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| Instructor: Sara Cipriano | English B1a – Expository Writing |
| E-Mail: sara.cipriano@bakersfieldcollege.edu | Spring 2017 - CRN 73957  |
| Office Hours: T/TH, 4:50-5:20, by request | T/TH 3:15 – 4:50 PM |
|  | RFK Room 202 |

**English B1a Course Syllabus\***

**Required Texts and Supplies**

Barnet, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions: A Guide to*

*Critical Thinking and Argument, with Readings.* Macmillan Learning, 2014.

 Gladwell, Malcom. *Outliers: The Story of Success*. Back Bay Books/Little, Brown, and

Company, 2008. (ISBN: 9780316017930)

 Other materials per instructor’s discretion.

**Recommended:**

* *MLA Handbook*, 8th edition (ISBN: 9781603292627)
* A Collegiate Dictionary

**Technology Requirements:**

* Regular, reliable access to the internet.
* Word Processing Program (such as Microsoft Word or similar).

**Course Description**
Critical reading, writing, and thinking. Students will critically read and write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts and incorporate college level research. Students will complete a minimum of 6,000 words formal writing. **Prerequisite**: English Level 6—Transfer or ENGL B50 or ENGL B53 or ENSL B50 with a grade of “C” or better. **Hours**: 54 lecture. **CCS**: Credit Course. **Transferable**: UC, CSU, and private colleges; IGETC 1.A; CSU GE a.2; BC GE A.2.

**English B1a Student Learning Outcomes**
At the completion of English 1A, the student will be able to perform the following:

* Read and think critically, including a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
* Evaluate and establish the credibility of print and online sources; \*Demonstrate the legitimate use of scholarly sources by \*using library and online reference materials; \*summarizing and paraphrasing sources; \*synthesizing multiple sources; \*avoiding plagiarism.
* Write essays that \*demonstrate the use of expository and argumentative or persuasive forms of writing; \*reflect an orderly research and writing process; \*use correct MLA form and documentation; \*show evidence of drafting, editing, and revision to reflect an academic style and tone.
* Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

**Attendance**
Good attendance is essential for success in this class. BC policy states that students may be dropped when absences number the equivalent of two weeks of class time. Arriving late or leaving early three times equals one absence. Do not be late to class. It is rude and disruptive to your classmates as well as to the instructor. If you do arrive late, it is your responsibility to establish attendance with me.

**Missed Classes:** Each student is responsible for all material discussed in class and for all work assigned in class. The assigned homework can be found in the Course Schedule. It is your responsibility to read the syllabus and/or contact a fellow classmate for any information or assignments you may have missed.

**Late Work**
Late homework will **not accepted without a NQA coupon**. In order for work to be considered "on time," you must turn it in on the day it is due at the time of collection (this takes place during the first 10 minutes of class). If you try to turn in an assignment after I have collected it, it is considered late.

Tests, quizzes, and essays will **not** be accepted late. Tests and quizzes are given at the ***beginning of class***. Good class attendance is crucial, and therefore quizzes and tests may not be made up. Students who arrive after I have passed out a test or quiz will not be eligible to take the assessment.

Essays are due at the start of class – no exceptions! Please plan ahead as technology issues or printing issues will not warrant extensions. *Essays must be turned in to* [*www.turnitin.com*](http://www.turnitin.com) *and printed by the start of class or they are considered late.*

If an emergency arises, please notify me as soon as possible. Exceptions to these guidelines may be made at *only* my discretion.

**No Questions Asked (NQA) Coupons**

Life happens, children become sick, cars break down. That is what NQA coupons are for.

Every student will be given **two** NQA Coupons. These may be used to extend the due date of an assignment by one class meeting. NQA coupons must be stapled to the top of the late assignment, and the assignment must be turned in at the beginning of the very next class meeting after the original due date.

