



English Writing 101: College Writing

Meetings: TuTh 1:00 pm-3:05 pm Room Davies Hall 205 (LEC - 12466)

Term: Spring 2017 | Full Semester | Jan 14, 2017 - May 17, 2017

Units: 4.00

Course Description

This course focuses on the connections between critical thinking, writing, and reading that are necessary for the independent development of essays in ENGWR 300 and other transfer-level courses. It emphasizes writing in response to various reading selections, including at least one full-length work. The essay writing process includes prewriting, thesis development and organization of ideas, drafting of essays, and revision. The course also requires outside research and includes an introduction to basic formatting and referencing of sources using MLA-style documentation. Written final drafts totaling at least 4,500 words are required.

Student Learning Outcomes

Upon successful completion of this course, you will be able to:

- Analyze issues and ideas raised in a variety of texts
- Distinguish among fact, inference and opinion
- Respond to issues raised in texts
- Compose essays with clear controlling ideas
- Compose essays with a logical progression and organization of ideas
- Develop and expand ideas that are supported by a variety of relevant details
- Format documents properly
- Parenthetically reference sources used in papers
- Cite sources in a properly formatted works-cited page
- Evaluate source credibility
- Integrate credible sources using appropriate formatting standards
- Revise essay drafts to improve focus and strengthen ideas
- Construct sentences that demonstrate control of grammar, sentence variety, word choice, and conventions of standard written English

Prerequisite

ENGWR 50 (Developmental Composition) or 51 (Developmental Writing) with a grade of "C" or better, or placement through the assessment process.

Instructor

Professor Mendez

- Email: mendezs@arc.losrios.edu (preferred method of contact)
- Voicemail: 916-286-3691 x 12557
- Office Hours: T 3:30 pm-4:30 pm Room Davies Hall 401

Course Ground Rules

Following the ground rules will ensure that the course runs smoothly and is fair for all students.

Communication Policy

Email is the best way to contact me. Using Canvas to contact me is a great method. If you don't hear back from me within 24 hours on weekdays, assume I did not receive your email and resend it.

When you send an email, identify yourself with your name and the course you are in. Also be sure to use complete sentences and proper grammar. Remember that your reader is an English instructor who appreciates these things.

Attendance and Drop Policy

Attending classes is important for achieving the Student Learning Outcomes and for earning college credit. If your attendance drops below 80%, you may be dropped from the course. The number of hours includes time being late and time leaving early.

If you choose to drop yourself, be sure to officially drop through the Admissions Department and be mindful of the drop deadlines.

Late Work

You can submit late essays; however, missing an essay deadline will reduce the score by 20 points (about 17%).

Time Management

You should plan for two hours of outside assignments per lecture hour. Outside assignments for this course typically include research, reading, and writing.

Disruptive Behavior and Communication

If your comments or behavior distracts anyone from learning or teaching, you may lose Participation points and be referred to the college Student Discipline Officer for disciplinary action. Examples of obvious and not-so-obvious disruptive behavior: interrupting, excessive lateness, sleeping, offensiveness, snarky comments, nonverbal disrespect, whininess.

Plagiarism

Plagiarism is representing another's work as your own. Any time you communicate an idea that was not yours (whether you paraphrase or use the exact words), you must cite the source. Nobody should write a paper for you, and nobody should "fix" your paper. You can receive suggestions and instruction, but you must always have control of your paper--you make the edits yourself.

I use TurnItIn.com for plagiarism detection. I also compare essays to student emails and classwork (every piece of writing exhibits a certain skill level and tone). If an essay contains plagiarism issues, the essay grade may be lowered or receive a zero depending on the severity.

If you demonstrate a pattern of plagiarism (submitting more than one essay with plagiarism issues), then you may be referred to the college Student Discipline Officer for disciplinary action.

For more information about college policies, visit [the Guide to Student Rights and Responsibilities](#)ⁱ.

Accommodations

If you have a health problem, a learning disability, or a physical need of some kind, contact the Disabled Students' Programs and Services (DSPS) department to discuss your needs and obtain documentation for me. Visit the [DSPS](#)ⁱⁱ page for more information. I am committed to helping all students achieve their educational goals.

Technology in the Classroom

You are welcome to use a technology device in class to take notes, access readings we're discussing, and the like. You are *not* welcome to surf the web, check email, view texts, respond to texts, or otherwise perform non-class-related activities during class.

Unless you are using a device to work on class activities, put it away (no phones on desks or in laps). Not following this policy may reduce your Participation points.

If you are expecting an important phone call, please let me know before class and then step outside the classroom to answer your phone.

Assignments and Grading

You will earn points for the following categories of assignments.

Category	Description	Points
Participation	(see the Participation Rubric)	200
Essays	Six essays (see the Essay Rubric)	720
	Total:	920

Your final course grade is based on the following percentages:

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

Be sure to double-check that your essay submissions go through.

I grade all activities within a week after you submit them. If you do not receive a grade after one week, contact me to make sure I received your submission.

I do not offer extra credit or give Incompletes as grades.

Schedule

So that you can plan ahead, the following table provides the tentative schedule for the course. We may revise the schedule as student needs arise. An up-to-date schedule will always be available in Canvas.

