English 100: College Writing (Spring, 2007)
Syllabus
Tuesdays and Thursdays 7:00 a.m. - 8:50 a.m., Room 1129
CRN: 22778

Professor: David Peterson  
Office Hours: TBD
E-Mail: dpeterson@fullcoll.edu
Web Page: http://staffwww.fullcoll.edu/dpeterson/courses/eng100/eng100sp07/

Prerequisites: 1 of the following 3 are required:
- Recommended score on the English Placement test.
- Credit in ENGL 60 F Preparation for College Writing.
- Credit in ESL 186 F Composition for Students of English as a Second Language.

Recommended:
- Concurrent enrollment in READ 142 F College Reading: Logical Analysis and Evaluation.

Required Texts:

Recommended Texts:
- College dictionary (one with etymological information)

Other Required Materials:
- Writing implements.
- Paper to write on.
- A binder or folder in which to keep papers.
- One blue book.

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.
- Tuesday and Thursday 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Tuesday Disquisitions (x 12)</td>
<td>10%</td>
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<tr>
<td>Thursday Disquisitions (x 9)</td>
<td>15%</td>
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<tr>
<td>Essay 1:</td>
<td>10%</td>
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<td>Essay 2:</td>
<td>15%</td>
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<td>Midterm (in-class):</td>
<td>15%</td>
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<td>Research Paper:</td>
<td>25%</td>
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<td>Writing Group Work:</td>
<td>5%</td>
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<td>Book Presentations:</td>
<td>5%</td>
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<td>Total:</td>
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Grading Scheme:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>94% - 99%</td>
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<td>A-</td>
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<td>B+</td>
<td>87% - 89%</td>
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<td>B</td>
<td>83% - 86%</td>
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<td>B-</td>
<td>80% - 82%</td>
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<td>C+</td>
<td>77% - 79%</td>
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<td>73% - 76%</td>
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<td>D</td>
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<td>F</td>
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General Guidelines:

• For the 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 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:

This is an early morning class, so do what you need to do to 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:

• Tuesday 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 pre-announced 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 Thursday 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 Thursday Disquisition is due Tuesday January 23rd, you may turn it in with no penalty any time before Tuesday, January 30th 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 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. 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).

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).

Wait Time for Instructors:

If the instructor has not arrived by the class’s start time, college policy states students should wait fifteen minutes. If the instructor has not arrived after fifteen minutes, students may assume class is canceled. Should this occur, please sign in on the sign-in sheet posted on the door. If the instructor arrives before the fifteen minute wait time and you have already left, you will be marked absent.
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.

Late Essay Coupon
Prof. David Peterson
English 100, Spring 2007

Name: __________________________________________________________

E-mail: _________________________________________________________

Assignment: ___________________________________________________

Date Due: _____________________________________________________
Academic Honesty  *(Fullerton College Catalog 2004-05)*

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:

I. Students shall not plagiarize, which is defined as
   A. stealing or passing off as one's own 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 acknowledgement;
   - submitting under one's own name term papers or other reports which have been prepared by others.

II. 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.

III. 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.

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.
ADA Statement

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.

Grade Appeal Procedure (approval pending)

The College recognizes the legal right of faculty to set standards of performance and to apply them to individual students. Therefore, the instructor is the final authority in determining grades that are assigned to students and that appear in their permanent academic records. Students have a right to inquire how their grade was determined. Students have the right to have someone accompany them throughout the process. The following procedures apply to changes of grades except for changes of Incomplete (I) and Withdrawal (W) grades.

1. In general, all course grades are final when filed by the instructor in the end-of-term course grade report. Students have access to their end-of-term grades. These grades become a part of the official record.

2. Students have the right to formally appeal the final grade in a course. Students have the right to have someone accompany them throughout the process. As per California Education Code Section 476224(a) When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistakes, fraud, bad faith, or incompetency, shall be final. Appeals are limited to situations in which the students believe the grade is prejudicially, capriciously, or arbitrarily assigned.

3. Requests for grade change should be initiated by students within the next regular semester, but no later than two years, following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Admissions and Records.

4. If the instructor determines there is not a valid basis for the change and denies the student's request, students may proceed to the appeals process described below. Prior to being accepted by the Office of Admissions and Records, the Change of Grade form shall be completed and signed by the instructor, noting the basis for the change, and approved by the division dean.

The Grade Appeal Request form must first be directed to the instructor of the course and a signed copy maintained by student. If further action is necessary, the student should present the written complaint to the division dean. If the issue continues to remain unresolved, the written appeal can be directed to the Executive Vice President of Educational Programs and Student Services. The Executive Vice President will convene the Grade Appeal Committee. Once the Grade Appeal Request has entered the formal process, it shall be resolved formally.
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.
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 Tuesdays being shorter (1-2 pages) than those assigned on Thursdays (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 natures 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. Tuesday disquisitions are to be at least one full page, no more than two, and Thursday 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, Tuesday disquisitions will be graded simply with a +, √, -, or ø. 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 ø.

Since they’re longer and require more time, Thursday disquisitions will be graded a bit more stringently than Tuesday 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 Thursday disquisition (not a Tuesday disquisition) may be turned in late if you use your Late Essay Coupon (see syllabus).