

Welcome to English 115

Approaches to University Writing

Fall 2019

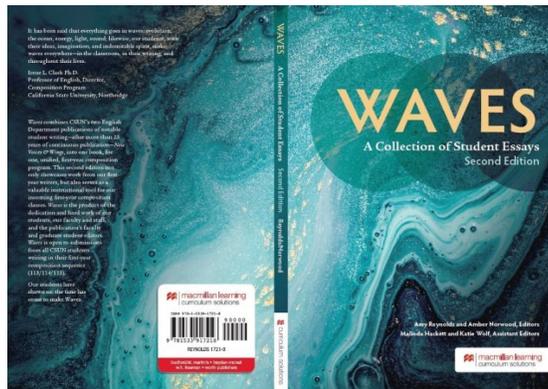
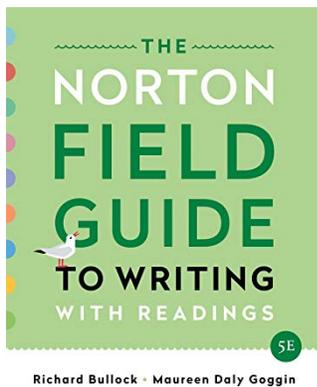
Instructor: Angel M. Baker

Email: angel.baker.856@my.csun.edu

Office Hours: Mondays 3:30 p.m. – 4:30 p.m., Santa Susana Room 405

Class Day, Time, Room: Mondays and Wednesdays, 2:00 p.m.- 3:15 p.m., Jerome Richfield, Room 201

Texts: 1) The Norton Field Guide to Writing with Readings, 5th Edition, Richard Bullock and Maureen Daly Goggin; 2) Waves (2019); 3) Owl Purdue Online Writing Lab (free online resource) 4) Plus additional readings online throughout the semester



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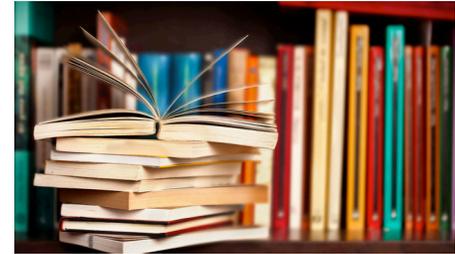
Waves, a CSUN Publication of Student Writing

COURSE DESCRIPTION

Welcome to Approaches to University Writing. This course helps you acquire writing and critical thinking skills so that you will do well in the intellectual environment of the university and beyond. This class is ultimately about critical thinking and arguing (being persuasive without yelling and screaming). If you look closely at the world around you, everything is an argument. The clothes you wear are an argument for a certain style. Your reusable plastic bottle may be an argument for environmental consciousness. Texts, such as books and articles, always employ an argument. This class will help you to identify arguments, respond to them, and formulate your own arguments that will adhere to expected academic conventions. We will read and think deeply about a range of texts from across the disciplines, from essays by famous authors to images used in advertising to identity formation in various communities. We will workshop essays and other kinds of writing that employ various academic conventions. These activities along with peer work and roundtable discussions will demonstrate the social nature of writing and signal our entry into scholarly discourse.

Course Objectives:

- Demonstrate competence in university writing
- Demonstrate the ability to use rhetorical strategies that include the appeal to audience, logic, and emotion
- Understand writing as a recursive process and demonstrate its use through invention, drafting and revision (creating, shaping, and completing)
- Demonstrate the ability to use conventions of format, structure, style, and language appropriate to the purpose of a written text
- Demonstrate the ability to use library and online resources effectively and to document their sources their sources.



Student Learning Outcomes:

- To continue to master the conventions of academic discourse;
- To learn to read and interpret actively and analytically, to think critically and creatively, and to write persuasively;
- To connect disciplinary and personal interests to the larger academic and social discourse;
- To evaluate ideas from multiple perspectives and to formulate informed opinions on complex issues of critical importance in today's world.

GE STUDENT LEARNING OUTCOMES

- Analyze and compare perspective, meaning, and style in different texts, including those that reflect multicultural images and voices;
- Construct a theme or thesis and organize and develop a substantial, balanced and convincing defense of it in a voice, tone, language, and format (e.g., essay autobiography, editorial, case study, inquiry, and research) appropriate to the purpose of the writing;
- Use logical support, including informed opinion and fact, as well as their interpretations, to develop ideas, avoiding fallacies, biased language, and inappropriate tone;
- Demonstrate satisfactory competence in the conventions of Edited American English and the elements of presentation (including layout, format, and printing);
- Select and incorporate ideas derived from a variety of sources, such as library electronic and print resources, books, journals, the Internet, and interviews, and document them responsibly and correctly;
- Apply a variety of strategies for planning, outlining, drafting, revising and editing written work.