*NQA coupons may not be used for any tests, quizzes, final draft essays, or assignments due the first or last two weeks of the semester. NQA coupons are nontransferable.*

**Grading Policy**
Grades will be determined on a percentage basis:

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

You will receive a score for all assignments, quizzes, tests, etc. Any work not turned in will receive a zero. The percentage points earned over the course of the semester will determine the semester grade.

**Grade Breakdown**

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| Essays & Writing Assignments: 35% |
| Other Assignments (Discussions, Exercises, Tests and Quizzes): 25% |
| Required Final Research Paper Steps: 10% |
| Final Research Paper Essay: 30% |
| **Eligibility for passing**: To be eligible to pass this course, **all parts of the following criteria must be met**:1. Successfully complete **all** writing assignments.
2. Successfully complete **all** stages of the final research paper process.
3. Regularly participate in online class activities.
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**Assignment Format**
All assignments should be labeled at the top, left-hand side of your paper. Headings should include your name, instructor's name, course, and the date. **All work completed outside of class must be typed and double spaced with one-inch margins**, with the exception of grammar practices**.** All work done in class should be written in ink and skip lines.

**Proper Paper Format**

|  |
| --- |
| Last Name Page NumberNameInstructorCourseDateTitle |
|   |
|   Start of first paragraph… |
|   |
|   |
|   |

**Class Conduct and Participation**
You are expected to behave in a collegiate manner. Active participation is a requirement for this class. You are expected to come to class having thoroughly read the assigned pages and completed any homework; be ready to contribute to class discussions: ask questions, listen carefully, treat others respectfully. Other participation consists of group work, conferences, and in-class writing. You are the essential element in these activities. Your comments, ideas, insights, and questions are expected and welcome.

**Disruptions**
Sometimes, a student will have trouble with disruptive behavior. Disruptive behavior includes (but is not limited to) talking at inappropriate times, leaving cellphones on to ring during class, text messaging during class, leaving class to answer cell phones, chronic lateness, attempting to take class time to discuss personal matters, making the class wait while you get your work organized, and making fun of other students. These actions interfere with the learning of others, and they will not be tolerated in an adult, collegiate setting.

Technology is often the biggest source of distraction. To minimize possible disruptions, please adhere to these guidelines:

* No cellphone use in class
* No tablet use in class
* No social media use in class (including but not limited to Facebook, Twitter, Snapchat)
* No laptop use except on days in which drafting an essay part of the classroom activity

**Academic Dishonesty**
Academic integrity includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Academic Integrity and Plagiarism in this course results in one or more of the following consequences: failure of the assignment, referral to the Dean of Instruction, and/or disciplinary actions by the Director Student Life. Cite sources carefully, completely, and meticulously; when in doubt, cite. Familiarize yourself with BC’s Student Code of Conduct and KCCD’s definitions of plagiarism and cheating ([KCCD Board Policy 4F8D](https://www.kccd.edu/sites/kccd.edu/files/Section%2004__Students_Instructional%20Services_0.pdf), pg. 144).

Any student who plagiarizes **any part** of an essay will receive an “F” for that assignment.

To help prevent any plagiarism, we will be using [www.turnitin.com](http://www.turnitin.com) for this class.

**Supportive Services**

Students with disabilities needing accommodation, including those who had an IEP in high school, should make requests to Disabled Students Programs and Services in CSS 10, or Delano room 1001 (661-395-4334, (661-720-2000 Delano)).  All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with me so we can work together to ensure your access and success at BC.

**BC Academic Support Services**

If you would like extra help with this course, do not delay because BC has, not just one but, four ways that you can get the support you need to be successful in any class on campus:

* The Writing Center (CSS-133; Delano Campus Room 1101) provides one-on-one assistance with a degreed professional so that you can improve your skills in reading and writing in all classes for all purposes. The Writing Center offers FREE individualized writing assistance to all students. Appointments can be made in person or by calling the Delano office at 661-720-2019. Writing Center Workshops: A variety of workshops focused on writing fundamentals are offered each semester. Stop by the center or call, 661-720-2019, for a schedule of upcoming workshops.
* The Math Hub (MS-113) offers drop-in, one-on-one tutoring with math consultants to help you crunch those numbers.
* The Tutoring Center (CSS-203; Delano Campus Room 1101) trains students who have been successful in various subjects to be your tutor, sitting down with you one-on-one to encourage and guide you in a specific course. The Tutoring Center is a proven student success service that provides FREE tutoring to all currently enrolled Bakersfield College Students. Appointments can be made in person or by calling the Delano office at 661-720-2076. They’re open Monday - Thursday from 10 a.m. to 6 p.m.
* SI (Supplemental Instruction) (CSS-193; Delano Campus Room 1101) represents small group learning in which you participate in weekly study groups for a certain course led by competent students (known as SI Leaders).
* PLATO Lab –The PLATO Lab offers FREE and easy to use reading, writing, and math computer-guided tutorials. Students who have questions about the specifics of the lab requirement, or anything else, should refer to the related course syllabus. For additional questions, stop by or call the Delano office at 661-720-2076 and speak with one of their staff members.

Don’t be afraid to ask for help!  Make the choice early on in this class to try one or more of the above free services.

**Habits of Mind:**

How will you succeed at BC this semester? What determines success is not circumstance, but habit. **Habits of Mind, It's POSSIBLE at BC** has many free tools intended to help you accomplish your goals in school. Only you can overcome the challenges you face this semester and in life. Start out successfully with these steps:

1. Visit the Habits of Mind website - https://www.bakersfieldcollege.edu/habits-of-mind .
2. Download the app for Habits of Mind at Bakersfield College for power in your palm.
3. Ask for help, do the work, and refuse to quit. Success takes energy, planning, and strategies for both the expected challenges in school as well as the unexpected twists life can take. Ask your professor for more information. Now is the time to develop new habits.

**Student Publishing Opportunities:**

Roughneck Review is an online journal featuring works by Bakersfield College students that have been judged exceptional by faculty. Only works that are produced in classes are featured. You may submit essays, poems, artwork, video, and photographs for consideration. Visit the website for information on how to submit your work and read previous issues. Roughneck Review is published in October and April.

<http://www2.bakersfieldcollege.edu/roughneck>>

**Important Dates:**

* Term Start: August 18, 2018
* Last Day to Add a Class: December 8, 2018
* Last Day to Drop with a Refund: August 31, 2018
* Last Day to Drop without a “W”: September 2, 2018
* Last Day to Drop with a “W”: October 19, 2018
* Term End: August 8, 2018

\*This syllabus is tentative and may be changed at my discretion.

**Course Assignment and Calendar**

**Essay Assignments:**

**Essay 1:** Engage in the critical thinking process to define success in modern American society. As you seek to define success, touch on answers to the following questions: What are the characteristics of personal success? Are there universal guidelines by which success is measured? Or are the measures of success more fluid and varied? Does context determine the attributes by which success is measured?

Central to your paper will be a definition of success that you develop and use in exploring the attributes of success. Your completed essay will need to use three sources and be at least two pages but not more than three pages, excluding the Works Cited page. Your essay will be assessed on how well you establish a thesis, use evidence to support that thesis, attribute ideas to their sources, establish a strong and effective organization, and adhere to the conventions of standard English and manuscript requirements of MLA formatting.

**Essay 2:** After having read *Outliers*, write a research paper in which you qualify, extend, refine, complicate, or illustrate the claims Malcolm Gladwell makes about success. Your completed essay will need to use three peer-review sources in addition to *Outliers* and be at least four pages but not more than five pages, excluding the Works Cited page. Your essay will be assessed on the strength of your argument, demonstration of a sophisticated understanding of Gladwell’s argument, strength of thesis, use of peer-reviewed evidence to support that thesis, attribution of ideas to their sources, establishment a strong and effective organization, and adherence to the conventions of standard English and manuscript requirements of MLA formatting.

