English 100: College Writing  
Instructor: Brandon Floerke

Voicemail: 992-7000 X26301  
Email: bfloerke@fullcoll.edu  
Office: 1320-02

Office Hours:  
- MW: 11:00 – 12:00;  
- TR: 9:30 – 10:00

Required Texts and Materials  
- The Mercury Reader (customized for this class)  
- They Say, I Say: The Moves that Matter in Academic Writing. Gerald Graff and Cathy Birkenstein  
- The Bedford Researcher. Mike Palmquist  
- Fast Food Nation. Eric Schlosser  
- A college dictionary  
- A large college bluebook for the in-class essay  
- A three ring notebook  
- A stapler and three-hole puncher  
- Ample college ruled notebook paper (white only) and at least one dark blue or black pen (no glittery ink)  
- A presentation folder for the final portfolio with three metal prongs and a non-see-through cover made of paper products (not vinyl or plastic)

Keys to Success in this Class  
I have spent the last several years studying the habits of students in my writing classes, and I have found that there is a conspicuous pattern of which students meet their goals and which do not. Whatever conventional wisdom contends, the brightest students are not necessarily more likely to do well. Rather, successful students are those who do the following:  
1. **Schedule their semester in a way that allows them to be successful**  
2. **Come to class nearly every meeting and participate actively**  
3. **Spend adequate time researching and writing their essays**  
4. **Meet with their instructor outside class if they are struggling or unsure**  
5. **Organize their class materials**  
6. **Use this syllabus as a guide (it has answers to your questions, I promise)**

If you feel that you are struggling or not meeting your goals for this course, then start at the top of this list and work down. Chances are you could improve in one of these four areas.

Prerequisites  
Recommended score on the English Placement Test or credit in ENGL 60 Preparation for College Writing or credit in ESL 186 Composition for Students of English as a Second Language. Recommended: concurrent enrollment in READ 142 College Reading: Logical Analysis and Evaluation.
Course Objectives

Upon completion of this course students will be able to:
- identify various methods of development and rhetorical techniques while reading college-level material;
- discover writing topics of merit in various written sources;
- apply appropriate writing strategies in development of complex ideas;
- synthesize ideas from several sources;
- draw valid inferences from data given in a variety of forms;
- identify a significant topic
- employ techniques to discover and develop topics systematically;
- analyze their audience, making rhetorical decisions based on that audience;
- write compositions that develop a topic or thesis in a coherent and unified manner choosing from a number of developmental techniques;
- write papers which demonstrate an understanding of the interrelationship of writer, audience, and purpose;
- write papers of substantial length and complexity utilizing various strategies and options, going beyond external formulae such as the five paragraph theme;
- write paragraphs that have unity, substance, and clarity;
- write sentences that are varied, using subordination and coordination, and that are appropriate for the topic and audience;
- make appropriate stylistic decisions, such as those regarding tone and diction; find and develop their voice and style;
- make significant changes in their drafts, revising through adding, deleting, substituting, and rearranging at the level of word, phrase, sentence, paragraph, and essay;
- produce writing that is nearly free of errors such as run-ons, comma splices, fragments, garbled syntax, shifts in tense and person, unclear references, errors in subject-verb agreement, spelling, and usage;
- gather information from a variety of sources to substantiate assertions or claims;
- evaluate the worth, relevance, and reliability of both traditional and electronic sources;
- interpret research material correctly in context;
- determine what information requires documentation, using correct documentation form for traditional and electronic sources;
- use summaries, paraphrase, and quotations accurately in writing that requires documentation.

What You Can Expect from Your Instructor

Most of this syllabus will discuss what I expect from my students. It is only fair that I let you know what you can expect from me.
- I will adhere to the policies outlined in this syllabus;
- I will do my best to make my classroom a safe place to exchange ideas without fear of humiliation or belittlement;
- I will strive to be approachable and helpful when you come to me;
- I will grade without partiality;
- I will be diligent to provide thoughtful feedback on graded essays;
Course Policies

Note: If you run into a problem with any aspect of this course, please take the time to talk to me about it. If you need additional help, please schedule an appointment or visit me during my office hours. It is my desire that you meet your goals for this class (indeed, for college in general) and I am eager to do what I can to help you. The policies in this syllabus are designed to help the class run smoothly. I expect all students to comply.

