Course Description:
This is a college level course in composition designed to develop reading, critical thinking, and writing strategies necessary for academic success. The emphasis is on reading and writing expository essays. This course includes research and documentation skills. In class, there will be lectures, class discussion, writing groups and in-class writing assignments.

Student Learning Outcomes:
Students completing this course will be able to:
- Read and respond critically to college-level texts.
- Understand and employ the stages of the writing process to generate ideas and develop a coherent organizational plan in a variety of writing situations (in-class and out-of-class).
- Demonstrate awareness of audience and purpose.
- Expand an essay’s level of development and complexity beyond the five paragraph essay model.
- Use research methods to find appropriate sources for academic writing.
- Incorporate and document source material responsibly within an essay.
- Work collaboratively in group activities and discussion.
- Read critically and respond constructively to peer drafts.
- Demonstrate competence in academic written English.
- Revise and edit for ideas and correctness.

Humanities Division Student Learning Outcomes:
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.

Course Requirements:
- Come to class on time and be ready to participate. Missing class more than three times during the course of the semester may result in your being dropped from the course. **Note: If you miss the first or second class period, you may be dropped from the course.**
- Read assigned readings before the class period in which they’ll be discussed, and, if applicable, bring them to class, so that they can be referred to during discussion.
- Monday and Wednesday Disquisitions.
• Miscellaneous assignments from the course textbook and/or handouts distributed in class.
• Two out-of-class response essays.
• One out-of-class research essay.
• One in-class midterm (essay format).
• Participation in writing groups.
• One group presentation on a novel (final).

Grade Breakdown: Grading Scheme:
• Monday Disquisitions (x ~12): 10% A 90% – 100%
• Wednesday Disquisitions (x ~9): 15% B 80% – 89%
• Essay 1: 10% C 70% – 79%
• Essay 2: 15% D 60% – 69%
• Midterm (in-class): 15% F < 60%
• Research Paper: 25%
• Writing Group Work: 5%
• Book Festival Presentations: 5%
• Total: 100%

General Guidelines:
• For this course, we’ll be using MLA guidelines for all written work. This means every paper you turn in should be typed using 12-point font (Times New Roman) or Palatino), double-spaced, and have 1” margins all around.

• Any assignment that requires more than one sheet of paper must be stapled. I will not accept unstapled work.

Class Conduct:
Show up every day on time and be prepared to actively participate in classwork and discussion. Please turn off all cell phones, MP3 players, pagers, and other electronic devices while in class; their incessant beeping is disruptive, and turning them off every once in awhile is actually beneficial to the devices themselves. If you ever answer your cell phone in class (or text message), I will mark you as absent. If they become a nuisance, I reserve the right to ban electronic devices from the classroom.

Late Work:
The policy on late work is as follows:
• Monday Disquisitions, due to their short length, and the research paper, due to its magnitude, may not be turned in late.
• In-class assignments, worksheets, essays and group work may not be made up. It is imperative that you make every possible effort to be in class for preannounced in-class activities, especially peer editing activities, as your absence will affect not only yourself, but your group members, as well.
• Essay 1, Essay 2 or any Wednesday Disquisition may be turned in up to two class periods late, if accompanied by your Late Essay Coupon (attached). This means, for example, if a Wednesday Disquisition is due Monday, August 20th, you may turn it in with no penalty any time before Monday, August 27th if your Late Essay Coupon is attached to the front. These essays may not otherwise be turned in late. Please remember that you are allotted ONE Late Essay Coupon. (See below for more information.)

E-Work:
I will accept Disquisitions over e-mail any time, and I will accept Essay 1 or Essay 2 over e-mail in case of absence. You may attach your document to an e-mail using any of the following filetypes: .pdf (preferred), .rtf, .pages, .cwk, .doc, and (if absolutely necessary) .txt. I cannot accept the.docx format. If you’re having trouble with all of these formats, you may paste the text of your essay into the body of an e-mail, but the formatting will most likely be lost, and I will copy and paste your essay into a word processing document, in a font of my choosing, to ensure that your paper meets the length requirement for that particular assignment. Please note that e-mailed essays are still due by the listed due date and time. My e-mail program datestamps all incoming e-mails. If your e-mail arrives after the due date listed, it will be counted as late—regardless of the time and date on which you may have sent the e-mail. Please keep this in mind when e-mailing essays (and take care to spell my e-mail address correctly, lest you be attacked by the dreaded MAILER-DAEMON). You can always turn in your essay using Turnitin.com.

