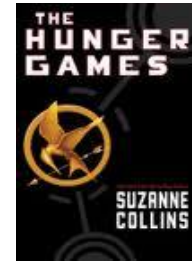
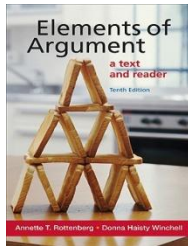


**English 1B: Advanced Composition & Critical Thinking /Spring 2013/Location: CHMB 263
Days: TTH/Times:11:00AM - 02:45PM Dates: 03/26/2013-05/14/2013 / Section: 71960**



Professor: Melissa Utsler
Phone: 652-8026
melissa.utsler@chaffey.edu

www.writingintheie.info

Office Location: CHMB-216

Advice (Office) Hours:

MW: 11:45 – 12:30

Welcome to English 1B!

You have reached the highest level of composition courses here at Chaffey College, so I am sure that you are ready for the challenges ahead. This semester, you will practice the skills of research, analysis, debate, and persuasion in order to become an advanced, critical college-level writer. This course will also prepare you for the research-based writing in future classes as well as provide critical thinking skills for analyzing the world around you.

Frequently Asked Questions ?

What is the focus of this course? The

general course description states, “Using primarily non-fiction reading models, students emulate and incorporate various rhetorical strategies in the development of written analysis and researched argumentation. Focus on logical analysis (e.g., inductive and deductive reasoning) and effective reasoning, establishing credibility, and emotional appeals to develop persuasive arguments. Course is writing intensive with a minimum production requirement of 6,000 words” (source: Chaffey College catalog).

Prerequisite: Completion of English 1A (with a grade of C or better) Transfer Credit: CSU, UC

Why should I take this course? There are many reasons to take this course, but the main benefit is that your research and argumentative writing skills will improve. By the end of this course, you will read, discuss, analyze, and evaluate the writing of peers and professionals in a more critical, thoughtful, and sophisticated manner.

Top Ten Benefits of Taking English 1B:

(adapted from English Department learning objectives & outcomes)

- recognize and analyze assumptions, rhetorical devices, evidence, appeals, manipulation, and fallacies in texts
- understand the relationship between intent, tone, and audience in writing
- apply aspects of the writing process
- write sophisticated essays supporting specific, argumentative, complex, and original thesis statements
- incorporate a variety of rhetorical devices, evidence, and appeals into your writing, while avoiding fallacies
- find, evaluate, and correctly incorporate research material into argumentative, persuasive essays
- understand and avoid plagiarism by using MLA format correctly for citations and references
- identify and eliminate grammatical or stylistic weaknesses in your writing
- reflect critically on your progress as a writer, researcher, and student

Required Course Materials **ELEMENTS OF ARGUMENT**

ISBN:9780312646998
Author:ROTTENBERG
Edition:10TH
Year:2012

HUNGER GAMES

ISBN:9780439023528
Author:COLLINS
Edition:1ST
Year:2008
3. computer access
4. access: online materials
5. printing: online materials
6. dictionary /thesaurus
7. stapler or paper clips
8. Materials for group activities and presentations

What is the plagiarism policy? Plagiarism can be as limited as a sentence or as extensive as a whole paper. Because this course involves significant research elements, you must cite your sources properly. Do not steal, copy, or buy other people's work or writing. You will receive zero points for any plagiarized work and may subsequently fail the course.

“Violations of the Student Academic Integrity Code, including plagiarism, will not be tolerated in Chaffey College English courses. Plagiarism is defined as the misrepresentation of the published ideas or words of another as one's own. At the discretion of the professor, plagiarism or other violations may result in zero points for the assignment and/or failing the course. Additionally, the professor may file a Student Academic Integrity Form documenting the violation and may seek other sanctions. The complete Student Academic Integrity Code appears in the Chaffey College Student Handbook” (source: English Department Guidelines).

