

ENGLISH 103 F: CRITICAL REASONING AND WRITING



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CRN # 21207 Section# 132 Tues 7:00 - 8:50 p.m. Room 725B	
<u>Catalog Course Description:</u> This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 100 College Writing. The course will focus on the development of logical reasoning and analytical and argumentative writing skills. (CSU) (UC Credit Limitation) (Degree credit)	<ul style="list-style-type: none">• Units earned: 3 Units.• Class hours: 3 lecture.• Grading Options: Traditional or CR/NCR.• Preparation Hours per week: 6 hours.• Prerequisites: A grade of "C" or better in ENGL 100F or 100HF College Writing.

Introduction:

English 103 is an intermediate composition course with an emphasis on logical reasoning, analytical, and argumentative writing skills. This course is designed to meet the CSU critical thinking requirement as well as the IGETC critical thinking/composition requirement. It will require students to think, read, and write critically by reasoning inductively and deductively, by identifying logical fallacies, and by analyzing and evaluating assumptions and arguments. Throughout the semester we will attempt to explore the what, the why, and the how of critical thinking. English 103 also will require students to look more closely and critically at their own writing and the writing of others.

Moreover, this is a course in which your assumptions will be scrutinized, your beliefs questioned, your opinions criticized, and your claims challenged. At times this course may be mentally painful, for it will likely ask you to think in ways and about topics you may not be accustomed to. Nevertheless, the skills you acquire will make you not only a successful student but also a better-prepared citizen to participate in the marketplace of ideas in our democratic society.

This course promises to be an interesting but challenging 18 weeks during which your writing will improve, your intellect will expand, and your life will be enriched. When this course is over,

you will also learn something about your learning style, valuable information that you will use throughout your college career.

Course Objectives:

Upon completion of this course, you will be able to:

- Read and critically evaluate college-level material from a variety of sources;
- Identify and analyze the structure of arguments underlying the texts you read;
- Evaluate the validity and soundness of arguments;
- Identify common formal and informal fallacies of language and thought;
- Distinguish and use both deductive and inductive reasoning;
- Distinguish factual statements from judgmental statements and knowledge from opinion;
- Draw sound inferences from data given in a variety of forms;
- Distinguish and use effectively both the denotative and connotative aspects of language;
- Discover and evaluate outside sources for use in the development of your own writing;
- Write a number of essays that effectively employ such writing strategies as analysis, synthesis, and summary, and that emphasize such writing tasks as causal analysis, advocacy of ideas, persuasion, evaluation, refutation, interpretation, and definition;
- Demonstrate continued development in writing correct and sophisticated college-level English prose;
- Learn some of the classical divisions of rhetorical appeal including ethos, logos, and pathos; and
- Identify some of the deliberate abuses and manipulations of rhetoric so that you can identify them in general occurrence and avoid them in your own writing.

Humanities Student Learning Outcomes:

The Humanities Division at Fullerton College has compiled six learning outcomes it strives to achieve for all of its students. Students completing courses or programs in the Humanities Division will be able to:

- Use language skills effectively in reading, writing, listening, or speaking to achieve personal, academic, or vocational goals.
- Use critical thinking skills to examine information, events, and ideas from a broader perspective.
- Recognize the significance of language and culture in human experience.
- Apply principles of academic honesty and integrity.
- Work cooperatively and collaboratively with others.
- Use campus and/or community resources to participate actively in their own education.

Computer Proficiency:

This course assumes a minimum level of computer, email, and Web proficiency skills. All your work will need to be word-processed, and some course materials will be available only on the Internet. If you have a phobia of computers, this course may be frustrating for you. The following is a list of skills that you **must** be comfortable with to be successful in this course:

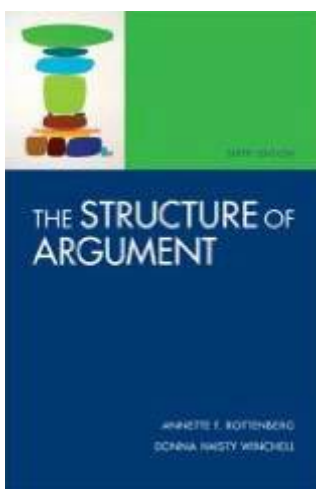
- basic keyboard and mouse proficiency
- word processing (typing, cutting, copying, pasting)
- working with files (opening, saving, "saving as")
- email (sending, receiving, replying, forwarding, attaching documents)
- WWW: (navigating the Web and understanding how it works)

If you are not already proficient in all these skills, you should enroll in the Intro to Personal Computer Applications course (CIS 100).

