**English 110, Section 21: Writing and Research**

**Fall 2015 CRN#: 81586**

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| Instructor: J. Eagan | Email address: jeagan@csub.edu |
| Office Phone: 661-654-6411 | Class Website: http://eaganenglish110.weebly.com |
| Office Location: Admin East 105 (inside Writing Resource Center) | Mon. 10:00-12:05 WSL Suite A |
| Office Hours: T,R 3-4pm or by appointment | Wed. 10:00-12:05 SCI III 239 (lab) |

**Course Overview & Policy Statements**

The purpose of English 110 is to enable students to write a research paper of quality and depth which explores a meaningful or controversial topic within the parameters of our umbrella topic of **PRIVACY** and to offer an argument and insightful analysis about a narrow topic under this broad theme. Upon completion of the paper, students will have the knowledge to write the research papers that other courses will require. Every assignment in the class will build up to the research paper. If these are done out of order or not completed, I will not take the research paper for a grade (research proposal, working bibliography, research portfolio, outline).

**Required Texts**

*Privacy* (Big Ideas//Small Books) by Garrett Keizer

*Quick Access Brief* by Lynn Troyka and Douglas Hesse, 3rd edition

Various course readings available on class website

**Required Materials**

Reliable internet access, notebook, pen, pencil, highlighter, flash drive to save your work, stapler

**Prerequisite**

Prerequisite: A total English Placement Test score of 147 or higher OR a grade of C- or higher in English 99 OR placement into English 110 on the English Equivalency Exam in Early Start OR one of the following: a score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program; a score of 22 or above on the American College Testing (ACT) English Test; a score of 500 or above on the critical reading section of the College BoardSAT Reasoning Test; a score of “Exempt” or “Ready for college-level English courses” on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11; or completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such a course was completed with a grade of C or better; placement into English 1A at Bakersfield College.

**To Satisfy the General Education Requirement**

Students must earn a grade of C or higher in English 110 to satisfy the General Education requirement for A2 (Writing and Reading). This grade is also a prerequisite for upper-division composition courses and the Graduation Writing Assessment Requirement exam.

**Successful Completion of English 110**

To be eligible for a C in English 110, students must earn a C or higher on at least one in-class writing assignment and a C average on all other course assignments.

## Course Description

Practice in expository writing, including the college term paper. Includes frequent reading and writing assignments.

## Course Learning Outcomes

At the end of English 110, students should be able to demonstrate the following skills:

**Goal 1: Reading Skills**

A2-1: Students will critique a writer’s rhetorical choices (e.g., bias, rhetorical modes, organization, diction, etc.) and logic.

**Goal 2: Writing Skills**

A2-2A: Students will create proficient thesis statements for various types of writing tasks.

A2-2B: Students will use discourse-appropriate syntax.

A2-2C: Students will use logical reasoning, at the appropriate level, to develop and organize ideas.

**Goal 3: Research Skills**

A2-3A: Students will find diverse, reputable sources for an academic research paper.

A2-3B: Students will correctly use summary, paraphrase, and direct quotes to synthesize sources into an academic research paper.

**Attendance Policy**

Because mastering skills in writing requires regular, sustained effort, you should attend your composition classes regularly and punctually. If you have more than two absences, you should not expect to receive a passing grade.

**Waiting List Policy**

On a waiting list, you are eligible for a place in the class if you

1. come to every class and
2. turn in the work while you are there.

Being on a waiting list does not guarantee you a place in the class. It simply means you are welcome to wait for an opening in the class if you so desire. If no one drops out of the course, then no students can add.

As a result, you should be aware of the last day to add and have a back-up choice if you need another class. This plan is especially important for financial aid recipients and for F-1 and J-1 visa holders, who must carry a full load to receive their financial aid. **Being on a waiting list does not count as a class toward a full load.**

**Instructor-Initiated Drop Policy**

Many students are trying to get into composition courses. As a result, this class is subject to the policy on instructor-initiated drops. If the class is full and has a waiting list, the instructor has the right to administratively drop you from class by the end of the second week of the term if you have missed three consecutive class sessions and have not contacted the instructor. However you should not assume that you will be automatically dropped from this course if you have not attended.

