

English 201A

English Composition

Spring 2020

Dr. Sarah Grieve Miller
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SLO Office: 3449
NCC Office: N3225

Office Hours

Mon., SLO: 10:30am-
12:30pm
Tues., NCC: 12:55-1:55pm
Wed., SLO: 10:30am-
12:30pm
& by appointment

CRN: 30039

SLO: MW 3-4:50pm

CRN: 30065

NCC: TTh 11am-12:50pm

Required Materials:

Writing Arguments, 11th ed.

By Ramage, Bean, and
Johnson

ISBN: 9780134759746

*The Immortal Life of Henrietta
Lacks*

By Rebecca Skloot

ISBN: 978-1-4000-5218-9

Folder

Access to Purdue OWL

Digital storage or email access

Catalog Description

Provides a study of and practice in the use of language and writing of argumentative/analytical essays and research papers.

Prerequisite: Appropriate placement, or ENGL 156 with a grade of C or better, or equivalent.

Transfer: CSU; UC

Course Objectives

The focus in this class is on research and argumentation, but overall, I would like you to come away from this class with your own individual writing process, one that can be adapted for the various writing situations and audiences you will face in the future. My aim as the instructor is to challenge you to improve your writing, provide constructive criticism and praise, act as a sounding board, and create an environment that enables you to think critically about complex issues. I will respect you as writers and trust that you will come to class prepared to engage in the material to the best of your ability every day.

Student Learning Outcomes

1. Write a fair and persuasive argument that takes a clear position while incorporating differing viewpoints.
2. Write an essay that is effectively and clearly organized.
3. Find necessary information, assess its value, and use it in a research paper.
4. Integrate and document sources correctly, clearly, and ethically.
5. Write clear, grammatical sentences with few errors.

Course Goals

The main goal of this course is create researched arguments based on critical/theoretical perspectives. We will also learn to

- identify and utilize various strategies of argumentation
- analyze and evaluate texts (written, oral, or visual)

- synthesize elements of argumentation (structure, appeals, research, opposing views)
- account for counterarguments and multiple positions
- adapt arguments for specific audiences
- understand the ethical implications of argumentation
- undertake and incorporate research
- develop writing and rhetorical styles
- think critically about subjects that are complex, contested, and/or relevant
- work with others in collaborative writing situations
- augment and revise writing processes
- contribute individual expertise, knowledge, talent, and skill to the classroom
- engage in thoughtful discussion with classmates and instructor

Writing Assignments

Homework/Reading Responses:

You will be assigned shorter essays and assignments throughout the semester in order to prepare you for the major projects. These assignments will be graded on a $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$ scale. A $\sqrt{+}$ = full credit, $\sqrt{}$ = equivalent to a B-/C+, and $\sqrt{-}$ = equivalent to a C-. If you obviously did not put effort into your work, you will receive a zero or no credit (NC). Approximately 1,000 words.

Evaluative Argument:

In an essay of **1,000-1,500 words** (or approx. 3-5 pages in MLA format), identify and evaluate the argument you find in an article from our textbook. You will primarily work from the article and your own experiences, but you may include research if you desire. Emphasis should be placed on making your own argument and responding to argument you've read in thoughtful and critical ways. You should not merely describe or summarize the article.

Proposal and Research Plan:

In **500 words**, you will argue for the topic on which you would like to write your argumentative research essay. In other words, you will convince us (your classmates and me) that this is a worthwhile topic to commit to. You will also create a research plan, which will take some forethought—where will you look for sources? What types of evidence will be most compelling? What positions are available on this topic and who holds those positions?

Annotated Bibliography

For **5 sources**, you will write entries for an annotated bibliography. These entries will include correct citations and follow the guidelines from the textbook. Each entry will be approximately 400 words.

Argumentative Research Essay

This is the semester's major assignment, and you will work on it consistently for a good portion of the semester. In an essay of at least **2,500 words**, you will use both primary and secondary research (journals, books, credible websites, interviews, documents, surveys, etc.) to create a strong argument. You will have the chance to pick a topic that is relevant or important to you—I recommend picking something that you care about as you will spend a great deal of time on this essay. In order to pass the essay and the course, your essay will need to demonstrate your ability to conduct research, create a compelling argument, integrate sources, and follow MLA 8 guidelines.

Exam:

Midterm Exam:

Your midterm exam will be an in-class, timed essay that responds to a short written argument. In it, you will create an argument and support it with evidence from the reading and your own personal experience. Your essay will be at least 600 words.

