

Chaffey College

Spring 2018/Syllabus: Part One/Section: 98569 /English 1A

Class Time: MW 8:00 – 9:20 AM

Class Location: CHMB Room 260

Professor Melissa Utsler

Office: CHMB 216

melissa.utsler@chaffey.edu

www.writingintheie.info

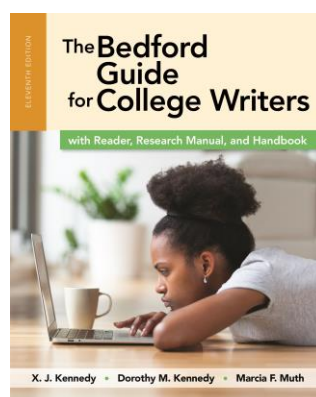
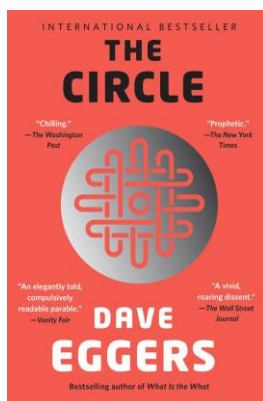
(909) 652-8026

Advice Hours: Mondays 11 - 1, Tuesdays 11 - 12, and Thursdays 11 - 1

Course Description: Careful study and practice of expository and argumentative writing techniques and the frequent writing of compositions with the ultimate goal of a research project. A minimum of 6,000 written words is expected over the course of the term. Three arranged hours of supplemental learning in a Success Center that supports this course is required. Designed to prepare the student for satisfactory college writing.

Required Readings:

- The Circle* by Dave Eggers/ISBN-13: 978-0345807298
- BEDFORD GUIDE FOR COLLEGE WRITERS W/READER, RESEARCH MANUAL, AND HANDBOOK. EDITION 11TH YR: 2016/COPYRIGHT: 2017/ISBN: 9781319039592
- Additional Readings: available through Canvas online



- online access, computer access, and printer access (for printing essay drafts)
- USB flash drive, cloud account, or other option for saving your drafts
- Materials for activities and projects (varies based on your choices)
- Reminder: Check your Chaffey College e-mail account regularly.
[____@panther.chaffey.ed



Qualifying to take college level writing is an accomplishment.
Congratulations!

Student Learning Outcomes

Upon successful completion of this course (C or better), you will be able to:

- Demonstrate proficiency in evaluating, integrating, and documenting sources.
- Support a complex thesis statement with sophisticated evidence.
- Write essays that deliberately connect audience and purpose in a variety of genres.

Course Objectives

In order for you to achieve those outcomes, we will work on the following:

- Developing critical thinking strategies through the primary use of a variety of 750 word or longer persuasive/ argumentative essay readings.
- Arranging argumentative points in clear, effective prose.
- Critiquing and applying the principles of unity and coherence in essays.
- Developing and using the forms of exposition and argumentation.
- Producing logical, coherent, unified essays with minimal errors in grammar, punctuation, and spelling
- Appraising the relationships between audience, tone, purpose, and levels of diction.
- Composing clear and specific thesis statements and developing theses into unified and complete essays.
- Analyzing the structure of various kinds of essay development, including exposition (analysis, classification, definition, comparison and contrast, cause and effect, and argumentation), and argumentation and construct essays in such patterns.
- Examining the relationship of logical ideas within an essay, distinguishing fact from judgment, and eliminating prejudice and fallacious reasoning in your own writing.
- Inspecting your own writing for grammatical, punctuation, spelling and paragraphing errors to facilitate more effective author/reader communication.
- Studying and practicing stylistic devices. (Including devices like metaphor and allusion.)
- Generating a suitable and manageable research topic. (Because the research project is a tool in serving the goal of critical thinking, the subject matter should be argumentative.)
- Choosing relevant source material using the library and information technology resources.
- Evaluating potential sources.
- Integrating source material into your writing to support assertions.
- Producing proper style format for citation and documentation through research papers.

Grades & Points: Track Your Progress

There are 1,000 points possible in this course:

	Points Possible	Points Earned: (Suggestion: Use a pencil and update totals throughout the semester)
Supplemental Learning 3 stamps X 20 points each	60	
Essay 1: Peer Review Draft with in-class peer review stamp	30	
Essay 1: Final Draft	125	
Essay 2: Peer Review Draft with in-class peer review stamp	30	
Essay 2: Final Draft	125	
Essay 3: Peer Review Draft with in-class peer review stamp	30	
Essay 3: Final Draft	125	
Reading Response Activities 5 points X 30 = 150 points	150	
In-Class Activities (up to 5 points per class)	150	
Peer Support and Educational Leadership Portfolio	175	
TOTAL	1,000	

(You may only earn up to a total of ten extra credit points this semester, so you are encouraged to focus on successfully completing the required work.)

Track your progress in class with this formula:

Points earned ÷ current points possible = current %

Final course grades & points:

A + = 980 - 1000 points

A = 930 - 979

A - = 900 - 929

B + = 890 - 899

B = 830 - 889

B - = 800 - 829

C + = 780 - 799

C = 700 - 779

D + = 680 - 699

D = 620 - 679

D - = 600 - 619

F = 0 - 599 points

Passing = C or better
(700+ pts.)