Attendance, Tardiness and Participation

Absences: I expect prompt attendance of every class session from all my students. Each class meeting is important, and because much of our time will be spent doing interactive activities, students who are absent will often find it difficult to catch up on their own. However, knowing that in rare instances, extreme circumstances can occur that prevent attendance and participation, you will be given four absences for the semester. Save these absences for legitimate emergencies because extra absences will not be allotted to you.

Better to simply show up at every class meeting if possible. You are allowed four absences, and on the fifth you will be dropped from the course.

Tardiness: If you arrive after I take role, you will be marked tardy. Three tardies equals one absence. Also, if you are more than twenty minutes late to class, you will be marked absent, not tardy—no exceptions.

Leaving early: If you must leave early for any reason, tell me before class, and I may record it as tardiness. If you leave more than twenty minutes before the planned end of class, you will be considered absent for the day.

Tardy Instructor: In the unlikely event that your instructor is late, college policy mandates that students wait fifteen minutes before leaving, unless an official notice is posted.

Common Excuses: There is really no difference between “excused” and “unexcused” absences in this course. You are allowed to be truant four times, regardless of the reasons, so you have no cause to explain to me why you have missed class. But just for the record, the following excuses are not valid and excusable, and it would behoove you to avoid missing any part of this (or any) class for these reasons:

- You have to go to work
- You have to pick up/drop off someone at the airport
Ø You have a doctor or dentist appointment
Ø You have an appointment with a tutor (writing tutor or otherwise)
Ø You need to do homework, study for a test, write an essay
Ø Anything computer related (printer broke or ran out of ink, computer crashed, etc.)

**Being Prepared:** Because a good deal of class time is spent in groups, you should come to class prepared to participate, so that your classmates may benefit from your contributions.

**Students who come to class grossly unprepared will be marked absent for the day.** My definition of a prepared student is the following:
Ø One who has all relevant class materials with them (an organized notebook, paper and a pen, and the relevant texts—you should always bring a book to class on the days when a reading assignment is due in that book);
Ø One who has thoroughly read and annotated the assigned passages from the texts;
Ø One who is awake and alert and willing to participate;
Ø One who has adequate copies of drafts for peer review (one draft per group member—usually four people to a group).

**Due Dates, Late Work, Make-up Work**

**Turn in Work on Time:** You are responsible for completing all work (including reading assignments) by the beginning of class on the date assigned on the schedule of coursework. If you are late to class or absent, the assignment will be considered late. In many cases this means that I will not accept it. If you know that you are going to be absent, you should turn in your work at my mailbox in the mailroom before the beginning of the class when it is due. Or have someone trustworthy submit it for you at the beginning of class. I do not accept work via email. *Do not turn in work at the English Department office, or the Humanities Division office.*

**If You Miss Class:** You are responsible for all the information and assignments given in class, whether you are in class or not. Occasionally, I may make changes or adjustments to the schedule of course work. Generally I will not be willing to restate the contents of an entire class session to an individual student. *If you miss class, make sure that you get any updated information from a classmate.*

**Make-Up Work:** Quizzes, peer review, notebook checks, journals and any other in-class work that you might miss when absent or tardy may not be made up. The only exceptions to this rule are the exams. You must contact me about making up exams.

**Late Pass:** As a rule, *late essay projects will be penalized one letter grade.* However, you get one Late Pass per semester, which entitles you to submit the final draft of an essay project one class period late without penalty. Simply write or type “Late pass” on the top of the first page. I will mark in my records when you use your pass. You may not buy or exchange passes for any reason. Essays turned in with a Late Pass may take longer to get back and will have little or no written feedback from the instructor.
Miscellany

✔ Please refrain from sending text messages or otherwise using your cell phones during class.
✔ No food or drink in the classroom.
✔ Withdraw yourself from the course if you decide to drop.