**Research Paper:** You will write a well-researched argument on the attainability of the “American Dream.” Your argument scope must be narrowed to focus on one aspect of American society or one reasonably defined social group. As you explore the attainability of the “American Dream” consider answers to the following questions: What constitutes the “American Dream”? Who has access to the “American Dream”? Is the “American Dream” still attainable? Should it still be a desirable goal? Who is the “American Dream” for? What is success? How does one attain success? How does success relate to the “American Dream”?

Your essay must make use of valid reasoning, be free of personal bias and logical fallacies. Your completed essay will need to use a minimum of fivesources that are scholarly and peer-reviewed. Your essay must be at least five pages but no more than seven pages, excluding the Works Cited page. Your essay will be assessed on the strength of your argument, demonstration of a sophisticated understanding of the issue, strength of thesis, use of valid reasoning, use of peer-reviewed evidence to support that thesis, attribution of ideas to their sources, establishment a strong and effective organization, and adherence to the conventions of standard English and manuscript requirements of MLA formatting.

**Assignment Schedule**

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| --- |
| Weekly Focus: Course IntroductionWeek beginning 9/03/2018Labor Day: 9/03/2018 |
| **Tuesday** | **Thursday** |
| * Course Introduction.
* Writing Sample

**Homework:** *Current Issues*: Chapter 1* Critical Thinking, pp. 3-9
* On Flying Spaghetti Monsters, pp. 9-16
 | * Discussion: Critical Thinking & On Flying Spaghetti Monsters
* Exercise: Critical Thinking at Work (*Define Success*).

**Homework:** * *Current Issues*: Chapter 1
	+ Generating Ideas, pp. 16-19
	+ “The Genetically Engineered Salmon is Born for Consumers and Sustainability,” pp. 19-24
 |
| Weekly Focus: Critical Thinking Week beginning 09/10/2018 |
| **Tuesday** | **Thursday** |
| * Discussion: The Genetically Engineered Salmon
* Exercise: Thinking Critically: Generating Topics, pp. 20-21
* Exercise: Generating Topics, Paper 1

**Homework:** * *Current Issues*: Chapter 6
	+ Two Uses of an Outline, pp. 245-247
 | * Paper 1: Research (Find 3 sources)
* Discussion: Outlining and Organization

**Homework:** * Paper 1: Brainstorm and Outline
* *Current Issues:* Chapter 7
	+ Quoting from Sources, pp. 283-288
	+ Documentation, pp. 288-303
 |
| Weekly Focus: Critical Reading and Using SourcesWeek beginning 09/17/2018 |
| **Tuesday** | **Thursday** |
| * Workshop: Essay 1 Outline
* Lecture: MLA and Documentation
* Thinking Critically: Using Signal Phrases, p. 287
* Exercise: Documenting Sources
* Paper 1: Draft Paper

**Homework:** * Paper 1: Rough Draft
* *Current Issues:* Chapter 2
	+ Active Reading, pp. 35-37
	+ Reading with a careful eye, pp. 42-43
	+ “This; Therefore, That,” pp. 43-44
	+ Summarizing and Paraphrasing, pp. 47-50
	+ Paraphrase, Patchwriting, and Plagiarism, pp. 50-56
* Bring *Outliers* to class on Thursday
 | * **Test: MLA & Documentation**
* **Essay 1: Writing Workshop**
* Outliers: Introduction
	+ Exercise: Active Reading (Previewing; Underlining, Highlighting, Annotating; Thinking about a Reading with Heuristics)
	+ Exercise: Critical Summary

**Homework:** * Paper 1: Final Draft
* *Current Issues:* Chapter 4
	+ Visuals as Aids to Clarity: Maps, Graphs, and Pie Charts, pp. 165-170
 |
| Weekly Focus: Visual Rhetoric and Outliers: Part I Week beginning 09/24/2018 |
| **Tuesday** | **Thursday** |
| * **Paper 1 Due**
* Discussion: Visuals as Aids to Clarity
* Writing Skills: Using Charts & Graphs