Extra Credit:
If by the end of the semester you have not used your Late Essay Coupon, you may turn it in with your Research Paper on the last day of class. If you do so, I will add 1% to your final grade after the final grades have been tabulated (i.e., after the formulae and before they’re officially recorded).
Class Contacts:
If you ever miss class and want to get the notes from someone who was there, you may want to jot down their contact information here:

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Late Essay Coupon:
Below is the Late Essay Coupon. To use it, detach it at the dashed line (scissors would probably be best), and fill out all the required sections. If you’re turning it in with your Research Paper for the free 1%, fill the “Assignment” section in with “Final Grade”, and the “Date Due” section in with the due date of the research paper.

Name: __________________________________________________________
E-mail: __________________________________________________________
Assignment: _____________________________________________________
Date Due: _______________________________________________________

FULLERTON COLLEGE ACADEMIC HONESTY POLICY

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 (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.

TURNITIN.COM STATEMENT

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

This instructor reserves 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, this instructor 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.

WAIT TIME FOR LATE INSTRUCTORS

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

AMERICANS WITH DISABILITIES ACT (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.

EMERGENCY RESPONSE STATEMENT

Take note of the safety features in around the classroom. Also, please study the posted evacuation routes. The most direct route of egress may not be the safest. Running out of the building during earthquakes may be dangerous. During strong earthquakes, it is recommended to duck, cover, and hold until the quaking stops. Follow the guidance of your instructor. Your cooperation during emergencies can minimize the possibility of injury to yourself and others.

FULLERTON COLLEGE CATALOG 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.
Disquisitions

Like most things, writing takes practice. If you play a sport, you know that to perform well during a game you have to practice outside the game. If the only time you “practice” is during the game, not only will you not improve regularly, your performance will suffer, and you’ll probably get benched. Similarly, your writing practice should not consist entirely of formal essays, as your writing will not improve, and the essays will suffer.

The word “disquisition” is arcane, and not used very much nowadays. I’m using it to mean “an essay-style piece of writing that’s not an essay in length or breadth”. Disquisitions are your chance to practice writing. You’ll be given a disquisition almost every class period, with those assigned on Mondays being shorter (1-2 pages) than those assigned on Wednesdays (2-3 pages). The goal of these disquisitions is to focus on form, and not to worry so much about content. Whatever you say, try to express it in writing as perfectly as possible. By keeping up with your disquisitions, you’ll improve your speed and accuracy, so that when it comes to writing formal essays, the nuts and bolts will take care of themselves. Additionally, the informal nature of disquisitions will allow you to explore ideas for larger papers without worrying about whether you’re reasoning is “correct” or “logical”. It’s a time when you can focus on your writing without worrying so much about what you have to say.

The requirements for disquisitions are fairly simple. Monday disquisitions are to be at least one full page, no more than two, and Wednesday disquisitions are to be at least two full pages, no more than three. They’re to be typed and formatted like you would format a full-length essay, but you generally will not need to do any research (or, if you do, it will be research that will be used for one of your formal essays; not disquisition-specific research). Disquisitions are to be turned in at the beginning of the next class period, and, with one exception (see below), may not be turned in late.

As to grading, Monday disquisitions will be graded simply with a +, √, √, or α. A √ means that the disquisition was good; just about what one would expect. A + (a bit rarer) means that the disquisition was exceptionally good. A - means that the disquisition was generally not up to par. If a disquisition is not turned in, does not meet the length requirement, or is completely off-topic, or shows little to no effort, it will get a α.

Since they’re longer and require more time, Wednesday disquisitions will be graded a bit more stringently than Monday disquisitions. I’ll award up to 5 points for content (not necessarily the logicality of an argument, per se, but creativity, originality, relevance to the topic, etc.), style, and mechanics, and will give an additional 5 points for disquisitions of the correct length. Anything between a page and a half and two pages will get 0 additional points, and anything shorter will not get credit at all. A Wednesday disquisition (not a Monday disquisition) may be turned in late if you use your Late Essay Coupon (see syllabus).

David Peterson
Prof. Peterson

English 100

September 1, 2007

How to Format Your Papers for This Class

This is the first page of an example paper which will show you how to format everything you turn in for this class. There are several things to notice right off the bat.

First, notice that the author’s last name appears in the header (not in the first line of the body of the text) along with the page number. The two may be separated by a couple of spaces, a hyphen, a dash, a comma—whatever looks best to you. On the left, list, in order from top to bottom, your name, the name of the professor (i.e., me), the course title, and the due date for the assignment you’re turning in. Notice that the paper is double-spaced the whole way through, including the identification information in the upper left-hand corner.

Once you’re ready to start your paper, press “return” once and write your title, which should be centered, and may be italicized or underlined, at your discretion. The body of your text will start one return carriage down from your title, and will look more or less like this page (double-spaced, one return carriage between paragraphs, standard indentation, etc.). Note that a page ends on the last possible line of the page, which is this line—not the previous. Keep that in mind when examining the length of your essay.