Do you accept late work? You may earn points on no more than three late out-of-class assignments (projects and/or notebook entries). I review and return work based on when it is received; therefore, late materials are not returned at the same time as other work. No work is accepted after the final course day; the final portfolio is due on the final day.

What if students miss class time? Missing a day of this accelerated class is the equivalent of missing over a week of instruction in a full-term class. Given the interactive nature of the class, instruction cannot be effectively duplicated when you do not attend. Therefore, you lose opportunities to earn warm up and participation points when you miss class time. You are urged to attend and participate regularly. You are responsible for course information and instruction even if you miss class. An important way to succeed in any course is to stay in touch with your classmates. You can use this space to record the names (and phone or email) of two or three other students:

--

Will you drop me from the course? If you decide to drop the course, you are responsible for dropping by the appropriate Chaffey College deadline. I will not drop you. You will fail the course if you stop attending and do not drop, so complete all paperwork or visit ChaffeyView as necessary.

How do students receive assistance at Chaffey College? Options include but are not limited to:

Student Success Centers: Chaffey College has created a network of Student Success Centers – offering free tutorials, workshops, learning groups, directed learning activities, and computer/resources access – to assist students in their academic development and success.

Chino Campus Success Center Multidisciplinary Success Center (CHMB-145) 909-652-8150

Fontana Campus Success Center Multidisciplinary Success Center (FNFC-122) 909-652-7408

Rancho Campus Success Centers Math Success Center (Math-121) 909-652-6452

Multidisciplinary Center (Library) 909-652-6932 Language Success Center** (BEB-101) 909-652-6907/652-6820

**note: Includes Reading and Writing beginning in Fall 2012

A current Chaffey College photo ID card is required for all Success Center services. Walk-ins are welcome, and advanced appointments are available for most services. Call the Centers or consult the college website at www.chaffey.edu/success/ for more information.

Disability Programs and Services: Chaffey College's Disabled Students Programs and Services, or DPS, serves an estimated 1500 students across all Chaffey campuses. DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. For more information please contact the DPS general phone line at (909) 652-6379.

EOPS and CARE: Extended Opportunity Programs and Services (EOPS) is designed to ensure student retention and success through academic support and financial assistance for eligible students. Cooperative Agencies Resources for Education (CARE) is a program that serves a limited number of EOPS students who are single heads of household parents. It provides additional support services beyond those available through EOPS. The ultimate goal is completion of a certificate program, an associate degree, and/or transfer to a four-year college. Call (909) 652-6345 for more information.

Student Health Services: Student Health Services is dedicated to assisting students to achieve and maintain optimum physical, mental and emotional health. We are committed to providing quality healthcare at a reasonable cost. All currently enrolled full and part time Chaffey College students on the Rancho Cucamonga Campus or any off campus site may utilize the services of the Student Health Office. Please have your Chaffey ID ready.

Rancho Campus

MACC-202

(909) 652-6331

Chino Campus

CHMB-105

(909) 652-8190

Career Center: The Career Center helps Chaffey College students find meaningful careers. The program offers career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and career related workshops. The Career Center is located on the Rancho Cucamonga Campus in MACC-203. Please call (909) 652-6511 for more information.

Veterans and Eligible Family Members: Chaffey College's Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 or vrstaff@chaffey.edu for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in building AD-125 on Chaffey College's Rancho Cucamonga campus.

How may I become more involved (outside of class) at Chaffey? Chaffey College offers a variety of opportunities for campus involvement, including but not limited to student clubs (Student Activities Office: (909) 652-6590), visual and performing arts programs (School of Visual and Performing Arts: (909) 909/652-6066), and athletics events (Athletics Department: (909) 652-6290).

One Book, One College: The One Book, One College Committee strives to create a community of readers across the curriculum at Chaffey College and within the communities it serves. Each year, the committee selects a college book and creates a diverse series of related events. Students are encouraged to participate in these activities to enrich their educational experience at Chaffey. For additional information about on-campus opportunities, including the College Book program, explore Chaffey College's website at www.chaffey.edu.

