pedagogical practices of instructors working in female juvenile detention facilities in California. This project also explores how incarcerated girls and the instructors who teach them negotiate femininity inside of correctional facilities. His other areas of research include prison ethnography, studies of race and crime.

Your Assignment (due the following class.) NO MAKEUPS, sorry.

- In a typed double-spaced, one-page report, summarize the guest speaker’s presentation and relate it to the Davis book we’ve been reading.
- Make sure to consider the relationship between the book and content and Flores’ scholarship: how is he actively working with the ideas presented in the book?
- Be sure to mention any question you asked, and his answer, or someone else’s question/ answer that you found compelling.

English Student FAQ

Q: The professor must hate me since my essay is all marked up, with writing all over it.

A: Every mark and/or comment on an essay is a sign of good will. These marks and comments are for your edification, to help you improve. The more marks there are, the more time she spent trying to help you improve your writing. If she hated you, she wouldn’t take the time.

Q: My essay has a grade and some comments, but only the first paragraph is marked for mistakes. How am I supposed to figure out what I got wrong if she doesn’t mark my mistakes?

A: Microsoft Word will mark your grammar mistakes before you ever hand in your essay. If you can’t be bothered to proofread your own essay, be sure that the professor cannot. By English 103 you should have a command of grammar and mechanics and if you do not, it’s your responsibility to seek help from the Writing Lab (HLRC first floor) or by taking a grammar class such as English 94. You can also seek me out for more help during my office hour!

Q: The professor didn’t say anything to me about my frequent tardiness, so it’s probably no big deal. Maybe she didn’t even notice.

A: The professor is not going to stop class to rebuke you; your wasted time is your business. But she does see latecomers and mark them tardy, whether or not she says so. This will be reflected in attendance and participation points. If you want to know what your status is, come to office hours and find out.

Q: When I asked the professor what my grade is, she said she didn't know. How can she not know?

A: The professor has hundreds of students. Unless she is looking directly at your scores, and averaging them together (which she will do at the end of the semester to compute your final grade) it is unreasonable to expect that she would be able to remember the approximate grade of hundreds of people at once.

Q: The professor refused to talk to me at the beginning of class. Is this fair?

A: The professor's responsibility is to teach students during the lecture hour, and to do her job effectively, she must do this in a punctual and consistent manner. She has provided a weekly 'office hour' during which you are free to stop in, and you can also email her to arrange an alternate time. Since she has hundreds of students, it is your responsibility to accommodate her, not vice versa.

Q: My printer stopped working on the morning the essay was due, and the professor refused to accept it on disk.

A: Plan to print your essay a day ahead of time, to prepare for such contingencies. Furthermore, there are computers and printers available in the campus library, and at local businesses such as Staples and Kinko's. Remember that the prof. herself once went to school, and she had to hand in her work on time, too.

Q: I have a full-time job and kids and a spouse and the professor should understand that and make exceptions for me.

A: The professor treats all students equally. When you sign up for a class, make sure the work is clear to you so you can assess the level of your commitment, given your personal and professional responsibilities. When life is too complicated, sometimes a student may decide to drop a class and retake it another time.

English 103 TTH Tentative Course Schedule

Fall 2013 WLAC Hofmann

*Any time “Chapters” are referred to with no author listed, they refer to *The West Guide*.*

<u>During Class</u>	<u>Homework Due for Next Class</u>
<p><u>Week 1</u> T 8/27 Syllabus. Question Activity.</p> <p>Th 8/29 Discuss hooks article.</p>	<p>Email me a self-intro. Read hooks article (scan in Etudes)</p> <p>Log into Etudes and look around. Read Ch. 15 in book; do end-of-chapter exercises.</p>
<p><u>Week 2</u> T 9/3 Wrap up hooks discussion. Seven Rules & Exercises.</p> <p>Th 9/5 Ch. 21 Research Lesson; Research Scavenger Hunt in class.</p>	<p>Read Ch. 21 and complete Ch. 21 worksheet. Get started on Wikipedia assignment (in Etudes.)</p> <p>Finish Wikipedia assignment. Complete Library database worksheet. Read Dr. King’s “Letter from a Birmingham Jail” in <i>West Guide</i>.</p>
<p><u>Week 3</u> T 9/10 Wikipedia assignment and library database worksheet Due. Discuss King. Intro to E1.</p> <p>Th 9/12 Essay 1 Workshop in class, including, summary, paraphrase, using sources.</p>	<p>Skim Chs. 10,11, 12 and read the parts you need to prepare to write Essay 1.</p> <p>Write Essay 1. Be sure to reference the essay format guidelines on your syllabus. See attached sheet “Helpful <i>West Guide</i> Chapters for Writing an Essay.” Bring draft to class to earn a Free Quiz pass.</p>
<p><u>Week 4</u> T 9/17 MLA workshop. Complete MLA worksheet in class using <i>West Guide</i>. Add citations to E1 draft.</p> <p>Th 9/19 Essay 1 Due. Introduction to Logic and Argument Fallacies.</p>	<p>Finalize Essay 1; use Ch. 16 Self-Grading Rubric to “grade” your own essay and make sure it’s ready!</p> <p>Read Ch. 19 through page 320 and complete fallacies worksheet for next class. Read Singer Preface and Chs.1-2. If you complete a Memory Matrix for your reading (<i>West Guide</i> p. 159) you can use it on the quiz.</p>
<p><u>Week 5</u> T 9/24 Discuss Singer Chs. 1-2. SWOT analysis and fallacies hunt.</p> <p>Th 9/26 Discuss Singer Chs. 3-5. SWOT analysis and fallacies hunt.</p>	<p>Read Singer Chs.3-5. If you complete a Memory Matrix for your reading (<i>West Guide</i> p. 159) you can use it on the quiz.</p> <p>Read Singer Chs.6-8. If you complete a Memory Matrix for your reading (<i>West Guide</i> p. 159) you can use it on the quiz.</p>

