English 100 Hybrid: College Writing (Fall, 2008)  
Syllabus  
Wednesdays 5:00 p.m. - 6:50 p.m., Room 526  
CRN: 13544

Professor: David Peterson  
Office Hours: Mon. 6-7 p.m.; Wed. 4-5 p.m.  
E-Mail: dpeterson@fullcoll.edu  
Web Page: http://staffwww.fullcoll.edu/dpeterson/courses/eng100h/eng100h2fa08/ 
Office Hours: 4-5 p.m.

Student Learning Outcomes:
Upon successful completion of this course, students will be able to:

- Locate, evaluate, and select sources appropriate to college level writing assignments.
- Synthesize reliable and relevant outside sources into a focused academic essay.
- Identify and employ appropriate/effective rhetorical strategies for composition of sustained expository essays.

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 will be discussed, and, if applicable, bring them to class, so that they can be referred to during discussion.
- Online writing assignments.
- Miscellaneous assignments from the course textbook and/or handouts distributed in class.
- Three out-of-class response/research essays.
- Disquisitions.
- One in-class midterm (essay format).
- Participation in writing groups, including peer editing activities.
- One group presentation on a novel (final).

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.
- Plenty of printing paper and/or a printing account.
- An e-mail account that can send and receive attachments.

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.
Grade Breakdown:

- Web Writing: 10%
- Disquisitions: 15%
- Essay 1: 10%
- Essay 2: 15%
- Essay 3: 15%
- Midterm (in-class): 15%
- Online Activity/Participation: 5%
- Writing Group Work: 5%
- Book Presentation (final): 5%
- Peer Editing: 5%
- Total: 100%

Grading Scheme:

- A: 90% ~ 100%
- B: 80% ~ 89%
- C: 70% ~ 79%
- D: 60% ~ 69%
- F: < 60%

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 [note: Palatino > Times]), double-spaced, and have 1" margins all around. **NOTE:** If you use MicroSoft Word, chances are it gives you 1.25" margins by default. Be sure to fix this before your first assignment is due.

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

Class Conduct:

Traffic and parking are what they are, and we all have to deal with their terrible consequences. Neither traffic nor parking are ever an excuse for being tardy or absent. 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:*

- Online writing assignments, due to their timely nature, may not be turned in late. The same is true for drafts that will be peer-edited.

- 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, Essay 3, or any Disquisition may be turned in up to one week late, if accompanied by your Late Essay Coupon (attached). This means, for example, if a Disquisition is due Sunday August 31st, you may turn it in with no penalty any time before Sunday, September 7th 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.)

Tardies:

Being tardy **WILL** negatively affect your grade. If tardies become a problem, I reserve the right to implement attendance quizzes, which, if missed, will adversely affect your grade. Finally, tardies will adversely affect your group’s score in the group competition (as do absences). Please do not be tardy. **NOTE:** Three tardies = one absence. Please bear this in mind.

E-Work:

I will accept Essays 1, 2 or 3 over e-mail in case of absence. You may attach your document to an e-mail using any of the following filetypes: .doc or .odf (use one of these two formats if you want e-comments), .rtf, .pages, .cwk, .pdf, .docx, 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). 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). Extra credit can also be obtained by winning a prize at the end of the semester for your group presentation, winning the group competition, or with a New Comm Ave submission (see below).
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.

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, each one being 2-3 pages (at least two pages; can be more than three pages, if you so desire) in length and due on Sunday. 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 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. Disquisitions are to be at least two full pages, no more than three. They’re to be typed and formatted like you would a formal 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 online the Sunday after our class meets.

As to grading, 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 disquisition may be turned in late if you use your Late Essay Coupon (see syllabus).

Collectively, these disquisitions will be worth 15% of your grade—the equivalent of the midterm. Missing even one of these will prove costly. Bear this in mind as we proceed.

New Comm Ave

New Comm Ave is an online journal edited by Mark Fullmer, myself, and several other faculty members here at Fullerton College and Irvine Valley College. The goal of New Comm Ave is to publish the work of first year community college students here in Southern California. It’s had an extremely successful run so far, including getting several of its contributors published in English books not unlike The Bedford Guide.

Some of the essays published in New Comm Ave are just like the disquisitions and essays you’ll be writing this semester. If you wish to try to get one of your essays published at the end of the semester (and I strongly encourage you to do so), I will award you 1% extra credit. The rules are as follows:
1.) It must be an essay you’ve written for class.
2.) I must approve of the selection (this will involve revision).
3.) You must actually submit the essay for publication.
4.) You must turn in all your major essays over the course of the semester (Essay 1, Essay 2, Essay 3, and the in-class midterm).

Not all essays submitted are published, of course, but we have a great time reading through the submissions we get due to their variety and high quality. Be thinking about this as we proceed. We look forward to publishing your work!

Web Writing

Academic writing is different from writing on the web. As web writing is rapidly becoming a more important (and marketable) skill, learning the difference between writing for a print audience and writing for a web audience has never been more important. In fact, it’s growing more and more important by the minute. If its importance is n at this moment, it is now n+1, and now n+1.2, and now n+1.4, etc. (the units are IMPs, or “units of importance”). In addition to honing your academic writing skills and learning the art and science of academic research, you will also get the chance to fine tune your web writing skills. Web Writing assignments will be short (this is web writing, after all), relatively easy, and light. The point is to get the form down, so you can translate regular writing into web writing on command. Topics will be assigned online—most often, directly after a given class—and due the day before our next class.
A Word on Due Dates

Again, as a reminder: *No late work is accepted.* Aside from your one late essay coupon, every assignment *must* be turned in *on time* to receive credit (I may accept an assignment late if you simply want feedback, but it will lower on my list of priorities). Here’s a handy guide for due dates you can refer to throughout the course of the semester:

- **Disquisitions:** Due on Sundays by midnight.
- **Web Writing:** Due on Tuesdays by midnight.
- **Essays:** Due Wednesdays by 7:00 p.m.
- **In Class Assignments:** Due in class.
- **Reading Assignments:** To be finished before the class in which they’re discussed.
- **Book Festival Presentation:** Due Wednesday December 10th.

A Word on Our Website

Our class website is our online home. Treat our home and its inhabitants with care. In class, and online, we’ll be discussing controversial topics, and differences in opinion are bound to arise from time to time. Everyone is entitled to their opinion; *no one* is entitled to belittle or insult *anyone* else for *any* reason. Keep this in mind during in-class and online discussions—in fact, especially during online discussions. Hiding behind the internet, ugly emotions and behaviors can surface. Resist this urge, as no internet bullying of any kind will ever be tolerated. Remember what the man said:

“*And I will strike down upon thee with great vengeance and furious anger those who would attempt to poison and destroy my brothers!*” —Jules

That ‘T’ there is me striking down upon internet bullies. It will happen. Fairly warned be ye says I. *(Note: if you’re even in doubt about the appropriate way to respond to a post, simply ask.)*

Finally

Three words: do the work. There is no easier or surer way to fail this class than by *not* doing what’s been assigned.

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 those 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.
**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.