Opening Remarks:

During the semester, you will sign-up for a day when you will begin class discussion of the reading. Before 10pm on the day before, you will email me a 250 word response to the reading & three questions or comments you believe will be intriguing or useful for the class. In class, we'll look to you to begin discussion (with some direction from me).

Library Information Literacy Assignment (LILA):

This is a two-part exercise and exam embedded in the Canvas shell. The workbook and exam are required elements of English 201A. You will take the exam during our scheduled final time.

Grading:

The course grade is composed of the following:

7%	Reading Responses/Homework	10%	Midterm Exam
10%	Rhetorical Analysis Essay	5%	Opening Remarks
5%	Proposal and Research Plan	10%	Library Workbook & Exam
13%	Annotated Bibliography	5%	Participation & Classwork
35%	Argumentative Research Paper		

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through F:

A	= 93-99%	C+	= 77-79%
A-	= 90-92%	C	= 73-76%
B+	= 87-89%	D	= 60-72%
B	= 83-86%	F	= 1-59%
B-	= 80-82%	No paper	= 0.0

Attendance:

Standard Division Attendance Policy in Face-to-Face Course:

Attendance is required and directly influences students' success in every English course. In a 4-unit course, students may not miss more than 8 hours total for a full-length semester course. Students who are not in attendance on the first day of instruction may be dropped unless they notify the instructor in advance of the first class meeting. Students with three consecutive absences or more will be dropped from the course unless the instructor is contacted by the student before or during this period of absences. It is the student's responsibility to communicate with the instructor regarding missed classes. It is also the student's responsibility to drop the course before the drop deadline.

Course Policy:

You should always inform me, ahead of time when possible, about missing class. If, due to extenuating circumstances, you need to miss class beyond your given absences, I am happy to work with you, but you must obtain prior approval. In a class this size, your absence will be noticed; also, please be advised that in-class work cannot be made up without prior approval.

Participation:

While speaking in class is an important aspect of participation, it is not the sole contributor. Participation is composed of your effort in and out of the classroom, your attitude, your comments (both written & spoken), and your engagement with the materials and information being studied. Participating in your education by actively seeking assistance, i.e. attending office hours, will also help your participation grade.

Late work policy:

All essays must be turned in on or before the day they are due. A late paper's grade will drop by 1/3 for each day it is late (i.e., 1 day late = B → B-, or 2 days late = C+ → C-); a paper turned in after class on the day it is due will be counted as a day late. If you are turning in a paper late, you need to make arrangements with me; I count calendar days, NOT class meetings.

Computer and printer problems are not valid excuses for late work. I also **do not accept e-mailed assignments** unless prior arrangements have been made due to extenuating circumstances. This means that being absent is not an excuse to turn work in late—I will not take it, unless you have made arrangements with me *before* your absence. If you are absent, you should still be prepared for the next class.

The Public Nature of Writing and Discussions:

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to other perspectives. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly; please be considerate of others' contributions and viewpoints. This course may contain content (assigned readings, in-class discussions, etc.) that is uncomfortable for some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

Office Hours

Office hours can be one of the most beneficial parts of your college experience. During these hours, instructors are available to speak to you about your work for a course one-on-one. In a writing intensive course such as this, these meetings can help you make individualized progress. Office hours operate on a first-come, first-served basis with most meetings last approximately 20 minutes. If the hours I have listed are inconvenient for you, please contact me over email and we can schedule an appointment.

Cell Phone Usage (Division Policy):

If a cell phone, laptop, or another electronic device is required during a class session due to extenuating circumstances, it is the responsibility of the student to request use of this device with the instructor in advance of the class session. Otherwise, unless directed or permitted by an

instructor, cell phone use in class is prohibited, and cell phones must not be visible to the student, their classmates, or the instructor. Students should silence or turn off their cell phones while class is in session. A verbal warning may be issued if a student is on his/her phone during class time. Following a warning, a student may be dismissed from class for the day, and further action may be taken at the instructor's discretion, such as a student misconduct report being sent to the office of the Vice President of Student Services.