Research Skills:

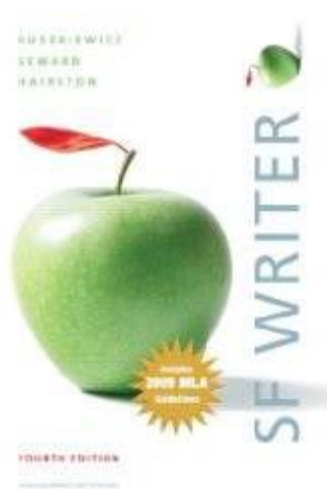
Because you have completed English 100 (or the equivalent elsewhere), this course assumes that you are proficient both in conducting college-level research and presenting it using the MLA documentation method of in-text parenthetical notes and an accompanying Works Cited page. Your success in this course builds upon these prerequisite skills. You should be able to:

- look up print sources in a library—like books, periodicals, and reference materials;
- comfortably find and use electronic media—like the Internet (WWW and email), databases, compact disks, video;
- compile a bibliography of these various resources and document your citations of them using the MLA documentation system for print and electronic media respectively;
- and successfully integrate these sources with your own essay writing.

REQUIRED TEXTS AND MATERIALS

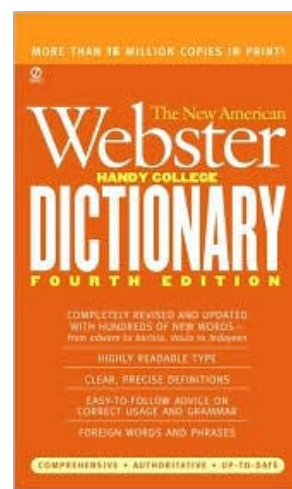
ISBN: 978-0312480486

\$47.50 new;
\$32.00 used @
Amazon.com



ISBN: 978-0205735631

\$67.00 new;
\$38.25 used @
Amazon.com



ISBN: 978-0451219053

Free when purchased shrink-wrapped with the **SF Writer**

1. Rottenberg, Annette T., and Donna Haisty Winchell, eds. *The Structure of Argument*. 6th ed. Boston: Bedford/St. Martin's, 2006. ISBN: 978-0312480486
2. Ruszkiewicz, John, Maxine Hairston, and Daniel E. Seward. *SF Writer*. 4th ed. Upper Saddle River, NJ: Pearson, 2009. ISBN: 978-0205735631.
3. *New American Webster Handy College Dictionary*. ISBN: 978-0451219053. (bundled with the **SF Writer** handbook) or any other good college **dictionary** such as *The American Heritage*, *Webster's Collegiate*, or *Random House*.
4. Supplemental readings on the Internet and any photocopied handouts provided.
5. Access to a computer outside of class.
6. A personal Internet account. *AOL accounts are not allowed (unless you can make your profile display your name)*.
7. An FCNet student computer account.
8. Student ID card to generate your FCNet computer account. The card costs \$2.50 (College Center, Rm 214).
9. Xeroxing money (for conducting research and printing your files).

REQUIRED COURSE WORK

Essays:

We'll be writing 3 essays of 4-5 pages in length throughout the semester. You usually will have a choice of topics to write on for each essay assignment. When we meet for peer critiques, **your workshop draft must be word-processed**. I will provide a handout with more specifics on "document design and layout." (*For the correct manuscript **layout**, you must download and customize the Microsoft Word MLA essay template from the course web pages: www.wiredprof.com/103.*)

In English 103, we will continue to use the **Modern Language Association** (MLA) style guide (2009 version) that you learned from English 100. This **MLA** style of formatting and documenting writing is a widely accepted style that you can use in many other academic courses that require writing of you, so this standard will be of value to you beyond this course.

All work in this course must be original, and *you may not submit writing assignments from another course*. Assignments for other classes are course-specific and will not satisfy the assignment's objectives for English 103. Ask me for clarification if you have questions.

Critical Responses:

Since this is a skills-based course and as a way of helping you prepare for the essays, we will write several short response pieces to both the literature pieces we read and to the critical pieces in the textbook. These exercises are meant to sharpen your critical skills. Some of the activities will involve small group work while others will invite you to do individual responses.