**Support Services for Students**

To request academic accommodations due to a disability, you should contact the Office of Services for Students with Disabilities (SSD) as soon as possible. This office is located in SA 140, and they may be reached at 661-654-3360 (voice) or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting a disability, you should present it to me as soon as possible so we can discuss the specific accommodations you need for this class.

At times, school, work, and/or our personal lives can become overwhelming and difficult to handle. CSUB’s Counseling Center is available to you with skilled and experienced counselors to guide you through the challenges of daily life. Contact 654-3366 for an appointment.

**Academic Honesty Policy**

“The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance.” For a complete state on the University’s policy on academic honesty, go to CSUB.edu and search “Academic Integrity.”

**MyWritingLabPlus Requirement**

You are responsible for completing 10 MyWritingLabPlus topics in your English 110 class.  This requirement is worth 5% of your overall English 110 grade.  To receive full credit, you must (1) take the Path Builder and Mastery Check and (2) master approximately one/two of the assigned topics (listed below) per week, for a total of 15 topics by the end of the quarter according to the schedule provided by your instructor.  To master a topic, you must earn a score of 80% or higher on the Recall 1, Recall 2, and Apply sections for each of the following topics.

**Mastery of topics on Path Builder will count toward your mastery of individual topics**

* Run-Ons: Comma Splices and Fused Sentences
* Commas
* Developing Thesis Statements
* Reading Texts Critically
* Finding Sources
* Evaluating Sources
* Integrating Sources
* Avoiding Plagiarism
* Building Sentences with Subordination and Coordination
* Transitions

You will be held responsible for these new skills every week in your writing.  Since this is an online workshop, you can work on these topics outside of class at your convenience, as long as you master approximately one or two topics per week, for a total of 10 topics.  This means that if you wait until the end of the quarter to complete all 10 topics, you will not receive full credit and your essay will not benefit from your mastery of these skills. You will need the following information to use the site:

Website URL:  http://csub.mylabsplus.com

Username:  Student ID# (e.g., 000123456)

Password:  The first time you log in, your password will be your full birth date (e.g., if your birthday is November 9, 1993, then your password would be 11091983).  You can change this password after you log in the first time.

For additional information about the program, please go to the following website: [www.csub.edu/mwl/](http://www.csub.edu/mwl/mwlp2studenthowto.ppt)

You will receive Credit/No Credit for completing the topics, Path Builder, and Mastery Check. No late work accepted. To unlock, you can fill out an online unlock form at www.csub.edu/mwl or stop by CB 100 and get your topics unlocked.

**Individual, Drop-in Tutoring Requirement**

I may refer you to complete individual, drop-in tutoring for certain aspects of your writing, in which case I will indicate that on your graded essay. You are required within one week to take the paper to the Writing Resource Center for individual assistance. Instructors may withhold your essay grade until after you have completed this requirement.

**Turnitin.com Requirement**

This is a plagiarism prevention website. In general, instructors should have students from all courses submit as many papers as possible to turnitin.com to develop a bank of student papers as a guard against plagiarism. For instructional purposes, instructors should introduce students to turnitin.com in English 80 and then ensure that students use it in English 99, 110, 305, and 310 on a regular basis. Shortly after students submit their papers, they can access a color-coded report with details about their use of sources in their papers.

**Class ID--10679029**

**Class Enrollment Password--writing**

After creating a profile, you can log onto and use the site. **Note**: Submitting a paper to turnitin.com is not the same as submitting a paper to your instructor; you also must hand in a copy of your paper to your instructor.

**Revisions:**

Students who wish to revise essays must consult with the instructor first for permission and must include **a typed explanation of changes** made in the revision **before turning it in**. Revisions are due one week after your graded essay is returned. I will average the grade of the original and revised draft of the essay.

**Paper format:**

All papers must be typed using MLA formatting: double-spacing, 12 pt. Times New Roman, Arial, or another standard font, and one-inch margins. Some assignments may be handwritten as long as your writing is legible. **I will not accept emailed assignments unless otherwise permitted.**

**Reading/Writing Journal (R/W Journal):**

These journals allow you to practice MLA in-text citations, to record important quotes and passages from our readings, and to express your thinking on the various issues raised on our readings. See R/W Journal assignment for details.