Grading

Your grade in this course will be calculated according to the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>percentage of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay #1 “Education, Learning, College, and Knowledge”</td>
<td>5%</td>
</tr>
<tr>
<td>Essay #2 “Feminism and Film”</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #3 “History and Hollywood”</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #4 “Good Food Good Business”</td>
<td>15%</td>
</tr>
<tr>
<td>Final Portfolio, X draft, Final Reflection Letter</td>
<td>30%</td>
</tr>
<tr>
<td>Exams and Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Performance Points</td>
<td>15%</td>
</tr>
<tr>
<td>Process Points</td>
<td>5%</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

You must complete all essays, exams, and the portfolio to pass this course.

Letter grades are figured according to the standard percentage scale:

- 90-100%           A
- 80-89%            B
- 70-79%            C
- 60-69%            D
- 0-59%             F

Description of Assignments

**Essays:** There will be several major essay projects. You will be expected to write multiple drafts of each essay and participate actively in all class activities, especially peer review and conferences. All essays must be typed, using MLA format and 12 point Times New Roman
or Arial fonts. Staple your essays before coming to class. I will not accept essays via email or floppy disk.

Essays that do not meet the page requirements, that do not cite sources, that severely violate standard format, or that are not accompanied by a complete “process packet” (see below) will not be accepted until completed. Such essays will be marked late. As noted above, late essays will be marked down one letter grade. See “Late Pass” for the only exception to this rule.

You may rewrite your essays for a revised grade. In order to rewrite an essay you must discuss your plans for revision with me first. The deadline for rewrites will be established on an individual basis.

<table>
<thead>
<tr>
<th>Portfolio: A very large portion of your grade will be determined by the portfolio. Your portfolio will contain a major revision and expansion of one of your research essays. It will also contain several drafts of that essay, including the X draft (see below), a bibliography, as well as the final reflection letter. Final portfolios will be discussed at length in class.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X Draft:</strong> The X draft is an experimental draft of your portfolio essay. It gives you a chance to try out some ideas for revising and expanding your portfolio essay, with very little pressure. I do not grade the X draft according to how well your ideas work, but according to the effort you put forth in writing it. Your X draft should be two pages double spaced and contain material that is not in the graded draft of that essay. I will provide a prompt, and we will discuss the X draft at length at some point in the second half of the semester.</td>
</tr>
<tr>
<td><strong>Final Reflection Letter:</strong> The final reflection letter gives you the opportunity to reflect on the semester and your progress as a writer. It also gives me a chance to gauge how well my students are responding to my assignments and methods. It should be around a page and a half to two pages single-spaced. You will turn in the final reflection letter with your portfolio at the very end of the semester.</td>
</tr>
</tbody>
</table>

| Exams: Exams will have an objective section with true/false, short answer, matching, and multiple choice questions to gauge your understanding of important terminology and concepts. One of the exams will also include an essay portion, which must be written in class. Although you may not be given the essay question ahead of time, I will certainly provide a study guide for the objective section. |
| Quizzes: Expect frequent quizzes. My quizzes are designed to reward the students who attend class, pay attention, take good notes, and read diligently. I usually quiz students on the readings and class content. I will also occasionally check notebooks or assess your understanding of my class policies as described in the syllabus. At the end of the semester I add up everyone’s quiz scores and assign total quiz grades on a curve. Students are often allowed to use reading notes during the quiz. |
Performance Points: There are three ways to earn performance points: options papers, and the vocabulary project.

Response Papers: Many response papers will be written in class as a way to get your mind focused on a discussion topic. Other papers will be typed at home. They should be *single spaced* and at least two-thirds of a page. Instructions for at-home response papers are on the schedule under the heading “Response Paper.”

Options Papers: In addition to the response papers, you must complete at least 10 options papers by the end of the semester, although you may write more for extra credit. Options Papers must be typed and *single spaced* and should fill up at least two-thirds of a page.