Writing Center:

You are required to use the Writing Center for help on at least two (2) essays. Bring a prepared, typewritten draft so that your tutor can better assist you, and bring at least a couple focused questions that you want to work on. Bring a Writing Center receipt to get credit towards one of the critical responses.

Peer Critique Workshops:

For most essays that we write, we will have an opportunity to share our work in small workshop groups. Some of you may have anxieties about publicly sharing your written words, but you'll find that the feedback you receive from your workshop group is an excellent way of "testing" whether your writing is effective. Peer critiques are a **required** part of your participation in the course; attending them will contribute to your writing success and increase your chances of passing this course.

Quizzes:

In general, you should expect that at the start of most classes I will quiz you on the assigned reading for that class and on any lecture or reading material previously covered, so be sure that you are in class on time, for these quizzes may not be made up. These scores become a small part of your grade (see "**Grading Criteria**"); they are not detrimental but should be taken seriously so that you are able to maintain the course grade you desire. They are mainly meant to give you a sense of how well you are studying and preparing for class on a weekly basis.

Final Exam:

Anyone who does not complete the final exam will earn an 'F' grade (0 points) and will risk not passing the class.

Exam Date and Time:	CRN # 21207 Tues., May 25 from 7:00 – 8:50 p.m.
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Grading Policy:

Your course grade is based upon how well you fulfill all your student responsibilities, which are the basic requirements for this course. *To receive a passing grade in this course, you must fulfill **all** of the course requirements mentioned above.* Failing to write one essay can severely jeopardize your chances of passing the course: *i.e.* your course average will suddenly drop approximately one half to one full grade lower than you were **previously** earning. Additionally, you must earn a "C" average (at least 70%) to pass this course.

Grading Criteria for Final Semester Grade & How the Coursework is Weighted:

3 Essays (2@25 pts/ 1@ 50 pts.)	100 pts.	(42%)	A = 216	-	240 pts.	(90 - 100%)
Peer Critiques (2 @ 10 pts./ 1@20 pts.)	40 pts.	(17%)	B = 192	-	215 pts.	(80 - 89%)
Critical Responses	40 pts.	(17%)	C = 168	-	191 pts.	(70 - 79%)
Quizzes	20 pts.	(8%)	D = 144	-	167 pts.	(60 - 69%)
Class Participation	15 pts.	(6%)	F <		144 pts.	(<60%)
Final Exam	25 pts.	(10%)				
Course Totals	240 pts.	(100%)				

STUDENT RESPONSIBILITIES AND COURSE POLICIES**Time Obligation—6 Preparation Hours Per Week:**

For every hour of class time the College expects you to spend at least two hours of your own time outside of class preparing. Thus, since this is a three-hour course, you are expected to spend a *minimum* of six (6) hours of work outside of our class each week this semester. Think of these as "prep" hours. Your 6 "prep" hours per week will involve reading—lots of reading; planning, drafting, writing, revising, and editing your essays; reviewing your notes from in-class discussions; studying for quizzes; and conducting library research. If you find you are having trouble keeping up with the schedule and the amount of writing, *PLEASE* talk to me before it is too late to find options. I will do my best to help anyone who is struggling with the course, but understand that the solution may require extra effort, time, and commitment on your part.

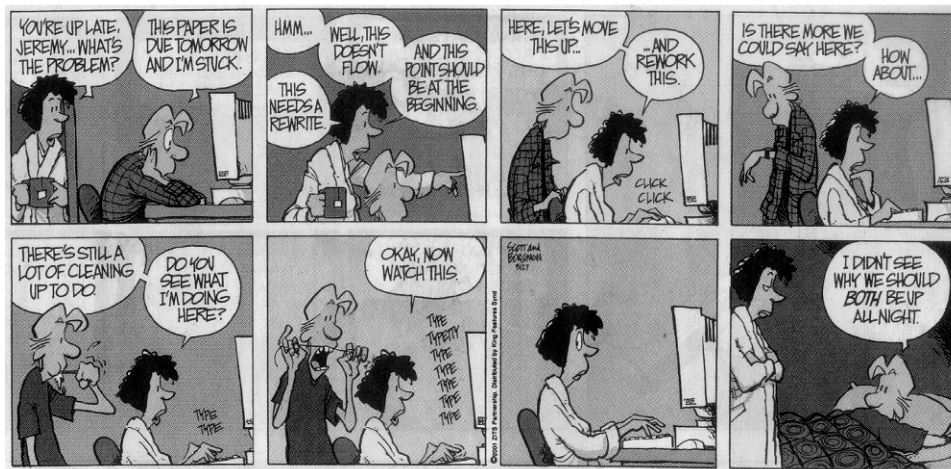
Classroom Participation:

Classroom participation is what makes or breaks a class. The course might be pretty boring if you have to listen to just me talk. Besides, I will probably run out of things to say. So, the more you participate by asking questions, by speaking your mind, by offering your personal insights about the material we're discussing, and by *provoking* the rest of us to think a little bit differently, the more fun this course will be. What I find much more interesting are the opinions of all of you who are reading and writing about this material for the first time. So, make a decision not to sit rapidly in your seat. Speak out when you have an opinion about the authors we are reading. Let your ideas be known so that the rest of the class and I will benefit from your insights and be encouraged to contribute our own. And remember, participating is an important way of distinguishing yourself from other students when I have to decide between borderline grades at the end of the semester.

NOTE: *You must obtain my permission to use any electronic recording devices (tape recorders, computer laptops, video cameras, etc.) during any lectures, discussions, or activities in class.*

Academic Honesty:

Zits by Jerry Scott and Jim Borgman (5/27/01)



A brief word about PLAGIARISM: **DON'T**. It is my biggest pet peeve. Plagiarism involves willfully claiming work that was produced by someone other than you. Quoting or just citing material without giving credit to the original writer constitutes plagiarism. Copying another student's work and submitting it as your own is plagiarism. Even having a parent, boyfriend, girlfriend, or significant other assist in the writing of your essays constitutes plagiarism. Hence, plagiarism can be either a deliberate attempt to cheat or an accident of not documenting your outside sources correctly. The English Department, the college, and I take this offense **very** seriously. The best thing to do is turn in your own writing. Plagiarism is easy to detect and much harder to conceal. And the burden of proving the authenticity of any writing in this class is always the student's responsibility. *Anyone caught deliberately plagiarizing will receive an automatic zero (0) grade for that assignment.* Accidental plagiarism will receive an "F" grade worth 50% of the assignment's possible points. Please refer to the college's policy on "Academic Honesty" (at the end of your syllabus) excerpted from the current **Fullerton College Catalog**.

In its commitment to academic honesty and accurate assessment of student work, Fullerton College uses Turnitin.com to prevent and detect plagiarism (see *Fullerton College Catalogue* pg. 33 for a definition of plagiarism). For each essay, all students are required to submit their text file to Turnitin.com, and by taking this course, students agree that all assignments are subject to plagiarism detection processes and plagiarism penalties (see *College Catalog* pg. 33 for academic penalties). Assignments submitted to Turnitin.com by the student or instructor will become part of their database and will be used for plagiarism prevention and detection. Student papers, however, will remain the intellectual property of the author. More details will follow in the early part of the semester.

Classroom Conduct:

Since the classroom is a public forum and all of you and I adopt the respective personas of students and teacher, we behave differently than we do outside of the classroom where we can be more casual, joke around, and so forth. In the classroom, my persona may seem more formal than the one you see of me in my office or even around campus. That is because my role in the classroom takes on a little more significance than the one I have in my office when you come to see me. So, please do not be offended or take it personally if my demeanor seems stricter or more serious in the classroom. It is only because I want to create an atmosphere that is fair and equal to all class members. Likewise, my online persona is unique as well. Because email

is a frequent mode of communication, and because I have several students who email me, my sometimes short, seemingly curt messages don't mean I'm angry with or dislike you. That's merely the nature of email: rapid, direct communication.

Also...one of the things we all value both in and out of the classroom is respect from others. Please do not conduct private conversations among your classmates. Competing conversations while other students or I am talking are distracting, rude, and disrespectful. So when your classmates or I am speaking, please give us the same attention and courtesy you would expect from us when you are talking. Please use respectful language when talking (understanding that you are in a public forum and have a diverse audience); please raise your hand when you have a question or a point to contribute.

iPods, Cell Phones, and Texting:

I know it is really cool and hip to have an iPod and cell phone, and it's amazingly exciting to text your friends on Twitter to update them about what's happening during class. However, these electronic devices are distracting during lectures and activities, so as a courtesy to your fellow students and to me, we ask—no, we *insist*—that you turn off all your unruly electronic gadgets. If you are caught using one of these devices during class, I'll collect it until class is over.