How does the college ensure a high-quality educational environment? Ways include but are not limited to:

The Student Behavior Code: Chaffey College features a student behavior code included in the newest edition of the Chaffey College student handbook. Students are expected to follow this code, and as the course professor, I will enforce it. You are responsible for reading published information about the code available in the newest edition of the student handbook. Please consult with me and/or other appropriate college personnel if you have related concerns while a student at Chaffey College.

The Faculty Success Center: Chaffey professors have opportunities to continue adding instructional strategies to their professional toolboxes by participating in activities through the Faculty Success Center.

The Institutional Research Department: The following information appears on the website for the Office of Institutional Research: "The Chaffey College Office of Institutional Research provides useful and 'user-friendly' data, reports and presentations to Chaffey College administration, staff, faculty and students. The office provides data and information relevant to: short and long range planning and decision making, institutional effectiveness and accountability, student learning outcomes and student success, program and services review, and federal and state-mandated reporting."

STUDENT LEARNING OUTCOMES:
ENGLISH 1B

1. Write essays that synthesize information to support analysis or argument.
2. Demonstrate **mastery** in evaluating, integrating, and documenting sources.
3. Support an argumentative thesis with persuasive evidence and reasoning.

Core Competencies: Chaffey College as an Institution

1. communication
2. critical thinking and information competency
3. community/global awareness and responsibility
4. personal, academic, and career development

Student Learning Outcomes: All English Department Classes

1. Understand the relationship between purpose and audience for a given subject.
2. Apply the elements of the writing process (inventing, drafting, revising, editing, proofreading) to any given writing assignment both in the academic and professional spheres.
3. Respond critically to reading assignments.
4. Develop ideas through reflection and synthesis

How do I earn points and a final grade in English 1B?

ENGLISH 1B GRADING AND POINT TOTALS	<u>Final Point Total</u>	<u>Course Grade</u>
		990 – 1000
	925 – 989	A (Excellent)
	900 – 924	A-
	890 – 899	B+
	825 – 889	B (Above Average)
	800 – 824	B-
	790 – 799	C+
	725 – 789	C (Average)
	700 - 724	Low C
	690 – 699	D+
	625 – 689	D (Below Average)
	600 – 624	D-
	0 – 599	F (Poor)

USE THIS CHART TO KEEP A RECORD OF YOUR PROGRESS DURING THE COURSE.

WORK	POINTS POSSIBLE / POINTS EARNED	ASSIGNMENT NOTES
PROJECT ONE FILE	<i>up to 42 points possible / points earned: _____</i>	Graded: Appropriate Progress (Full Credit), Limited Progress (Half Credit), Incomplete (No Credit) / For portfolio grading: Review the English department grading standards and the essay assignment sheet.
PROJECT TWO FILE	<i>up to 42 points possible / points earned: _____</i>	Graded: Appropriate Progress (Full Credit), Limited Progress (Half Credit), Incomplete (No Credit) / For portfolio grading: Review the English department grading standards and the essay assignment sheet.
PROJECT THREE FILE	<i>up to 42 points possible / points earned: _____</i>	Graded: Appropriate Progress (Full Credit), Limited Progress (Half Credit), Incomplete (No Credit) / For portfolio grading: Review the English department grading standards and the essay assignment sheet.
NOTEBOOK ENTRY ONE	<i>up to 30 points possible / points earned: _____</i>	Graded: Credit/No Credit (As long as you complete the assignment, you earn the points.)
NOTEBOOK ENTRY TWO	<i>up to 30 points possible / points earned: _____</i>	Graded: Credit/No Credit (As long as you complete the assignment, you earn the points.)
NOTEBOOK ENTRY THREE	<i>up to 30 points possible / points earned: _____</i>	Graded: Credit/No Credit (As long as you complete the assignment, you earn the points.)
NOTEBOOK ENTRY FOUR	<i>up to 30 points possible / points earned: _____</i>	Graded: Credit/No Credit (As long as you complete the assignment, you earn the points.)
WARM-UPS	<i>2 points per warm-up X 12 class sessions = up to 24 points possible</i> (does not occur on the first & last days)	Graded: Credit/No Credit (As long as you participate in the entire activity, you earn the points.)
PARTICIPATION FORMS AND SUPPORTING MATERIALS	<i>up to 10 points per form X 12 class sessions = up to 120 points possible</i> (does not occur on the first & last days) / <i>points earned: _____</i>	Graded: Credit/No Credit As long as you participate fully and appropriately in the entire class session's activities (including the completion of written components), you earn the points.
GROUP PROJECT	<i>150 points / points earned: _____</i>	INCLUDES A GROUP TEXT, SUPPORTING MATERIALS, PRESENTATION, and (INDIVIDUALLY WRITTEN) IN-CLASS ESSAY / Graded: Review the Group Project assignment sheet for additional information and grading standards.
FINAL PORTFOLIO	<i>460 points / points earned: _____</i>	INCLUDES PORTFOLIO QUALITY VERSIONS OF PROJECTS ONE, TWO, AND THREE / Graded: Review the English department grading standards, essay assignment sheets, and portfolio assignment sheet.