All Writing for This Class Must be Written for This Class:

To pass this class all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

Academic Dishonesty:

Students are expected to write and submit original work in all classes, and to incorporate others' words, images, or ideas into their writing using standard citation practices. Academic dishonesty in any form will not be tolerated, and students are expected to be familiar with all relevant policies. Plagiarism will result in failing the class. Please see Cuesta's website for more information:

https://www.cuesta.edu/about/documents/vpss-docs/Academic_Honesty_Agreement.pdf

Statement of Diversity & Equity:

Diversity is an important component to critical thinking and successful communities. I am committed to contributing to inclusion and equity in the courses I teach, and I expect students to engage in this course and their academic experience with respect towards diversity. For more information on resources related to diversity and inclusion, please visit

<https://www.cuesta.edu/about/info/equity/index.html>

Accommodations for Students with Disabilities:

The goal of Disabled Student Programs and Services is to provide "academic accommodation and other services to assist students with disabilities in achieving their academic goals. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact Disabled Student Programs & Services as soon as possible:

<https://www.cuesta.edu/student/studentservices/dsps/index.html>

Student Success Center:

The Writing Center on each campus offers free one-on-one peer tutoring to help students with writing for any of their classes. Writing tutors can help students understand assignments, think of and organize ideas, work on drafts and revision, and understand principles and styles of documentation. These services are a great asset; please take advantage of them. Visit the Writing Center website for more information: <https://www.cuesta.edu/student/resources/ssc/writingHelp.html>.

Title IX:

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc.

Please note that under Title IX, almost all Cuesta faculty and staff are *mandatory reporters*.

- Faculty and staff are required to report the names of students who identify to them as having experienced sexual violence and/or harassment
- Once reported, the Title IX Coordinator will contact the identified student to share resources that the student may choose (or choose not) to explore or utilize.
- Reporting does not automatically trigger any disciplinary or criminal investigations.

Conduct and Deportment:

- *Sensitivity:* Please note that some course content may be sensitive. As we conduct scholarly investigation and engage in critical thinking about class topics, we will often entertain many different opinions about a topic or text or perspective; please be considerate of others' contributions and viewpoints. An environment of respect will allow all of us the opportunity to participate and learn.
 - *Promptness:* Please be on time. If you are consistently late, I will request a meeting with you to formally discuss the problem. Your participation in class begins when class starts; you are not able to fully participate in the day's discussion if you are late. Your grade will be adversely affected by your inability to come to class on time.
 - *Food, etc.:* Food and drink are prohibited in campus classrooms.
 - *Attitude:* As with most things, you will get out of this class what you put into it; a positive outlook and commitment to excellence will serve you well. How you project yourself and the attitude with which you approach this class will be easily recognized by your classmates and by myself. I expect you to be respectful of yourself and others, committed to improvement, and dedicated to putting forth your best effort.
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201A Course Objectives

Reasoning

1. Identify, analyze, and evaluate the use of arguments and rhetorical structures.
2. Identify, evaluate, and compose effective thesis statements that are not self-evident and rely on substantial logical support.
3. Identify, evaluate, and implement various types of evidence and assess the role they play in arguments.

Information Competency

1. Recognize when information is needed and have the ability to locate, evaluate, and effectively integrate and synthesize it into writing.

Rhetoric

1. Support conclusions with strong premises, ethical awareness, and logical support in persuasive writing on important research-based topics.

Style

1. Recognize and use a variety of writing styles, including basic organizational patterns, clear syntax and diction, and grammatically effective sentence structures.

Process

1. Develop varied and flexible strategies for generating, drafting, and revising essays
2. Generate and write in-class, timed essays that exhibit effective organization and development, along with effective reasoning and rhetoric.

English 201A Course Schedule—Spring 2020, MW

All Assignments are due on the day listed; in other words, reading assignments and essays need to be completed before class on the day stated. Also, please bring *YOUR BOOK* to class with you every day. A few readings throughout the semester may be posted on Canvas. This schedule is tentative—you will be notified if dates change.

WEEK 1

Wednesday, January 22

In-Class:	Syllabus Writer's Survey
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WEEK 2

Monday, January 27

Assignments Due:	Canvas Discussion Introduction
Reading:	Get your textbook Lamott, "Shitty First Drafts" (on Canvas)
In-Class:	Get to know you Introduce first essay Reading Discussion

Wednesday, January 29

Assignments Due:	Discussion Post
Reading:	<i>Writing Arguments</i> , pp. 1-30
In-Class:	Sign-up for Article Reading Discussion Thesis work

WEEK 3

Monday, February 3

Assignments Due:	Discussion Post
Reading:	<i>WA</i> , pp. 67-79
In-Class:	Practice summarizing and paraphrasing

Wednesday, February 5

Assignments Due:	Outline with thesis
Reading:	<i>WA</i> , pp. 103-123
In-Class:	Outline/Draft Workshop