REQUIRED MATERIALS

- ❖ Writing instruments (blue or black pen/pencil), standard 8.5"x11" lined notebook paper
- ❖ Access to a computer, printer, and internet
- ❖ A dedicated folder for materials related to this course
- ❖ A folder to turn in your final Portfolio of drafts and essays
- ❖ CSUN email account. I will not respond to non-CSUN emails
- ❖ CANVAS account (Campuswide online learning platform where you will find syllabi, readings, instructions for projects, and where you will post weekly discussion responses)

Class Format:

This class utilizes a seminar format, which means that classes will involve student-centered discussion and teacher-centered lecture. Student participation, including the sharing of students' thoughts, ideas, observations, questions, and interpretations based on students' unique and varied backgrounds, understanding, and expertise, will ensure one's success in the class. This class requires "active reading" **BEFORE** you come to class, which involves marking places that you find interesting or confusing, figuring out the vocabulary, and keeping track of questions that come up for you as you read. These annotations will help you prepare for in-class discussions and homework assignments. **Please be respectful of your peers' views, ideas, and comments. Listen with an open mind, offer thoughtful responses, and contribute often to the learning community.**

ATTENDANCE AND APPROPRIATE CLASSROOM BEHAVIOR

- **Participation:** Class participation includes readings, discussions, student-instructor conferences, group activities, workshop activities and other classwork. Everyone has something to contribute to our class, and there is always an opportunity to learn from one another. *The dynamism of the class DEPENDS on YOUR engagement!*
- **Absence Policy:** You are allowed two (2) excused absences in case of illness/emergency. If you miss more than two (2) classes total, each additional absence will lower your total grade. *These absences are for illness/emergency only and must be documented.*
- **Late Policy:** If you arrive late, please walk in quietly and sit in the desk nearest to the door so you do not disrupt the class. *You must come up to my desk after class so that I may change your absence to a tardy.* I will consider three (3) late arrivals as an absence.
- **Assignment Policy:** All essays and writing projects are due at before the deadline (dates and deadlines will be provided for each assignment). Writing projects and exercises will not be accepted late. **There are no exceptions. Even if you are sick, your assignment is due on the due date.**
- **Technology Policy:** We may take advantage of laptops and tablets for various reasons during the semester, but they will be in respect to "official class business." That means no online shopping or scrolling Reddit during class.
- **NO CELL PHONES!** If you are expecting a call in regard to an urgent issue, please let me know at the beginning of class. Otherwise, please put your phone away for the 75 minutes we spend together in class!
- **Plagiarism:** Because personal integrity is essential to this class, plagiarism will not be tolerated. Plagiarism is defined in the CSUN Catalog as "intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise." We will discuss the various types of plagiarism in class during the first few weeks. **Any work that is found to have been plagiarized will receive a zero and will likely result in a failing grade in the course. Any student who is suspected of intentional plagiarism will be reported to the Director of Student Conduct.**

THE CORE ASSIGNMENTS:

Grading Structure: Out of 200 possible points

A. Project I: Our Literacy Journeys **WEEKS 1 - 4**

Exercise 1: Summary of a text (10 points)

Exercise 2: Letter to the Author (10 points)

Assignment: Literacy Narrative- 2 drafts - (20 points) **(you cannot earn points for the Final draft if you did not turn in the first draft)**

B. Project II: Media Analysis **WEEKS 5-8**

Exercise 1: Choosing Online Articles with images associated with them and write a short explanation of what you found interesting about the articles and images, plus 10 inferences (10 points)

Exercise 2: Analyze the Rhetorical Situation of an Online Article (10 points)

Assignment: Compare & Contrast Persuasive Essay – Analyze the Rhetorical Situation of your chosen articles and images from different reputable news sources. Compare and Contrast the arguments the articles make, taking into consideration the associated images. (2 drafts; 20 points) **(you cannot earn points for the Final draft if you did not turn in the first draft)**

C. Project III: Formulating Arguments **WEEKS 10-14**

Exercise 1: Picking a Position, Summary and Reflection (10 points)

Exercise 2: Picking the Opposing Position, Summary and Reflection (10 points)

Exercise 3: Argumentative Proposal (Outline of full argument with sources) (10 points)

Assignment: Argumentative Essay - 2 drafts (20 points) **(you cannot earn points for the Final draft if you did not turn in the first draft)**

D. Portfolio (70 points)

D. Portfolio

Comprised of the following: Critical Introduction Letter to your reader and revisions of your Literacy Narrative, Compare and Contrast Persuasive Essay, and Argumentative Essay

All assignments must be typed. There is no exception to this rule aside from in-class writings. Also, I expect your assignments to be in MLA format, double-spaced, Times New Roman, size 12, and properly headed. Do not turn an assignment that is not stapled if it is more than one page. Be sure to follow the directions carefully for each assignment. I will not grade them if they do not meet the prompt's requirements.