Nature's Call:

Everyone gets it. But while not everyone has the same endurance level when nature does knock, I do know that most people can sit tight for a couple hours. One of my pet peeves about classroom conduct is the student who bolts up from his seat insisting that he *needs* to use the restroom. Yes, this is college and yes, you can leave class anytime you want, but save this privilege for the real emergencies in life. You have plenty of time to attend to your personal needs before and between classes.

Attendance Policy:

Your attendance in the course *is required* for you to pass, and the entire class expects you to attend every session because our growth as individual writers depends on the attendance of each class member. The Fullerton College attendance policy states that “[a]fter a student accumulates an excessive number of unexcused absences in any class (more than the number of times the class meets per week), a teacher **may**” drop the student (*Fullerton College Catalog* 25).

For my attendance policy, you may think of missing class in terms of sick leave: you are **allowed two (2) absences** to use any way you desire throughout the semester. Absences are neither excused nor unexcused; they just are. When life intervenes uncontrollably, use your sick leave. **Upon your third (3rd) absence, however, I will drop you from the course.** (Authorized absences for campus-related activities do not count against you (towards your sick leave), but if you know you will be missing a great deal of class, you should find another section that better fits your schedule.) As a courtesy, please contact me (via email or phone) when you know in advance that you are going to be absent. And, remember, it is always **your** responsibility to find out what you missed.

Three (3) tardies are equivalent to 1 absence.

(NOTE: If you are absent on the second class meeting, you will be dropped from the course, so be sure you attend all classes, especially during the first couple weeks.)

Keeping Graded Work:

I ask that you **do not** discard any work (essays, drafts, notes, and so forth) you have completed until the semester is over and you have earned your final grade. On the one hand, you will want to keep all your papers since one assignment will ask you to choose a previous paper and revise it. On the other hand, I am human and sometimes make mistakes recording grades. Keeping all your graded work guarantees that your grades are protected.

Make-up Work:

You will **not** have the opportunity to make up work you either missed or did not turn in, with the exception of the late essay coupon at the end of the syllabus (read the section on "**Late Assignments**"). If you miss a quiz, you will not be able to make it up; and if one quiz is all you miss, it is not going to jeopardize your grade. But habitually missing quizzes negatively will affect your grade. If you are absent on a day we are doing peer critiques, you will not be able to make up that work either.

Extra Credit:

You will have two opportunities to earn extra credit:

1. purchasing and bringing your textbooks to class on the second class meeting
2. the late essay coupon explained below

My philosophy on extra credit: I distinguish, between extra credit and "replacement" credit. Extra credit is earned credit beyond a completed assignment. Replacement credit is credit for not completing the original assignment. That is to say *the only way you can earn extra credit points is to have completed **all** the assignments*. The idea of extra credit is to *supplement* the points you already have to pull up your grade. You cannot earn extra credit, for example, if you skip turning in an essay, miss a quiz, or fail to submit any other assignment. However, let's say one of your essays earns a "C" grade. In this case, the extra credit you earn could then compensate for the low grade and possibly raise your overall grade for the course, assuming you have enough points at the end of the semester. If you have any questions about the difference between extra and replacement credit, please do not hesitate to ask me.

Late Assignments:

Generally speaking, the deadline policy in this course is that I accept **NO LATE PAPERS**. In the "real world," you will have real deadlines and must be accountable for your work; otherwise, your job will be in jeopardy. So, unless you individually have negotiated a different agreement with me ahead of time, you must either submit your assignment at the beginning of class or deliver it to my mailbox (1300, Theater Arts Bldg., down the 1322 hallway) **BEFORE CLASS** on the due date. **I do not accept papers after the class period is over.** The standing policy on essay deadlines is as follows:

- If you are ill or otherwise detained on a day that an assignment is due, you are responsible for delivering it to me on time **BEFORE** class by email, FAX, or courier.
- Running out of printer ink or paper is not an acceptable reason for not having your essay. Use your FC Network accounts as a back-up plan for emergencies. Your other two options are to submit your essay electronically via email **before class** or to use the late essay coupon below.
- If your computer breaks down or needs to be serviced, arrange to use one of the computer labs on campus or the computers in the library so that you can submit your work on time. (Avoid scheduling any hardware or software updates during the semester to minimize something going wrong with your computer.)