WEEK 4**Monday, February 10**

Assignments Due:	Half draft
In-Class:	Partial draft workshop

Wednesday, February 12

Assignments Due:	Complete draft of your essay
Reading:	“Responding, Really Responding...,” Canvas
In-Class:	Peer review Sign up for Opening Remarks

WEEK 5**Monday, February 17****No class in honor of Presidents’ Day****Wednesday, February 19**

Assignments Due:	Discussion Post
Reading:	<i>Immortal Life of Henrietta Lacks</i> pages xiii-ix, 1-33 <i>WA</i> , pp. 127-141
In-Class:	Opening Remarks Final fixes

WEEK 6**Monday, February 24**

Assignments Due:	Evaluative Essay Due
Reading:	Read <i>HL</i> pages 34-55
In-Class:	Opening Remarks Timed writing response work

Wednesday, February 26

Assignments Due:	Discussion Post
Reading:	<i>HL</i> pages 56-86 <i>WA</i> , pp. 52-65
In-Class:	Introduce research project Selecting a topic

WEEK 7**Monday, March 2**

Assignments Due:	45 second project pitch	
Reading:	<i>HL</i> 87-117	
In-Class:	Opening Remarks Pitch Activity Set-up writing groups	

Wednesday, March 4

Assignments Due:	Discussion Post	
Reading:	<i>HL</i> , pp. 118-151 <i>WA</i> , pp. 342-359	
In-Class:	Opening Remarks	

WEEK 8**Monday, March 9**

Assignments Due:	Research Questions	
Reading:	<i>HL</i> 152-176 <i>WA</i> , pp. 83-98	
In-Class:	Opening Remarks Timed Writing Work	

Wednesday, March 11

Reading:	<i>HL</i> pp. 177-211	
In-Class:	Opening Remarks Timed Writing Work Time to work on proposal	

WEEK 9**Monday, March 16**

Assignments Due:	Discussion Post	
Reading:	Listen to Podcast	
In-Class:	Organizing an argument Interviews	

Wednesday, March 18

In-Class:	Midterm Exam	
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WEEK 10**Monday, March 23**

Assignments Due:	Proposal & Research Plan Due	
Reading:	<i>HL</i> pp. 212-249 <i>WA</i> , pp. 360-374 Annotated Bibliography Information (on Canvas)	
In-Class:	Opening Remarks Library Visit	

Wednesday, March 25

Reading:	<i>HL</i> pp. 250-293 <i>WA</i> , pp. 375-389	
In-Class:	Opening Remarks Citations Outline work Annotated Bibliography work	

WEEK 11**Monday, March 30**

Assignments Due:	Outline and thesis Citation Worksheet	
Reading:	Finish <i>HL</i> pp. 294-328	
In-Class:	Opening Remarks Draft/outline workshop Annotated Bibliography work	

Wednesday, April 1

Assignments Due:	Discussion Post— <i>HL</i> review	
Reading:	<i>WA</i> , pp. 211-219	
In-Class:	Annotated Bibliography work	

SPRING BREAK**No class—April 6-10**

WEEK 12**Monday, April 13**

Assignments Due:	Annotated Bibliography Due	
In-Class:	Watch <i>The Immortal Life of Henrietta Lacks</i>	

Wednesday, April 15

Assignments Due:	Bring image that could work for your essay	
Reading:	<i>WA</i> , pp. 155-188	
In-Class:	Visuals Sign-up for conferences	

WEEK 13**Monday, April 20**

Attend your scheduled conference in Dr. Miller's office

Wednesday, April 22

Attend your scheduled conference in Dr. Miller's office

WEEK 14**Monday, April 27**

Attend your scheduled conference in Dr. Miller's office

Wednesday, April 29

Attend your scheduled conference in Dr. Miller's office

WEEK 15**Monday, May 4**

Assignments Due:	Partial Draft	
In-Class:	Draft workshop	

Wednesday, May 6

Assignments Due:	Questions for writing group	
Reading:	<i>WA</i> , pp. 189-204	
In-Class:	Writing group meeting	

WEEK 16**Monday, May 11**

Assignments Due:	Complete draft of your research paper
In-Class:	Peer review

Wednesday, May 13

Assignments Due:	Argumentative Research Paper Due
In-Class:	Course Wrap-up & review

WEEK 17—FINALS**Wednesday, May 20****Final Exam: 2:15-4:15pm**

LILA Exam

Have a great winter break!