ENGLISH 101: Reading and Composition

CRN# 78511
Spring Semester 2013
T/Th 3:55-5:20
Class Location: K208

Instructor: John D. Rall
Office#: G 312 / 313
Office Hours: T/Th 2:45-3:45 pm (& by appointment)
E-mail: jrall@sdccd.edu

Required Texts:

- Jacobus, Lee A. A World Of Ideas 8th Ed.
  ISBN:0312-38533-1

- Handouts and other materials for this class will be in digital form and will be found online at www.professorrall.wordpress.com

Other Required Materials:

- Notebook for writing exercises and journal writing
- Access to a computer with internet capabilities and a printer. (available at the Computer Lab)

Course Description: English 101 is an introduction to writing and reading as critical inquiry, focusing on the rhetoric of written argument. The course is designed to help college students successfully undertake writing projects that have the depth and complexity of college-level work. By the end of the course, students should be able to identify and analyze features of written arguments and to write an argument about problems or questions addressed in the course. They should be able to write and revise papers in which they address complex questions effectively, use source materials responsibly, and make sound decisions about structure, cohesion, and conventions of correctness. (A list of course criteria immediately follows this course description)

Student, Learning Outcomes
The following are a list of skills you should have upon completing English 101; in other words, skills we will be working on throughout the semester.

Reading Outcomes
Students will:
- read critically and analytically, identifying central arguments (theses/claims) and lines of reasoning in a number of different kinds of texts, emphasizing non-fiction texts.
- recognize specific rhetorical strategies writers employ to advance their arguments (theses/claims), taking into account purpose and audience.
- locate and evaluate primary and secondary sources for depth, breadth, credibility, and relevance, using the library databases and Internet; books and printed scholarly articles; and non-print sources such as audio/visual, interviews, site visits, and field studies.
- identify, evaluate, and synthesize multiple points of view, noting how various perspectives inform, complicate, and/or build upon one another. Recognize that all writing takes place in contexts, such as historical, cultural, biographical, religious, and political.

Writing Outcomes
Students will:
- employ a variety of rhetorical structures and organizational patterns to support or advance a central idea (thesis).
- make effective rhetorical choices regarding point of view, tone, and voice in relation to audience and purpose.
- conduct independently-conceived research in response to a question, problem, or issue, defining and articulating the nature and extent of information needed.
- synthesize, integrate, and contextualize multiple outside sources (through quotations, paraphrasing, and summary) with their own voice, analysis, or position, while avoiding plagiarism.
- understand the value of accurately formatting a paper and citing sources applying conventions such as MLA style.
Course Requirements:

- **1 Research paper** of 6-8 typed, double-spaced pages. First (rough) drafts will be required and no paper will be accepted without an accompanying first draft. All papers must be double-spaced with one-inch margins and in MLA format.
- **1 Formal Essays** of 4-6 typed, double-spaced pages.
- **2 researched debates** on democratically elected topics.
- **2 short position papers** to accompany the debates.
- **2 Leadership Roles on selected readings**
- **1 Essay Critiques:** Read and respond to a student’s essay
- **Final Reflection**
- **All readings** as assigned.
- **Writer’s/Reader’s Journal**—one page response to the reading Due on Tuesday of the week.
- **Attendance/Participation** in class discussions, group work and peer review. Keep in mind that attendance is a reflection of this; you cannot participate if you are not in the class.

Policies:

- **Late papers** will NOT be accepted without prior arrangement.
- All assignments and papers must be turned in as **Hard Copies**. In other words, No **emails or disks** unless otherwise instructed.
- **Attendance and Participation:** A student shall be dropped if no longer participating in the course, except if there are extenuating circumstances. ‘No longer participating’ includes, but is not limited to, excessive unexcused absences. ‘Extenuating circumstances’ are verified cases of accidents, illness, other circumstances beyond the control of the student. (58004) **If a student misses more than six (6) hours of class time, they will be considered ineligible to pass the course.** It is the student’s responsibility to drop classes in which he/she is no longer attending.
- **Plagiarism and Academic Integrity:** The faculty, administration, and staff of Mesa College, in creating a culture of academic excellence, value honesty and integrity in all aspects of learning, working, and participating in the college community. Moreover, we believe that those who value learning would never view cheating (copying or otherwise presenting work that is not one's own) and plagiarism (presenting another writer's ideas, materials, images, or words as one's own without proper citation) as viable choices within an academic environment. It is incumbent on faculty, in particular, to communicate expectations to students with regard to academic honesty in each class, and it is the responsibility of each student to understand the actions and behaviors that constitute cheating or academic dishonesty within each class as well as in other venues on campus. Students are encouraged to ask questions of their instructors and are expected to read the college's statement on Academic Fraud (located in the class schedule). Penalties for actions inconsistent with classroom, library, and college expectations for academic integrity range from a failing grade on an assignment, exam, or project (which may lead to a failing grade in the course) to, under certain conditions, suspension, or expulsion from a class, program, or the college. For more information, please consult with your instructor or contact the office of the Associate Dean of Student Affairs.
- It is very important to be respectful towards your fellow classmates and myself. Being rude in the classroom, for any reason, but particularly for reasons of gender, race, religion, and sexual preference, is unacceptable to me. In addition, it is expected that you pay

### Grade Breakdown

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>1 Research Paper</td>
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<td>1 Formal Essay</td>
<td>15%</td>
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<td>2 Position Paper</td>
<td>20%</td>
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<td>1 Essay critique</td>
<td>10%</td>
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<tr>
<td>2 Leadership Roles</td>
<td>20%</td>
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<tr>
<td>Journal</td>
<td>10%</td>
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<td>Final reflection</td>
<td>5%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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respective and appropriate attention when others in the class are speaking. If you behave rudely, please expect me to bring it forcefully and promptly to your attention. Cell phones are a distraction to learning. If you are distracted by your cell phone, I will ask you to leave!

- If you are registered with Disabled Student Services and require special arrangements to be made to accommodate your learning needs, I am delighted to work with you. Please make sure that I am aware of your needs, so that I can work towards meeting them.

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**English 101 Tentative Course Calendar**  
**Spring 2013 Mesa T/Th**