Grading Breakdown for the Course:

Attendance 15%

- Attendance is required. Failure to attend will result in a zero score for the day.

Participation 15%

- Participation in class includes answering questions during discussion, asking questions, and being part of group activities. **You cannot earn participation credit if you do not attend class.**

Reading Exercises, Canvas Responses, Lead Discussion 20%

- Students will have several reading and writing exercises to help develop their reading and critical thinking skills over the course of the semester. Students must post their responses on Canvas in “Discussion” BEFORE CLASS but not later than Sunday evening at 10 p.m. or Tuesday evening at 10 p.m. depending on if the assignment is due Monday or Wednesday.
- Student Lead Discussions: On selected days, students will lead a class discussion regarding the reading, including a short presentation that addresses the topics in the reading. Student discussion leaders will also address their peer responses posted on Canvas. During the first week of class, students will sign up for the day they wish to lead student discussion. On the day a student leads discussion, they are responsible doing a short presentation but need not post it on Canvas. Credit for the assignment will be determined by the quality of the presentation, how well the student is prepared, the student’s ability to lead a group discussion, **and** whether they address student responses posted on Canvas. This means that the discussion leader(s) must read student responses on Canvas as well as the assigned reading *before* coming to class.

Project Essays 1, 2, 3 30%

- The Progression Essays will assess a student’s ability to comprehend and analyze readings and write coherent essays based on topics addressed in the class readings and discussions. Grading will include peer review, revisions, and final drafts. **You cannot earn points for the final draft if you did not turn in the first draft.**

Portfolio 20%

- The final Portfolio will include a Critical Introduction Letter to your reader, and your revised Project essays.

Grading Scale: Once the grading criteria have been met and the points are tallied, the corresponding letter grade will be an “A” for 93 points or more. Complete grading scale:

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69	D 63-66	D- 60-62	F 59 and below

CAMPUS RESOURCES FOR STUDENTS

Learning Resource Center (LRC), The Composition Tutoring Lab

Oviatt Library 3rd Floor, East Wing Telephone: 818-677-2033

There is a special Composition Tutoring Lab with tutors who can help you with your writing assignments. You can go there to brainstorm or discuss the ideas in your papers, test your argument on an unbiased reader, discuss possibilities for adding additional information, and restructuring paragraphs or sentences.

Oviatt Library <http://library.csun.edu/>

University Counseling Services (UCS) provides resources and information to assist students in dealing with a variety of large and small psychological obstacles that may interfere with academic progress and/or issues concerned with relationships or crises. Services include individual, group, and crisis counseling.

University Counseling Services <http://ww.csun.edu/counseling/>, 818 677-2366, Bayramian Hall 520.

Disability Services

If you have a documented disability and need accommodations, please register with the Disability Resources and Education services (DRES) office or the National Center for Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (919) 677-2611.

Resources quick guide:

Useful (and free!) Resources:

Learning Resource Center (LRC)	Counseling Center
Disability Resources and Educational Services (DRES)	National Center on Deafness (NCOD)
Resources for Undocumented Students	Career Services
Borrow a Laptop from the Library	List of the Computer Labs on Campus
Food Pantry	<i>Professor Baker! I am a resource. Come see me and ask questions :)</i>