<p><u>Week 6</u> T 10/1 Discuss Singer Chs. 6-8. SWOT analysis and fallacies hunt.</p> <p>Th 10/3 Last Singer discussion. Essay 2 workshop. Ch. 1 & 2 quiz. Discuss Davis Ch. 1 & 2</p>	<p>Read Singer Chs.9-10. If you complete a Memory Matrix for your reading (<i>West Guide</i> p. 159) you can use it on the quiz.</p> <p>Write Essay 2. Use Ch. 16 Self-Grading Rubric to “grade” your own essay and make sure it’s ready! Read “Wayward Puritans” (Scan in Etudes.)</p>
<p><u>Week 7</u> T 10/8 Essay 2 Due. Discuss “Wayward Puritans.”</p> <p>Th 10/10 Discuss Davis Chs. 1 & 2.</p>	<p>Read Ch.1 & 2 of Davis book and write report. You may use your report on any reading quiz.</p> <p>Read Chs. 3 & 4 of Davis book and write report for next class. You may use your report on any reading quiz.</p>
<p><u>Week 8</u> T 10/15 Discuss Davis Chs. 3-4.</p> <p>Th 10/17 Discuss Davis Chs. 5-6.</p>	<p>Read Ch. 5 & 6 and write report for next class. You may use your report on any reading quiz.</p> <p>Begin drafting Essay 3.</p>
<p><u>Week 9</u> T 10/22 Essay 3 Workshop.</p> <p>Th 10/24 Guest Speaker Dr. Jerry Flores. (See bio on page 6 of syllabus.) No Makeups.</p>	<p>Read Dr. Flores’s article and generate 3 questions for him. You will submit these questions for credit.</p> <p>Write guest speaker report for next class. Finish Essay 3. Use Ch. 16 Self-Grading Rubric to “grade” your own essay and make sure it’s ready!</p>
<p><u>Week 10:</u> T 10/29 Guest Speaker Report Due. Essay 3 Due. Intro to Cultural Analysis Project.</p> <p>Th 10/31 Group Brainstorming Session; Gathering Data lesson.</p>	<p>Read about project in Ch. 21 pgs. 363- top 368. Post in the ETUDES Discussion area about your idea for a project or respond to someone else’s project post, to find partners.</p> <p>Finalize groups and submit outline for approval by next Thurs. Read <i>West Guide</i> pgs. 368-374.</p>
<p><u>Week 11</u> T 11/5 How to Create a Survey</p>	<p>Conduct research and meet with group all this week outside class. Bring group data to class Thurs. as applicable. Read <i>West Guide</i> pgs. 375 – top 381.</p>

Th 11/7 Data Analysis Activity.	Conclude data gathering as a group and begin data analysis.
<p><u>Week 12</u> T 11/12 Guest Speaker Dr. Alcalá, Interim Dean of Academic Affairs, will speak about coding data.</p> <p>Th 11/14 Workshop on putting together the group research paper (Essay 4).</p>	<p>Conduct research and meet with group all this week outside class. Read <i>West Guide</i> pgs. 381-382.</p> <p>Begin drafting group paper.</p>
<p><u>Week 13</u> T 11/19 Group conferences w/instructor. Have your drafts and data with you.</p> <p>Th 11/21 Group Presentations</p>	<p>Finish group paper. Prepare a written copy for the instructor and also email me a copy of it.</p>
<p><u>Week 14</u> T 11/26 Group Presentations</p> <p>Th 11/28 CAMPUS CLOSED; THANKSGIVING</p>	<p><i>Observing your classmates' presentations is a part of your grade.</i></p> <p>Submit your individual portion on the day your group is scheduled to present.</p>
<p><u>Week 15</u> T 12/3 Group Presentations</p> <p>Th 12/5 Last Day of Class: Review for final</p>	<p><i>Observing your classmates' presentations is a part of your grade.</i></p> <p>Submit your individual portion on the day your group is scheduled to present.</p>
<p>Finals Week Dec. 9-15</p> <p>Final time/day will be announced:</p>	<p>Please bring to the final: blue book, a Scantron (882-E,) pens and pencils. The final exam will have two parts: objective, and essay.</p>