**Homework:** * *Outliers*: Part I: Opportunity (Chapters 1-5)
 | * Discussion: *Outliers*: Part I: Opportunity (Chapters 1-5)

**Homework:** * Critical Summary Response Paper: *Outliers:* Part I
 |
| Weekly Focus: Outliers: Part II Week beginning 10/01/2018 |
| **Tuesday** | **Thursday** |
| * Writing Skills: Integrating quotes
* Writing Skills: citing and using evidence – quoting, paraphrasing, and summarizing

**Homework:** * *Outliers*: Part II: Legacy (Chapters 6-9)
 | * Discussion: *Outliers*: Part II: Legacy (Chapters 6-9)

**Homework:** * Critical Summary Response Paper: *Outliers:* Part II
* *Outliers:* Epilogue
* *Current Issues*: Chapter 7: Using Sources
	+ Choosing a Topic, p. 264
	+ Finding Material, pp. 265-269
	+ Evaluating Your Sources, pp. 271-273
* Essay 2: Topic Proposal
 |
| Weekly Focus: Using Sources & Annotated BibliographiesWeek beginning 10/08/2018 |
| **Tuesday** | **Thursday** |
| * Test: *Outliers*
* Discussion: *Outliers* as an argument
* Library Skills: Using Databases and Online Journals; Using Peer Reviewed Sources

**Homework:** * *Current Issues*: Chapter 7: Using Sources
	+ Taking Notes, pp. 273-275
	+ A Note on Plagiarizing, Paraphrasing, and Using Common Knowledge, pp. 275-278
	+ Compiling an Annotated Bibliography, pp. 278-279
 | * Lecture: Annotated Bibliography
* Essay 2: Annotated Bibliography

**Homework:** * **Essay 2: Annotated Bibliography**
* **Essay 2: Working Thesis and Outline**
* *Current Issues:* Chapter 6
	+ The Thesis or Main Point, pp. 230-232
 |
| Weekly Focus: Thesis Statements & Thinking about Images as ArgumentWeek beginning 10/15/2018 |
| **Tuesday** | **Thursday** |
| * **Essay 2: Annotated Bibliography and Outline Due**
* Writing Skills: Thesis statements
* *Current Issues:* Chapter 6
	+ Thinking Critically: “Walking the Tightrope,” p. 233
* Revision Activity: Peer Revise Thesis Statements

**Homework:** * *Current Issues*: Chapter 4: Images as Arguments
	+ Uses of Visual Images, pp. 139-142
	+ Other Aspects of Visual Images, pp. 148-151
 | * Discussion: Analyzing and Thinking about Visuals
	+ “Migrant Mother,” p. 171
	+ “Analyzing Visuals: Immigration Then and Now,” pp. 567-570
* In-class Essay: Image as an Argument

**Homework:** * Essay 2: Rough Draft
* *Current Issues*: Chapter 3
	+ Evidence: Experimentation, Examples, Authoritative Testimony, Statistics, pp. 96-105
	+ Nonrational appeals, pp. 105-108
	+ Does all writing contain arguments, pp.108-110
 |
| Weekly Focus: Going Deeper into ArgumentsWeek beginning 10/22/2018 |
| **Tuesday** | **Thursday** |
| * **Writing Workshop: Essay 2, Rough Draft**
* Discussion: Types of Appeals (Ethos, Logos, Pathos) and Evidence
* Critical Thinking: Statistics Analysis

**Homework:** * “The Worker Next Door,” pp. 561-562
* “Angels in America,” pp. 563-567
 | * Discussion: “The Worker Next Door” & Angels in America”
* Critical Summary Response: Immigration: What is to be done? (“The Worker Next Door” & “Angels in America.”)