However—we all are human, and sometimes circumstances beyond our control prevail that prevent us from meeting those deadlines. So, at the end of this syllabus, you will find one late essay coupon. This coupon allows you a 1-week extension for the late essay.

Late Essay Coupon Rules:

- You get only 1 coupon for the semester. (You are not required to use it!)
- The coupon is worth 6 extra credit points if you do not use it and surrender it on the expiration date. *These extra credit points are not valid if you fail to complete any assigned work in the course.*
- The coupon cannot be used as replacement credit. (See “**Extra Credit**” section above).
- I am not responsible for lost coupons.
- The paper cannot be more than **one week late**.
- The coupons cannot be sold or transferred to other students. (I keep a record of who has used the coupons, so don't get stuck buying a scalped coupon.)
- Fill out the coupon completely, with your name, student ID, and the original due date.
- Attach the coupon to the **top** of your essay when you submit it.
- The coupon is valid **only** for one of the out-of-class essay assignments and **not** for Essay 3, the final exam, or any other assignments.
- Essays that use the coupon will likely receive very few comments, but you should schedule an office visit with me to go over any questions you might have about your grade.
- You must surrender the unused coupon to redeem your extra credit points at the semester's end.
- See coupon for expiration date.

Some advice: Try to avoid using the late essay coupon for the first essay just out of laziness. You never know what kind of circumstance may pop up unexpectedly later in the semester. I have known students who used their coupon early in the term even though they did not really need to use the coupon. Their semester grade suffered later because they could not write one of the later essays and had to take a zero for a score. Getting an F on a paper means you earn *some* points. Turning in nothing means *zero* points.

OTHER RELEVANT COURSE INFORMATION

Course Content Disclaimer:

While I do not choose readings or other course content with the express purpose of offending students, you need to be aware that you may encounter print, electronic, or visual materials whose language or images could offend you. In such a case, I ask that you keep an open mind and consider why such language or images are being used; the author may actually have a purpose. However, do bear in mind that this *is* college and that you inevitably will be exposed to ideas that are inherently controversial; as a responsible member of a democracy, you have a social obligation to prepare and nurture your critical mind beyond the comfort zone of individual safe ideas. If you encounter material that you consider unsuitable to your liking because you find it offensive, please see me, and we will work together to make other arrangements for assignments.

Wait Time for Late Instructors:

If, due to unforeseen emergencies, I do not arrive at the scheduled start time for class, campus policy states that students are to wait for fifteen (15) minutes (*unless otherwise notified by the division or instructor*). If they do not receive notification to wait for their instructor to arrive, after fifteen (15) minutes, the students may leave with no penalty for absence or assigned work due for that class meeting.

ADA Statement:

Pursuant to the American Disabilities Act, any student with an identified disability is eligible to be registered with the Disability Support Services program. If you are a disabled student and you have need of special services, it is your responsibility to alert your instructors. Fullerton College is committed to providing reasonable accommodations for students with disabilities upon request of the student (in a timely fashion) and upon verification of disability.

Emergency Response Statement:

Please take note of the safety features in and close to your classroom, and study the posted evacuation route. The most direct route of egress may not be the safest because of the existence of roofing tiles or other potentially hazardous conditions. Similarly, running out of the building can also be dangerous during severe earthquakes. During strong quakes, the recommended response is to duck—cover—and hold until the shaking stops. Follow the guidance of your instructor. Your cooperation during emergencies can minimize the possibility of injury to yourself and to others.

Grievance Procedure:

Be aware of the grievance procedure at Fullerton College if you have been the victim of discrimination, sexual harassment by anyone on campus, or any other academic issues. You can read more about this information in the current *Fullerton College Catalog* under the section called "Policies, Regulations, and Procedures."

Fullerton College and Class Schedule:

The *Fullerton College Catalog* and the *Class Schedule* contain a number of policies relating to students that are important to you. Please be sure that you have read these publications thoroughly. You may purchase copies of these publications at the campus bookstore, or you may read them online at the Fullerton College website, <www.fullcoll.edu>.

A Word About Email:

When you do email me, include two identifier words for your course in the subject line, followed by a colon, and then your actual subject heading. Please follow the example below:

Your class:	Email subject line example:
If you are in the T 7:00 p.m. section →	To: darrencs@fullcoll.edu Subject: English 103 : Essay 1 Question.

The reason I ask you to include these key words is that my email client software filters my mail and files it into a specific folder for your class, and if you do not use these key words, I might not find your message as soon as I would otherwise.