<table>
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<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<td><strong>1/29</strong></td>
<td><strong>1/31</strong></td>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Week 2</strong></td>
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| Introductions : Class policies and Procedures / Why English 101?  
**DATA SHEET**  
Attendance: adds, drops, wait lists  
**Read and Journal:** “The Argument for a Tuition Free Harvard Education”  
**DATA SHEET**  
Discussion: The Price of College  
**Watch and Journal:** Youtube videos: “Socrates on Self-Confidence Parts 1, 2, &3” (30min)  
[http://www.youtube.com/watch?v=S24FxdvFOkO](http://www.youtube.com/watch?v=S24FxdvFOkO) |
| **2/5** | **2/7** |
| Debate Paper Topic #1  
Discussion: Socrates / Plato  
The Socratic Method, *Academia*  
Academic Writing  
**Read and Journal:** “Clauses.”  
[http://grammar.ccc.commnet.edu/grammar/clauses.htm](http://grammar.ccc.commnet.edu/grammar/clauses.htm)  
**Read and Journal:** “Sentence Combining, Transition and Coherence”  
[http://grammar.ccc.commnet.edu/grammar/combining_skills.htm](http://grammar.ccc.commnet.edu/grammar/combining_skills.htm) | Descriptive reading, the “How” (in-class)  
Ethos, Pathos, and Logos  
Sentence Structure  
**Read and Journal:** Lao Tzu “Thoughts from the Tao-te-Ching” |
| **2/12** | **2/14** |
| Week 3 | Leadership Roles  
Discussion: Governments  
✔️Read and Journal:  
“Use of Commas”  
[http://grammar.ccc.commnet.edu/grammar/commas.htm](http://grammar.ccc.commnet.edu/grammar/commas.htm) | Rough Draft Debate Due  
Debate 1  
Ethos, Pathos, and Logos  
Critical Lenses  
MINI DESCRIPTIVE PEER REVIEW  
Discussion: Sentences  
✔️Read and Journal: Frederick Douglas |
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<td>2/19</td>
<td>2/21</td>
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| Week 4 | Leadership Roles  
Discussion: Reading, writing, Learning and Schools: Expectations of our Society  
✔️Read and Journal:  
“7 Rules of College Writing”  
✔️Read and Journal: Andrew Carnegie “The Gospel of Wealth” |
| 2/26 | 2/28 |
| Week 5 | Leadership Roles  
Discussion: The Banking Concept of Education-- Education and Freedom: Problem Posing Education | Due: Essay #1 Rough Draft  
Writer’s Circles: Daft Work  
Library Research  
✔️Read and Journal: John Kenneth Galbraith “The Position of Poverty” |
| 3/5 | 3/7 |
| Week 6 | Leadership Roles  
Discussion: Poverty and people | Due: Essay #1  
✔️Read and Journal: Robert B. Reich “Why the Rich are Getting Richer and the Poor Poorer” |
| 3/12 | 3/14 |
| Week 7 | Discussion: The Lottery—Theme/meaning- Elements of approach Final Research Paper Topic —(WP) | In-class writing—Writers’ circles --service learning project!  
✔️Read and Journal: Karl Becker “Ideal Democracy” |
<p>| 3/19 | 3/21 |</p>
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<tr>
<th>Week</th>
<th>Discussions</th>
<th>Reading and Journaling</th>
<th>Notes</th>
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<td>8</td>
<td>Debate topic #2&lt;br&gt;&lt;br&gt;<em>JOURNALS DUE</em>&lt;br&gt;Discussions: Rhetorical and Literary Devices--Traditions and Critical Thinking</td>
<td>Writing groups. &lt;br&gt;✔️ Read and Journal: Erich Fromm “The Individual in the Chains of Illusion”</td>
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<td>3/26</td>
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<td>Spring Break!</td>
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<td>9</td>
<td>Leadership Roles&lt;br&gt;Discussion: Individualism</td>
<td>Debate 2&lt;br&gt;&lt;br&gt;<em>Due: Rough Draft paper #2 Due</em>&lt;br&gt;--Writers Workshop Descriptive Review &lt;br&gt;✔️ Read and Journal: Aristotle “The Aim of Man”</td>
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<td>10</td>
<td>Leadership Roles&lt;br&gt;Discussion: The place of scholars</td>
<td>Debate Paper #2 DUE&lt;br&gt;✔️ Read and Journal: John Rawls “A Theory of Justice”</td>
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<td>11</td>
<td>Leadership Roles&lt;br&gt;Discussion: Rawls&lt;br&gt;The Capabilities Approach&lt;br&gt;Group work!</td>
<td>Discussion: Nussbaum- Applications “Capabilities”&lt;br&gt;✔️ Read and Journal: Martha C. Nussbaum (handout) “The Central Human Functional Capability”</td>
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<td>12</td>
<td>Leadership Roles</td>
<td>✔️ Read and Journal: Peter Singer and Jim Mason “The Ethics of Eating Meat”</td>
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| Week 13 | Leadership Roles Discussions: Food in America | Applying Nussbaum Discussion:  
>
Read and Journal: Nestle M. Today’s “eat more” environment: the role of the food industry |
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<td>5/9</td>
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<td>Week 14</td>
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Read and Journal: Article on Video game addiction (handout)  
Read and Journal: Article on Media Influence |
| 5/14 |
| 5/16 |
| Week 15 | *Writers Workshop! Taking it in! Reassessment of where we are. Leadership Roles | *Writers Workshop! Final Research Rough Draft  
MLA and handbook methods. Check the sources. |
| 5/21 |
| 5/23 |
| Week 16 | Research Essay Workshop | DUE Research Essay and Final Reflection  
Writer’s Workshop |

English 101 Tentative Calendar Spring 2013