TENTATIVE CLASS SCHEDULE* subject to change

	CLASS TOPIC	HOMEWORK /READING ASSIGNMENTS
Week 1 – Monday 8/26/19	Introduction Syllabus Review Sign-up for leading discussion Writing Assessment	Reading Due: NONE Homework due: NONE
Wednesday 8/28/19	Begin PROJECT 1 LITERACY JOURNEYS Lesson: Writing Effective Summaries	Reading Due: Norton Guide: Summarizing and Responding: pps. 33-44; See Summarizing Lesson on Modules; Literacy Narratives, pps. 687-713 (each essay is available online if you don't have your textbook yet) Homework Due: NONE
Week 2 Monday 9/2/19	LABOR DAY	NO CLASS Reading Due: Norton Guide Academic Literacies, pps. 3-32 Norton Guide Reflections: pps. 256-263 Norton Guide to Rhetorical Situations, pps. 53-71 Canvas discussion response posted before 10:00 p.m. on Tuesday 9/3/19
Wednesday 9/4/19	Lesson: Reading Strategies; Lesson: Entering the academic conversation Student Lead Discussion #1	Reading Due: See above. Homework due: Project 1 Exercise #1 Summary of a text (Choose a Literacy Narrative from the reading) (10 points) Canvas response posted before 10:00 p.m. Tuesday.
Week 3 – Monday 9/9/19	Lesson: Annotating	Reading Due: (Re-read Norton Guide pps. 16-19); Norton Guide pps. 823-837 Homework due: Project 1 Exercise #2 Letter to the Author (10 points) Canvas discussion response posted before 10:00 p.m. on Tuesday 9/10/19
Wednesday 9/11/19	Lesson: Planning a draft Pre-writing, Invention, Outline Student Lead Discussion #2	Reading Due: Norton Guide, pps. 323-360 Homework Due: Canvas response posted by Tuesday before 10:00 p.m.
Week 4 –	Lesson: Revision	Reading Due: (Refer to Norton Guide 323-360 for drafting)

Monday 9/16/19	PEER REVIEW EDITING WORKSHOP	Homework Due: Draft 1 Literacy Narrative (you cannot earn points for the Final draft if you did not turn in the first draft)
Wednesday 9/18/19	Lesson: TBD	Reading Due: None. Homework Due: Project 1 Essay due, Literacy Narrative Literacy Narrative- (20 points) (you cannot earn points for the Final draft if you did not turn in the first draft)
Week 5 – Monday 9/23/19	Begin PROJECT 2 Compare & Contrast Persuasive Essay Lesson: Intro to Argument	Reading Due: Norton Guide: Strategies pps. 373-442 Homework Due: Canvas discussion response posted before 10:00 p.m. on Tuesday 9/24/19
Wednesday 9/25/19	Lesson: Argument Cont'd Lesson: Writing Effective Thesis Statements Student Lead Discussion #3	Reading Due: Norton Guide: Arguments pps. 784-788, 808-814; Waves Section 5: Media Analysis (student essays); Thesis Statements pps. 398-401; Owl Purdue on Drafting Strong Thesis Statements: https://owl.purdue.edu/owl/ general_writing/academic_writing/ establishing_arguments/index.html Homework Due: Canvas response posted Tuesday before 10: p.m.
Week 6 – Monday 9/30/19	Lesson: Writing Effective Topic Sentences Lesson: Logical Fallacies	Reading Due: Norton Guide Checking for Fallacies pps. 414-415; Topic Sentences pps. 389-390; Waves Section 7, Online (student essays) Homework Due: Project 2 Exercise #1 Choosing Online Articles with images associated with them and write a short explanation of what you found interesting about the articles and images; plus 10 inferences (10 points) Homework Due: Canvas response posted Tuesday before 10: p.m.

Wednesday 10/2/19	Lesson: Research Strategies, Evaluating Sources Student Lead Discussion #4	Reading Due: Norton Guide pps. 479-518 Homework Due: Canvas response posted Tuesday before 10: p.m.
Week 7 – Monday 10/7/19	Lesson: Quoting, Paraphrasing	Reading Due: Norton Guide pps. 528-538 Homework Due: Project 2 Exercise #2 Analyze the Rhetorical Situation of an Online Article (10 points) Canvas Response posted Tuesday before 10:00 p.m.
Wednesday 10/9/19	Lesson: Concise Writing/ Editing Lesson: Writing effective paragraphs Student Lead Discussion #5	Reading Due: Norton Guide pps. Essay 1007-1012 Homework Due: Canvas Response posted Tuesday before 10:00 p.m.
Week 8 – Monday 10/14/19	PEER REVIEW EDITING WORKSHOP	Reading Due: Norton Guide Revision pps. 350-353, Rewriting pps. 353-355 Homework Due: Project 2 Draft Essay Assignment: Compare & Contrast Persuasive Essay – Analyze the Rhetorical Situation of your chosen articles and images from different reputable news sources. Compare and Contrast the arguments the articles make, taking into consideration the associated images.
Wednesday 10/16/19	Lesson: Business Writing	Reading Due: Norton Guide pps. 264-279 Homework Due: Project 2 Final Essay (20 points) You cannot earn points for the Final draft if you did not turn in the first draft.
Week 9 – Monday 10/21/10	Lesson: Business Writing	Reading Due: Owl Purdue on Professional Technical Writing through Basic Business Letters (links will be provided) Homework Due: Business letter posted on Canvas Tuesday before 10:00 p.m.