English Department Grading Standards

An A paper is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.

A B paper is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.

A C paper is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward chopiness or monotony, significant problems with mechanics, grammar, spelling, and diction.

A D paper is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.

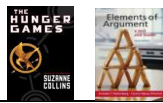
An F paper is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and may fail to fulfill the assignment or may be unacceptably brief.

This is a Fast Track class. What tips can you offer about Fast Track classes?

Taking a Fast Track class means that you will be covering the same amount of content as a full-term semester in *only* 8 weeks. While Fast Track classes move fast and can be intense, students taking these classes have a 13% higher success rate than students in full-term classes. Students may find the faster pace helps them stay focused, motivated, and retain the information better. It is essential for students to be organized and stay on top of their work in a Fast Track class. The time frame in a Fast Track class is compressed, **but the standards and expectations remain the same as a full-term class.**

Below are some **suggestions that previous Fast Track students** have recommended for success in a Fast Track class:

1. Attend every class and make the course work a priority. The increased success rate for Fast Track classes is due in large part to the fact that this class is accelerated, so missing class can diminish this benefit.
2. Make sure you understand the expectations for the class. Ask the instructor for clarification on assignments or expectations in the class. Don't be afraid to email the instructor questions or visit them during their office hours or by arrangement.
3. Plan ahead and schedule when and where you can complete assignments, study for tests, and prepare for class.
 - Set aside time each week to do the reading and other assigned tasks. Studying and completing class assignments as soon as possible is a good strategy for learning. Find a time that works for your schedule and make it a routine to study at that time.
 - Use a calendar. Include important dates on your calendar (test and quiz dates, deadlines for essays/projects, etc.).
4. Develop techniques for note taking and retaining information from assigned texts and class materials.
5. Seek support at the Success Centers and the Library early and often. Attend learning groups (or form study groups with classmates) and workshops in the Success Centers and create a network of support and resources for mutual success in the class.
6. Regularly back up all homework and written assignments on a flash drive or memory stick in case data gets corrupted or lost.



TENTATIVE CLASS SCHEDULE

Always bring both books and all class materials to class; we will regularly analyze textbook arguments and consider textbook concepts in class. Also, retain copies of all submitted work. This course may contain mature subject matter. One day of accelerated English 1B instruction features the equivalent of over one week of full-term English 1B instruction. Plan accordingly when considering the time and effort required for successful completion of class activities and homework assignments. The instructor reserves the right to make changes to the syllabus.