Please keep these important points in mind when sending me email:

1. Treat emails—for college classes at least—as professional communications.
2. Don't send me email attachments with a blank email message; I have no idea what to do with these and usually delete the mail message.
3. *Always* write a note in the body of your email.
4. Be sure to sign your name. A closing salutation signals to your reader that your message is complete and that you didn't accidentally press the SEND button.
5. Though email is an informal communication medium, please observe standard rules of written communication. Not all readers know the shorthand abbreviations we use in casual emails and in text messaging with our phones. Forgetting to follow standard writing conventions, like using capitalization and punctuation, will make readers question your communication skills.
6. Edit your email. Poorly written prose, haphazardly composed thoughts, and neglect of grammar and punctuation rules reflect on your overall work in the course.
7. The more clearly written your email communications are, the more quickly I can respond to your messages.

Submitting Work Electronically:

I am glad to receive essays and drafts of essays via email attachment. The word processing software I work with is **Microsoft Word**, and this is the file format I prefer because of the way I will write my comments throughout your essay. **Word** is a standard in the electronic community, and if you never used a word processor before, **Word** is an excellent choice and your proficiency in it will add to your marketable job skills in your future. Even though **Word** will interpret other popular file formats like **WordPerfect** and **Microsoft Works**, try to save your work in the file type of **Word** in its highest/latest version. If for some reason that file format is not available on your word processing software, then save your work in Rich Text Format (RTF), and I will be able to read it. I also prefer seeing drafts as an attached document rather than as text being copied and pasted into your email message. If you send essays as email attachments, please follow the directions above when sending me your document(s).

Exchange names, phone numbers, email addresses with some of your classmates:

Name	Phone	Email

STUDENT RESOURCES

Course Website:

During the semester you should visit the course website (www.wiredprof.com/103) for any information regarding this course. You will be able to find a copy of this syllabus, a copy of the course schedule that lists reading assignments and essay deadlines, and so forth. The course website is the best place for me to disseminate news about the course or any changes in the schedule. Remember, it is your responsibility to access the web on a regular basis (2-3 times per week, **and definitely the day of class**) to check for updates. Check the “last updated” date (especially on the Home Page) to determine whether there is any new content you should be aware of.

Writing Center:

The Writing Center, located in LLRC 808, is a resource where students can receive help on their compositions. Particularly, you can bring your essay to the Writing Center and work on a specific skill, such as refining a thesis, organizing your paragraphs, expanding your ideas, or tightening your sentences just to name a few. While the tutors will not “clean up” or “fix” your essay, they can assist you in spotting *patterns of mistakes* that you make so that you can learn how to find and fix them yourself. Additionally, the Writing Center offers workshops in skill areas such as punctuation rules, the writing process, developing your ideas with more details, sentence fragments, and run-ons. To view this semester’s hours of operation, please visit the hyperlink to the Writing Center on the English Department’s Web pages at:

english.fullcoll.edu

Book Reserve:

During the semester, you may want to read materials I have placed on reserve in the library, like the *MLA Handbook*. These will be available for you to check out for a few hours or to read while in the library. I will talk more about this as the need arises.

Periodical Databases:

At the Fullerton College library’s web site, <library.fullcoll.edu>, you will find a link to periodical search engines like *EBSCOHost*, *CQ Researcher*, *Opposing Viewpoints Resource Center* and others. For some, you will need a username and a password from the library to be able to access the database from off campus. These resources will give you a list of print and online articles that you will find useful for this and other courses. Remember the real advantage of the Web is that you can use it from anywhere, anytime, so getting the username and password from the library will be quite advantageous to you. I will talk more about this when we get into the research unit of the course.

Essay Rubric

Below you will find the criteria for essay grades. The criteria qualitatively describe what each essay grade looks like. Pick a grade that you want and aim for fulfilling the criteria.