The reason that they are called “options papers” is because there are a number of ways to meet the requirement.

- The first way is to look at the schedule and find instructions under the heading “Options.” There will be one of these options nearly every week.
- The second way is to make an appointment in the Writing Center and see a tutor about a draft of one of your essays. Then write an options paper about the experience. You may go to the Writing Center as often as you like, but you cannot write more than three options papers about your visits.
- The third way is to write about an experience at a campus event, such as a play, concert, or sporting event. I will try to alert you of qualifying campus events, but you can also write options papers on events that are not discussed in class. However, you should get my approval ahead of time. You may not write about more than three campus events.

Vocabulary Project: The vocabulary project is a record of words that you have learned during the course of the semester. When reading you will add words and their definitions to a piece of paper in a section of your notebook devoted to the vocabulary project. You *must* look up the definitions for any words that you do not know well and add those words to the vocabulary project before coming to class. You will typically be allowed to use your vocabulary project on reading quizzes.
**Process Points:** There are three ways to earn process points: process packets, editing exercises, and reflection letters.

**Process Packets:** These are turned in with your completed essays and show that you followed a writing process and met the class deadlines. The contents of each packet are listed on the essay assignment prompts. Usually a prewriting worksheet, a rough draft, and a research assignment.

On the due date for each element of the process packet, I will stamp the first page of assignments that are completed on time. **If you do not complete a particular assignment by the due date, you must still complete it in order to include it in the process packet. I will not grade essays with an incomplete process packet, and they will be returned and marked late.** We will discuss the individual components of the process packet at length in class.

**Editing Exercises:** After you get back a graded essay, I will provide detailed instructions for the editing that I want you to do. Basically, I will ask you to identify specific format and documentation errors in your essay and correct them.

**Reflection Letters:** These letters are designed to give you a chance to reflect on your progress as a writer. After you receive back each graded essay, I will ask you to respond to my comments and identify skills that you have mastered, as well as areas that still need improvement. I will provide a prompt and an example for the reflection letters. Letters are usually due one week after I hand back graded essays. Letters should be about two-thirds of a page typed and single spaced. We will discuss my expectations for these letters at length in class.

**Turnitin.com**

In its commitment to academic honesty and accurate assessment of student work, Fullerton College uses Turnitin.com to prevent and detect plagiarism.

I reserve the right to submit student assignments to Turnitin.com to check for similarities between student submissions and the internet, various research databases, and the Turnitin.com database of previous student submissions. Furthermore, I may also submit essays to other instructors seeking plagiarism matches.

Students may be required to electronically submit their written work to the instructor or to Turnitin.com, and by taking this course, students agree that all assignments are subject to plagiarism detection processes and plagiarism 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.
**College Policies**

**Emergency Response Message**

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. You are asked to go to the designated assembly area. Your cooperation during emergencies can minimize the possibility of injury to yourself and to others.

**Student Conduct**

Students have an obligation to become familiar with the College’s policies, rules, and regulations and to conduct themselves in a reasonable, respectful manner conducive to attaining their educational goals. Students should refer to the college catalog under the heading *Student Conduct* for additional information. Or visit the web at:

http://stuserv.fullcoll.edu/Campus%20Rules.doc

**ADA Statement**

Fullerton College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. Verification of the disability must also be provided. The Disability Support Services office functions as a resource for students and faculty in the determination and provision of educational accommodations.
Academic Honesty

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:
   1. stealing or passing off as one's own the ideas or words of another,
   2. 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,
- 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:
   0. using notes, aids, or the help of other students on tests or exams in ways other than those expressly permitted by the teacher,
   1. 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.

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

1. Assign an appropriate academic penalty such as an oral reprimand (as in cases where there is reasonable doubt that the student knew that the action violated the standards of honesty); assign an 'F' on all or part of a particular paper, project, or exam (for example where it was felt that it was a one-time occurrence); or assign an 'F' in the course (as in cases where the dishonesty was serious, premeditated, or part of an ongoing scheme).

2. 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 [in printed catalog] for additional information.