**Homework:** * Essay 2: Final Draft
* *Current Issues*: Chapter 5
	+ Analyzing an Argument, pp. 181-187
	+ “For Environmental Balance, Pick up a Rifle,” pp. 188-190
	+ The Essay Analyzed, pp. 190-196
 |
| Weekly Focus: Analyzing Arguments & Deductive and Inductive LogicWeek beginning 10/29/2018 |
| **Tuesday** | **Thursday** |
| * **Essay 2 Final Draft Due**
* Discussion: SOAPS
* Discussion: Analysis of “For Environmental Balance”
* In-class Analysis Essay: “The Cradle to Prison Pipeline,” pp. 587-590

**Homework:** * *Current Issues*: Chapter 9
	+ Deduction, pp. 335-345
	+ Induction, pp. 345-352
	+ Fallacies, pp. 352-363
 | * Discussion: Deduction
* Activity: Mini Deductive Argument
* Discussion: Induction
* Activity: Mini Inductive Argument
* Discussion: Logical Fallacies
* Exercise: Fallacies – or not? pp. 363-365

**Homework:** * Research Paper: Topic Proposal
* *Current Issues*: Chapter 10
	+ A Psychologist’s View: Rogerian Argument, pp. 373-75
	+ “Communication: Its Blocking and Its Facilitation,” pp. 375-380
 |
| Weekly Focus: Rogerian Arguments: Mutual CommunicationWeek beginning 11/05/2018 |
| **Tuesday** | **Thursday** |
| * **Research Paper: Topic Proposal**
* Discussion: Rogerian Arguments
* “Letter to a Southern Baptist Minister,” pp. 380-383
* Mini Rogerian Argument

**Homework:** * Research Paper: Annotated Bibliography
 | * Research Paper: Annotated Bibliography

**Homework:** * Research Paper: Annotated Bibliography
* *Current Issues*: Chapter 12:
	+ A Debater’s View: Individual Oral Presentations and Debate,” pp. 409-414
 |
| Weekly Focus: Annotated BibliographyWeek beginning 11/12/2018Veteran’s Day: 11/12/2018 |
| **Tuesday** | **Thursday** |
| * **Research Paper: Annotated Bibliography & Outline Due**
* Activity: TEDTalk Oral Presentation Analysis
* Discussion: Research Paper as part of a debate
* Research Paper: Rough Draft

**Homework:** * *Current Issues:* Chapter 6
	+ We, One, or I, pp. 251-252
	+ Avoiding Sexist Language, pp. 253-254
 | * Discussion: Matters of Style
* Thinking Critically: Eliminating We, One, and I, p. 252
* Research Paper: Rough Draft

**Homework:** * Research Paper: Rough Draft
 |
| Weekly Focus: Matters of Style & Oral PresentationsWeek beginning 11/19/2018Thanksgiving: 11/22/2018 |
| **Tuesday** | **Thursday** |
| * **Research Paper: Rough Draft**

**Homework:** * Research Paper: Rough Drafts
 | **Holiday** |
| Weekly Focus: Research Paper RevisionWeek beginning 11/26/2018 |
| **Tuesday** | **Thursday** |
| * **Research Paper: Rough Draft Due**
* Writing Workshop: Research Paper Rough Drafts

**Homework:** * Revise Rough Drafts
 | * Research Paper Conferences: Group 1

**Homework:** * Research Paper Final Draft
 |
| Weekly Focus: Research Paper RevisionWeek beginning 12/03/2018 |
| **Tuesday** | **Thursday** |
| * Research Paper Conferences: Group 2

**Homework:** * Research Paper Final Draft
* *Current Issues*: Chapter 6
	+ Tone and the Writer’s Persona, pp. 247-250
 | * **Final Draft: Research Paper Due**
* Thinking Critically: Varying Tone, p. 249
* Discussion: Individual Oral Presentations
* Adapt Research Papers for Oral Presentations

**Homework:** * Adapt Research Papers for Oral Presentations
 |
| Weekly Focus: Research Papers and Research Presentations Week beginning 12/10/2018 |
| **Tuesday** | **Thursday** |
| * Research Presentations: Group 1
 | * Research Presentations: Group 2
 |
| Grades due 12/17/2018 |