<p>DAY ONE (3/26) Introductions: Students, Instructor, English 1B Course</p> <p>Out of Class/Work on NB#1: Read <i>The Hunger Games</i></p>	<p>DAY TWO (3/28) Identifying and Understanding Various Perspectives: <i>The Hunger Games</i></p> <p>Out of Class/Work on NB #1: <i>The Hunger Games</i> / Bring: copy of at least one <i>Hunger Games</i> review (value claim) & Group Activity Materials</p>
<p>DAY THREE (4/2) Challenging, Confirming, & Responding to Various Perspectives: <i>The Hunger Games</i></p> <p>Out of Class /Work on NB #1: Finish reading: <i>The Hunger Games</i>/ work on: reading responses</p>	<p>DAY FOUR (4/4) Developing Your Thesis And Argument: Project One Due Today: Notebook Entry #1(1,000 or more words) Complete/Turn in today: NB#1 (instructions provided in class) for <i>The Hunger Games</i>, Related Texts, Chapter 1: Approaches to Arg, Chapter 3: Analytical Writing, & Chapter 5: Claims</p>
<p>DAY FIVE (4/9) Considering Various Perspectives: Student /Faculty Interaction, Self-Efficacy, Career Development</p> <p>Due Today: Project One File Project One Essay Writing Process Materials TurnItIn.com receipt</p>	<p>DAY SIX (4/11) Challenging, Confirming, Responding to Various Perspectives: Student/Faculty Interaction, Self-Efficacy, Career Development</p> <p>Out of Class/Work on NB#2: Selected Texts: <i>Faculty/Student Interaction</i>, <i>Self-Efficacy</i>, <i>Career Development</i>, Chapter 4: Definition, Chapter 6: Support / Work on: Reading Responses/Bring: sources (library database and field research)</p>
<p>DAY SEVEN (4/18/NO CLASS ON 4/16) Developing Your Thesis And Argument: Project Two</p> <p>Due Today: Notebook Entry #2 (1,000 or more words) Complete/Turn in today: NB#2 (instructions provided in class) for: <i>Faculty/Student Interaction</i>, <i>Self-Efficacy</i>, <i>Career Development</i>, Chapter 4 Definition & Chapter 6 Support, Sources (library database and field research)</p>	<p>DAY EIGHT (4/23) Identifying and Understanding Various Perspectives: Argument Analysis / Analyzing Arguments (eg: claims, approaches, definition, support types, warrants, logic, language)</p> <p>Due Today: Project Two File Project Two Essay /Writing Process Materials/TurnItIn.com receipt /Bring: Copies of Projects One & Two for all group members (or bring one copy of each &e-mail group copies)</p>
<p>DAY NINE (4/25) Portfolio Preparation: Project One and Project Two Group Meetings With Instructor/Argument Analysis/Work on Group Projects</p> <p>Due Today: Notebook Entry #3 (1,000 or more words) Complete/Turn in today: NB#3 (instructions provided in class) for Project One and Project Two Essays (from all members of your group) / Reminder: You may choose to analyze a group member's essay for Project Three.</p>	<p>DAY TEN (4/30) Portfolio Preparation: Project One and Project Two Group Meetings With Instructor/Argument Analysis/Work on Group Projects (continued)</p> <p>Out of Class/Work on NB#4: Chapter 7: Warrants, Chapter 8: Logic, Chapter 9: Language, Bring: your subject for Argument Analysis / Work on: reading responses</p>
<p>DAY ELEVEN (5/2) Argument Analysis (continued)</p> <p>Out of Class: Work on Portfolio Materials / Bring: Work in Progress to Class</p>	<p>DAY TWELVE (5/7) Developing Your Thesis and Argument Analysis Due Today: Notebook Entry #4(1,000 or more words) Complete/Turn in today: NB#4 (instructions provided in class) for: Chapter 7: Warrants, Chapter 8: Logic, Chapter 9: Language, & your argument analysis subject / Work on: text responses</p>
<p>DAY THIRTEEN (5/9) Portfolio Preparation (continued)</p> <p>Due Today: Project Three File Project Three Essay Writing Process Materials TurnItIn.com receipt</p>	<p>DAY FOURTEEN (5/14) Group Projects Presented / In-Class Essay / Turn in: Final Portfolio</p> <p>Due Today: Final Portfolio Group Project Materials (including TurnItIn.com receipt)</p>