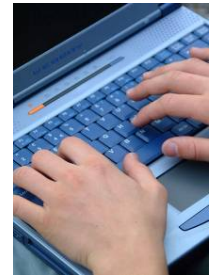


ENGLISH 201 F: INTERMEDIATE COLLEGE WRITING



Professor: Darren Chiang-Schultheiss Email: darrencs@fullcoll.edu WWW: www.WiredProf.com Phone: (714) 992-7442 Fax: (714) 992-7263 Skype: wiredprof	Office: 738-02 (Technology & Engineering Bldg.) Office Hours: MW 10:00 – 10:30 a.m.; MW 6:00 – 7:00 p.m.; T 8:30 – 10:30 a.m.; T 11:30 – 12:30 p.m.; by appt. and serendipity	
CRN # 24461 Section# 061	MW 12:00 - 1:20 p.m.	Room 1029
<u>Catalog Course Description:</u> This course is designed to develop academic writing and critical thinking skills beyond the level achieved in English 100 F. The course will stress analysis and evaluation of courses, integration of a variety of rhetorical strategies, and research and documentation methods necessary for successful academic writing in essays, reports critiques, exams, and research papers. Assignments are designed to address cross-curricular needs of students from a variety of majors. (UC) AA GE, CSU GE, IGETC	<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 100 F College Writing or ENGL 100HF Honors College Writing.• Advisory: A grade of "C" or better in ENGL 102 F Introduction to Literature	

Introduction:

English 201 is the second semester extension of the English Department's College Writing course, English 100. In general, the course's goals are to develop your skills as a stronger writer and more astute critical thinker. To that extent, the course has similar objectives as its companion critical thinking courses English 103 and English 104; however, our emphasis in this class will be on cross-curricular or inter-disciplinary readings and approaches to writing. In fact, one of the advantages of taking this course is that you will learn the APA (American Psychological Association) method of documenting outside source material, but we will also cover MLA (Modern Language Association) documentation, which you already have learned in English 100.

Course Objectives:

Upon completion of this course, the student will be able to do the following:

- Employ analytical, critical, and evaluation skills necessary for precise and effective writing.

Intermediate College Writing

- Integrate appropriate writing strategies such as comparison, contrast, definition, synthesis, evaluation, and application in writing essays.
- Make rhetorical decisions in response to purpose and audience in writing for the academic and professional worlds.
- Develop the thesis (premise) of an essay by using inductive and/or deductive reasoning.
- Write sound argumentative essays on topics from a variety of disciplines, incorporating the modes of inquiry expected in each given discipline.
- Distinguish among fact, opinion, and fallacy.
- Critically evaluate arguments.
- Engage in research strategies appropriate to academic writing.
- Use correct documentation forms, such as MLA and APA, appropriate to various disciplines.
- Gather, evaluate, and synthesize information from multiple sources in the process of writing essays.
- Cultivate voice, style, and tone as integral to effective 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 who complete courses in our division. Students should 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.

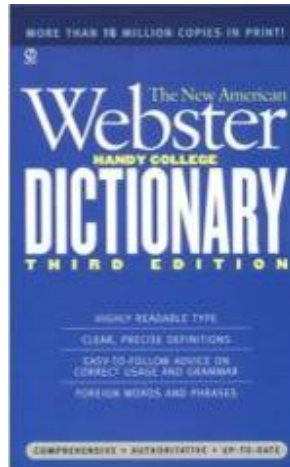
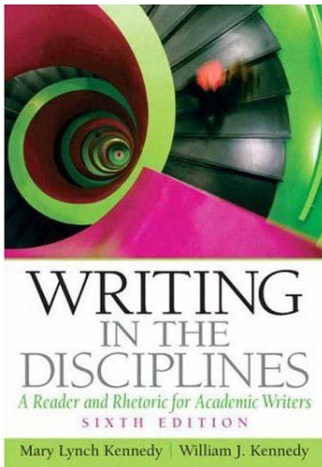
Computer Proficiency:

This course assumes a minimum level of computer, email, and Web proficiency skills. All your work will need to be word-processed. 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 consider enrolling in the Intro to Personal Computer Applications course (CIS 100).

REQUIRED TEXTS AND MATERIALS



1. Kennedy, Mary Lynch, and William J. Kennedy, eds. ***Writing in the Disciplines: A Reader and Rhetoric for Academic Writers***. 6th ed. Upper Saddle River, NJ: Pearson, 2007. ISBN-13: 978-0-13-231999-7.
2. Ruskiewicz, John, Maxine Hairston, and Daniel E. Seward. ***SF Writer***. 4th ed. Upper Saddle River, NJ: Pearson, 2007. ISBN: 978-0132334587.
3. ***Merriam Webster Dictionary*** or any other good college **dictionary** such as ***The American Heritage***, ***Webster's Collegiate***, or ***Random House***.
4. Supplemental readings on the Internet and photocopied handouts.
5. Access to a computer outside of class.
6. A personal Internet account. *AOL accounts not allowed*.
7. Student ID card to generate your FCNet computer account. The card costs \$2.50.
8. Xeroxing money (for conducting research and printing your files).

RECOMMENDED:

9. An FCNet student computer account. The FCNet account is free, and it will allow you to use any of the student computer labs on campus. If you already have a private account through a commercial Internet Service Provider (ISP) such as Earthlink, AOL, Verizon, Adelphia, and so forth, you can use that as well. But some class sessions will be devoted to using the library, so you will need an account to access the Fullerton College Network early in the semester. You may also put money on this account so that you can print from labs and the library.