Wednesday 10/23/19	Lesson: MLA Workshop Student Lead Discussion #6	Reading Due: Norton Guide MPA Style pps. 539-596; (Review Norton and Owl Purdue on Business / Professional Writing) Homework Due: Business Letter posted on Canvas before 10:00 p.m. on Tuesday
Week 10 – Monday 10/28/19	Begin PROJECT 3 ARGUING FOR A SOLUTION	Reading Due: Waves Section 6, student essays Arguing Current Issues; Norton Guide Sample Proposals, pps. 940-968 Homework Due: Canvas Response posted Tuesday before 10:00 p.m.
Wednesday 10/30/19	Lesson: Arguing for a Solution Student Lead Discussion #7	Reading Due: Norton Guide Proposals pps. 247-255 (+ Additional Reading related to Project 3 TBD) Homework Due: Project 3, Exercise #1 Picking a Position, Summary and Reflection (10 points)
Week 11 Monday 11/4/19	Lesson: Writing Effective Introductions and Conclusions	Reading Due: Norton Guide to Beginnings and Endings, Guiding Your Reader, pps. 373-391 Homework Due: Canvas Response posted Tuesday before 10:00 p.m.
Wednesday 11/6/19	Lesson: REVISIT Planning a draft, pre-writing, invention, outline; Rogerian Argument Student Lead Discussion #8	Reading Due: Norton Guide Rogerian Argument pps. 409-410 Homework Due: Project 3, Exercise #2 Picking the Opposing Position, Summary and Reflection; Canvas Response posted Tuesday before 10:00 p.m.
Week 12 Monday 11/11/19	VETERAN'S DAY	NO CLASS Reading Due: (+Reading related to Project 3 TBD) Homework: Canvas Response posted Tuesday before 10:00 p.m.
Wednesday 11/13/19	Lesson: REVISIT Research Strategies, Evaluating Sources Student Lead Discussion #9	Reading Due: (+Reading related to Project 3 TBD) Homework Due: Project 3, Exercise #3 Argumentative Proposal (Outline of full argument with sources) (10 points); Canvas

		Response posted Tuesday before 10:00 p.m.
Week 13 Monday 11/18/19	Lesson: Revisit MLA formatting, Lesson: Work Cited Page	Reading Due: Reading related to Project 3 TBD; review Norton on MLA Homework Due: Work on your Argumentative Essay
Wednesday 11/20/19	ARGUMENT ESSAY PEER REVIEW WORKSHOP	Reading Due: TBD Homework Due: Project 3 Argumentative Essay Draft 1 You cannot earn points for the Final draft if you did not turn in the first draft.
Week 14 Monday 11/25/19	Lesson: Analyzing Visuals; TBD	Reading Due: TBD Homework Due: Project 3 Essay (20 points) You cannot earn points for the Final draft if you did not turn in the first draft.
Wednesday 11/27/19	Lesson: Portfolios, Critical Introductions	Reading Due: Norton Guide Compiling a Portfolio pps. 361-268 Homework Due: Have a nice Thanksgiving!
Week 15 Monday 12/2/19	STUDENT CONFERENCES	Reading Due: TBD Homework Due: Schedule a time to meet me between 2 pm. and 4:30 p.m. for individual conferences.
Wednesday 12/4/19	PORTFOLIO WORKSHOP; Peer Review and Revision of Critical Introductions	Reading Due: TBD Homework Due: Critical Introduction Letter to your reader
Week 16 Monday 12/9/19	Student Presentations of Portfolios	Reading Due: TBD Homework Due: PORTFOLIOS DUE Portfolio must include Critical Introduction Letter to your reader and revisions of your Literacy Narrative, Compare and Contrast Persuasive Essay, and Argumentative Essay (70 points)
Wednesday 12/11/19	NO CLASS	Homework Due: NONE

IMPORTANT DATES I NEED TO REMEMBER:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

THE DAY I AM LEADING STUDENT DISCUSSION:

- 1.

THE OTHER STUDENT(S) WITH WHOM I AM LEADING THE DISCUSSION:

- 1.
- 2.

CLASSMATES' CONTACT INFORMATION

1. Name _____
Phone _____
Email _____

2. Name _____
Phone _____
Email _____

3. Name _____
Phone _____
Email _____

Professor Baker, angel.baker.856@my.csun.edu