**Group Jigsaw Presentations:**

The purpose of this exercise is to break down a difficult, complex text into manageable parts to prepare you for your research, documented essay, and final research paper.

**Grading:**

* Distribution  
      90-100 % = A, 80-89% = B, 70-79% = C, 60-69% = D, 0-59% = F

**Grade Distribution**

* **Documented Essay 10%**
* Rough Draft Documented Essay 2%
* Final Draft Documented Essay 8%
* **Research Paper 35%**
* 1st Rough Draft of Research Paper 2.5%
* 2nd Rough Draft of Research Paper 2.5%
* Final Draft of Research Paper 30%
* **Research Process 30%**
* Research Proposal 4%
* Working Bibliography 4%
* Research Portfolio 8%
* Outline 4%
* Library Lab 10%
* **Reading/Writing Assignments 15%**
* Reading/Writing Journal 5%
* Groups jigsaw presentations 5%
* and participation
* Participation, in-class work, research 5%
* presentations
* **MyWritingLab 5%**
* **In-Class Essays (2 min.) 5%**

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| **Week** | **Date** | **In Class** | **Due** | **Homework** |
| 1 | Mon. 9/14 | Syllabus, Watch *Terms & Conditions* |  |  |
|  | Wed. 9/16 | Diagnostic*,* Intro Proposal & Topics |  | Keizer 1-2  R/W Journal |
| 2 | Mon. 9/21 | MLA Format & Citation, Investigating a Topic | MWL Commas and Run-Ons: Comma Splices and Fused Sentences | Keizer 3-4  R/W Journal |
|  | Wed. 9/23 | Anatomy of an Essay, Commons Errors, Appeals | MWL Developing Thesis Statements | Keizer 5-8  R/W Journal |
| 3 | Mon. 9/28 | Intro Working Bib, Preliminary Research | **Research Proposal** |  |
|  | Wed. 9/30 | Library Lab #1, Research Methods | MWL Finding Sources and Building Sentences with Subordination and Coordination | Keizer 9-11  R/W Journal |
| 4 | Mon. 10/5 | Thesis Statements, Punctuation | MWL Reading Texts Critically and Transitions | Keizer 12-15  R/W Journal |
|  | Wed. 10/7 | Intro Documented Essay, Incorporating Sources, Practice Rhetorical Précis | **Working Bibliography**, MWL Evaluating Source and Integrating Sources | Keizer 16-18  R/W Journal |
| 5 | Mon. 10/12 | Prewriting and drafting for Documented Essay, Logical Fallacies | **Rhetorical Précis on one source from Working Bibliography (hard copy and post to website)**, MWL Avoiding Plagiarism |  |
|  | Wed. 10/14 | Intro Research Portfolio, Outline Documented Essay | **Bring sources for documented essay printed or on laptop** |  |
| 6 | Mon. 10/19 | Peer Review | **Rough Draft of Documented Essay** |  |
|  | Wed. 10/21 | Library Lab #2 (Evaluating Sources), Research Portfolio |  |  |
| 7 | Mon. 10/26 | Peer Review of Research Portfolio, Intro Outline | **Rough Draft Research Portfolio #1** |  |
|  | Wed. 10/28 | In-Class Essay #2 | **Final Draft of Documented Essay** |  |
| 8 | Mon. 11/2 | Conferences | **Outline** |  |
|  | Wed. 11/4 | From outline to draft | **Research Portfolio Final Draft #1-4** |  |
| 9 | Mon. 11/9 | Conferences | **Research Paper Draft #1** |  |
|  | Wed. 11/11 | **HOLIDAY-No Class** | **HOLIDAY-No Class** |  |
| 10 | Mon. 11/16 | Presentations of Research | **Presentations** |  |
|  | Wed. 11/18 | Peer and Self Review | **Research Paper Rough Draft #2** |  |
| 11(Finals) | Mon. 11/23 (2-4:30) |  | **Research Paper Final Draft** |  |