REQUIRED COURSE WORK

Essays:

We'll be writing 4 essays of 4-6 pages in length throughout the semester. Some essays will allow you free choice of topics to write on for each essay assignment; however, the rhetorical skills that everyone practices on the assignments will be the same. 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/201>. More on this later.*)

In English 201, we will continue to use the **Modern Language Association** (MLA) style guide that you learned in 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. We also will use the **American Psychological Association** (APA) documentation system for some assignments. Additionally, we will learn to use the **Columbia Online System** for documenting electronic sources.

All work in this course must be original, and you may not submit writing assignments that you are working on for another course. Most likely assignments for other classes will be course-specific and not satisfy the assignment objectives for English 201. If you have questions, please do not hesitate to ask me for clarification.

Research Skills:

Building upon the research skills you learned in English 100, this course will require incorporating outside sources for each writing assignment. To be prepared for this course, you should have learned and mastered the skills to 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;
- and successfully integrate these sources with your own essay writing.

Reading-Writing-Thinking Journals:

We all will be doing a good deal of writing this semester to help us engage with the readings, and journals will be one of the ways we all practice writing in an informal atmosphere free of any time pressure. I want this to be a forum for you to write both on topics I suggest and on ones that interest you. These journals will be collected at the beginning of the class. You will receive a handout on journals later with both assigned and open topics and their due dates.

Peer Critique Workshops:

For most essays that we write, we will have an opportunity to share our work in small workshop groups. These audiences usually will not change, so you will become familiar enough with your classmates that you can offer honest comments about one another's writing. Your peers will appreciate that. 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:

I reserve the right to conduct in-class pop quizzes that are *unannounced* and are given at the very beginning of class, 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 "**Grade 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 you are doing on a weekly basis.

Final Exam:

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

Official Exam Date & Times: Wednesday, May 14 from 11 a.m. to 12:50 p.m.

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 will 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.

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

4 Essays (3@20 pts/ 1@ 40 pts.)	100 pts. (50%)	A = 180 - 200 pts. (90 - 100%)
Final Exam	30 pts. (15%)	B = 160 - 179 pts. (80 - 89%)
Journals	20 pts (10%)	C = 140 - 159 pts. (70 - 79%)
Quizzes & Class Participation	30 pts. (15%)	D = 120 - 139 pts. (60 - 69%)
Peer Critiques	20 pts. (10%)	F < 120 pts. (<60%)
Course Totals	200 pts (100%)	

STUDENT RESPONSIBILITIES AND COURSE POLICIES

Time Obligation—6 Preparation Hours Per Week + 3 Classroom 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 four-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 and online lectures and 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 vapidly 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 im-

portant way of distinguishing yourself from other students when I have to decide between borderline grades at the end of the semester.

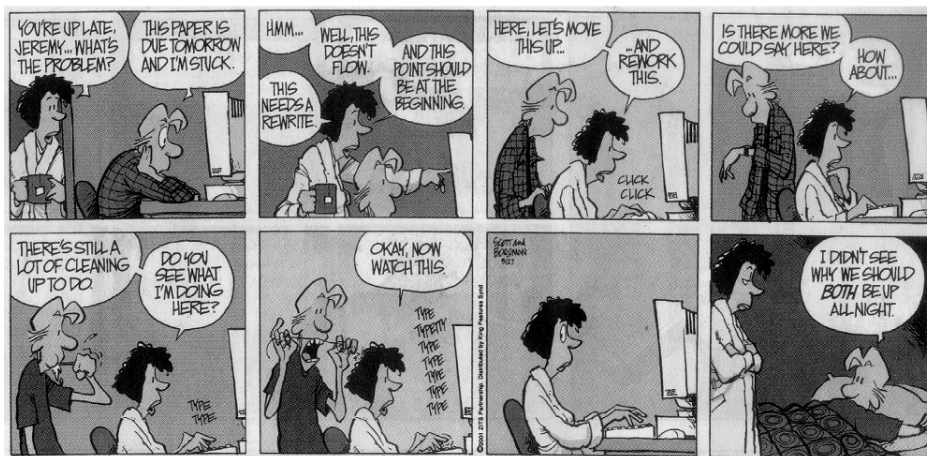
NOTE: You must obtain my permission to use any electronic recording devices (tape recorders, computer laptops, video cameras, etc.) during any lectures, discussions, or activities in class.

Academic Honesty:

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 correctly 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 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 Catalog* 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 *Fullerton 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.

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



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* 27).

For my attendance policy, you may think of missing class in terms of sick leave: you are **allowed four (4) 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 fifth (5th) 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:

The main opportunity for extra credit is in the form of the late essay coupon explained below, but occasionally I may offer impromptu opportunities in class to earn extra credit.

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 essay 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 many computer labs on campus 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 5 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 the final exam, any research project components, or any other assignments.
- 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*). 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:**

ENGL 201	→	To: darrencs@fullcoll.edu Subject: English 201 : Essay 1 Question.
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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 forgetting to follow standard writing conventions, like using capitalization or 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

Acknowledgement of English 201 Syllabus—Chiang-Schultheiss
(student copy)

My signature below indicates that I have received and read the syllabus for English 201 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 my written work will be submitted to Turnitin.com, and pledge **not** to submit any writing that I have plagiarized.

Name (printed)	Signature	/ / Date
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