- A:** This grade marks **excellent** work. It is unique and stands apart from other essays because of its creativity and originality. An “A” paper will have a solid essay structure and an especially incisive thesis statement that guides and controls the essay and that is developed thoroughly in each paragraph. It will be aware of its audience and effectively invoke thought within the reader. This essay will employ unified paragraphs, transitions, and clear topic sentences. This essay will demonstrate adeptness at manipulating language in terms of well-chosen, appropriate diction and a variety of sentence types. This essay has very few and minor errors. The paper is free of sentence boundary errors.
- B:** This grade marks good or **above average** work. A “B” paper will have a clear essay structure and a good thesis statement that is fully developed. It has a sense of audience in that it anticipates questions or issues readers may raise. This essay will employ mostly unified paragraphs, use transitions between most paragraphs, and contain topic sentences. This essay will demonstrate an above average ability to use language in terms of diction and sentence variety. Some errors may be in a “B” paper, but they are ones that do not seriously distract the reader or confuse meaning. The paper may contain a couple sentence boundary errors.
- C:** This grade marks **average** work. Statistically this is where most essays rank. A “C” paper will use an obvious essay structure, but only an adequate thesis statement that is partially developed. This essay uses details, examples, or reasons, but they are not necessarily the best-chosen kind to convey the writer’s thoughts convincingly or forcefully and therefore weakly develop the thesis. This essay will struggle with language expression, and the diction will not be mature. A few sentence errors will mar the paper, and it may contain sentence boundary errors.
- D:** This grade marks **below average** work. A “D” paper will usually contain one or more of the qualities in these criteria: the lack an obvious essay structure; a missing or ineffective thesis statement; the essay’s main body is developed only partially. This essay usually lacks sufficient details, examples, or reasons to fully develop the thesis. If it uses any to develop the thesis, the paragraphs are not consistently developed and contain poor or no coherence. This essay has severe problems with language expression, and the diction will be imprecise and immature for college-level writing. Usually a third or more of the sentences will have errors that mar the readability of the essay, and multiple sentence boundary errors will abound.
- F:** This grade marks **failing college-level** work. An “F” paper indicates one of the following: either a complete misunderstanding of the assignment; insufficient time spent on an assignment so to produce unacceptable work at the college level; or plagiarism.

Fullerton College Policy on Academic Honesty

(excerpted from the *Fullerton College Catalog*)

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty. These include, but are not limited to, the following areas:

1. Students shall not plagiarize, which is defined as
 - A. stealing or passing off as one's own the ideas or words of another, or
 - B. using a creative production without crediting the source.

The following cases constitute plagiarism:

- paraphrasing published material without acknowledging the source,
- making significant use of an idea or a particular arrangement of ideas, e.g., outlines,
- writing a paper after consultation with persons who provide suitable ideas and incorporating these ideas into the paper without acknowledgment, or
- submitting under one's own name term papers or other reports which have been prepared by others.

2. Students shall not cheat, which is defined as

- A. using notes, aids, or the help of other students on tests or exams in ways other than those expressly permitted by the instructor, or
- B. misreporting or altering the data in laboratory or research projects involving the collection of data.

3. Students shall not furnish materials or information in order to enable another student to plagiarize or cheat.

Instructors may deal with academic dishonesty in one or more of the following ways:

1. Assign an appropriate academic penalty such as an oral reprimand or point reduction.
2. Assign an "F" on all or part of a particular paper, project, or exam.
3. Report to the appropriate administrators, with notification of same to the student(s), for disciplinary action by the College. Such a report will be accompanied by supporting evidence and documentation.

See "Student Conduct" for additional information.

Acknowledgement of English 103 Syllabus—Chiang-Schultheiss (student copy)

My signature below indicates that I have received and read the syllabus for English 103 and that I understand the student responsibilities and requirements for completing and passing this course. I also acknowledge the course policy on academic honesty, agree that all of my written work will be submitted to Turnitin.com, and pledge **not** to submit any writing that I have plagiarized.

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Name (printed)	Signature		Date
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Non-transferable	Expiration: May 3, 2010
English 103-Chiang-Schultheiss Late Essay Coupon	
The bearer of this coupon is entitled to one late essay during the semester. The student may redeem one essay grade by submitting this coupon attached to any essay of choice not later than one week after an essay deadline indicated on the Course Outline. (Not valid for replacement points, critical thinking exercises, or quizzes.)	
Student Name: _____	Student ID: _____
Student Signature: _____	Original Due Date: _____

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Acknowledgement of English 103 Syllabus—Chiang-Schultheiss (instructor copy)

My signature below indicates that I have received and read the syllabus for English 103 and that I understand the student responsibilities and requirements for completing and passing this course. I also acknowledge the course policy on academic honesty, agree that all of my written work will be submitted to Turnitin.com, and pledge **not** to submit any writing that I have plagiarized.

		/	/
Name (printed)	Signature		Date