Class Meeting	Topics	Preparation	Essays
Week 1			
Jan 17, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Attendance ▪ Syllabus ▪ Canvas ▪ Introductions ▪ In-Class Reflective Essay 		
Jan 19, 2017 (Thursday)			
Week 2			
Jan 24, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Writing Processes ▪ Reading Processes ▪ Formatting 	<ul style="list-style-type: none"> ▪ Read text chapters 1, 2, 4, Q1 	
Jan 26, 2017 (Thursday)			
Week 3			
Jan 31, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Recalling an Experience ▪ Strategies for Generating Ideas 	<ul style="list-style-type: none"> ▪ Read text chapters 4, 19 	
Feb 02, 2017 (Thursday)			
Week 4			
Feb 07, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Readings ▪ Peer Evaluation Workshop 	<ul style="list-style-type: none"> ▪ Read text essay from A Writer's Reader tbn ▪ Write journal prompt tbn ▪ Write Recalling an Experience Essay Draft 	
Feb 09, 2017 (Thursday)			
Week 5			
Feb 14, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Readings ▪ Strategies for Stating a Thesis and Planning 	<ul style="list-style-type: none"> ▪ Read text chapter 20 ▪ Read Crazy pages 1-57 ▪ Write three discussion questions 	
Feb 16, 2017 (Thursday)			<ul style="list-style-type: none"> ▪ Revised draft of Recalling an Experience Essay due by midnight
Week 6			
Feb 21, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Observing a Scene ▪ Readings 	<ul style="list-style-type: none"> ▪ Read text chapter 5 ▪ Read text essay from A Writer's Reader tbn ▪ Write journal prompt tbn 	
Feb 23, 2017			

(Thursday)			
Week 7			
Feb 28, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Readings ▪ Peer Evaluation Workshop 	<ul style="list-style-type: none"> ▪ Read Crazy pages 58-122 ▪ Write three discussion questions ▪ Write Observing a Scene Essay Draft 	
Mar 02, 2017 (Thursday)			
Week 8			
Mar 07, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Strategies for Drafting 	<ul style="list-style-type: none"> ▪ Read text chapter 21 ▪ Read text essay from A Writer's Reader tbn ▪ Write journal prompt tbn 	
Mar 09, 2017 (Thursday)			<ul style="list-style-type: none"> ▪ Revised draft of Observing a Scene Essay due by midnight
Week 9			
Mar 14, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Interviewing a Subject ▪ In-Class Reflective Essay 	<ul style="list-style-type: none"> ▪ Read text chapter 6 ▪ Read Crazy pages 123-173 ▪ Write three discussion questions 	
Mar 16, 2017 (Thursday)			
Week 10			
Mar 21, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Peer Evaluation Workshop 	<ul style="list-style-type: none"> ▪ Read text essay from A Writer's Reader tbn ▪ Write journal prompt tbn ▪ Write Interviewing a Subject Essay Draft 	
Mar 23, 2017 (Thursday)			
Week 11			
Mar 28, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Critical Thinking Processes ▪ Comparing and Contrasting ▪ Strategies for Revising and Editing 	<ul style="list-style-type: none"> ▪ Read text chapters 3, 7, 23 ▪ Read Crazy pages 174-207 ▪ Write three discussion questions 	
Mar 30, 2017 (Thursday)			<ul style="list-style-type: none"> ▪ Revised draft of Interviewing a Subject Essay due by midnight
Week 12			
Apr 04, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Explaining Causes and Effects ▪ Readings 	<ul style="list-style-type: none"> ▪ Read text chapter 8 ▪ Read text essay from A Writer's Reader tbn ▪ Write journal prompt tbn 	

Apr 06, 2017 (Thursday)			
Apr 11, 2017 (Tuesday)	Spring Recess		
Apr 13, 2017 (Thursday)	Spring Recess		
Week 13			
Apr 18, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Supporting a Position with Sources ▪ Readings ▪ Peer Evaluation Workshop 	<ul style="list-style-type: none"> ▪ Read text chapter 12 ▪ Read Crazy pages 208-273 ▪ Write three discussion questions ▪ Write Explaining Causes and Effects Essay Draft 	
Apr 20, 2017 (Thursday)			
Week 14			
Apr 25, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Readings ▪ Research 	<ul style="list-style-type: none"> ▪ Read text essay from A Writer's Reader tbn ▪ Write journal prompt tbn 	
Apr 27, 2017 (Thursday)			<ul style="list-style-type: none"> ▪ Revised draft of Explaining Causes and Effects Essay due by midnight
Week 15			
May 02, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Readings ▪ Peer Review Workshop 	<ul style="list-style-type: none"> ▪ Read Crazy pages 274-341 ▪ Write three discussion questions ▪ Write Supporting a Position with Sources Essay Draft 	
May 04, 2017 (Thursday)			
Week 16			
May 09, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Readings 	<ul style="list-style-type: none"> ▪ Read Crazy pages 342-361 ▪ Write three discussion questions 	<ul style="list-style-type: none"> ▪ Revised draft of Supporting a Position with Sources Essay due by midnight
Finals			
May 16, 2017 (Tuesday)	<ul style="list-style-type: none"> ▪ Final Exam: 12:45 p.m. - 2.45 p.m. (Peer Evaluation Workshop) 	<ul style="list-style-type: none"> ▪ Write Crazy Essay Draft 	<ul style="list-style-type: none"> ▪ Final Essay due by midnight

ⁱ http://wserver.arc.losrios.edu/stusrvc/Student_Rights_Respons.pdf

ⁱⁱ http://www.arc.losrios.edu/Support_Services/DSPS/General_Information.htm