

English 130: Freshman Composition
CSU, Chico Fall 2009

Instructor: Will Lombardi

Section: ENGL 130-12

Office Hours: T, R 12:30-1:45 and by appointment

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Course Description

English 130, “Academic Writing,” is a core General Education course that introduces you to the challenges of university level writing, reading, and critical thinking. English 130 focuses mainly on the use of writing to develop your scholarly curiosity. We will emphasize improving your research skills, developing your ability to read and respond to difficult texts, and help you through the writing process in a social, collaborative, revision-focused environment. All writing intensive GE courses require a minimum of 2,500 words, and students enrolled in English 130 must demonstrate the ability to criticize, analyze, and advocate ideas with persuasive force in writing. You must earn a grade of C- or better to pass this course.

Our Section of 130: Where I Was From

The theme of this section of English 130 is “Where I Was From.” You will research, write about, and critically examine facets of your hometown. This approach is intended to give you the most accessible route to understanding where you’ve been, your place within the academic discourse community, and where you are going. You will begin your research regarding “Where I Was From” around questions you may already have about your home place, and through a process of inquiry and refinement you will concentrate the scope and focus of your original research. This ongoing assignment sequence will: a) teach you that writing is a process, b) decrease the distance between how you write and the content of your writing, and c) make you an authority in your area of inquiry.

Required Texts:

Course Packet # 531:

Didion, Joan. *Slouching Towards Bethlehem*. 1968. New York: Farrar, Straus and Giroux, 1990.

Durrell, Lawrence. “Landscape and Character.” *Spirit of Place*. New York: E.P. Dutton, 1971.

Garrison, Roger H. “Why Am I in College?” *The Adventure of Learning in College*. New York: Harper, 1959.

hooks, bell. “Keeping Close to Home: Class and Education.” *Talking Back: Thinking Feminist, Thinking Black*. Cambridge, MA: South End Press, 1989.

Sedaris, David. “Go Carolina.” *Me Talk Pretty One Day*. New York: Little, Brown, 2000.

Stegner, Wallace. “The Spirit of Place.” *Where the Bluebird Sings to the Lemonade Springs: Living and Writing in the West*. 1992. New York: Penguin, 1993.

Course Responsibilities

Writing and Revision

Writing is a social process requiring you to make sense of the body of research that already exists regarding your topic. Think of writing as a conversation; it is your job to discover how to situate your own voice within it. You will find this voice by revising what you write. As conversations develop, so should our endeavor to contribute to them.

Peer Response

We will frequently read each other's writing and offer feedback and support. As apprentice scholars, students should feel as though they have the authority to comment on their fellow students' writing. Often, the most useful feedback you will receive in this course will be generated by your colleagues.

Reading and Research

The reading we do for this course will be challenging: some of it is detailed, written for a specialized audience other than college freshmen. Some of it is written in a style that is unfamiliar and daunting. Part of the work of English 130 is to develop strategies for creating meaning from these texts, and dialogue with their points and ideas in our own writing. In the university, thinkers build on the existing conversation in order to better articulate and deepen their own, and practicing how to do this will comprise a large part of the work of the course.

Attendance and Participation

Since a great deal of writing and discussion will occur in class, I expect everyone to be present and actively involved each day. I also expect not just that you have read over the readings I assign, but have taken steps to understand them: identifying points you agreed or disagreed with, concepts that might help you in writing course papers, interesting points of departure for further research and reflection. This is not a lecture course, so your comments and questions to some extent determine the shape and direction of the course. Therefore, a lack of participation on your part, in group work or in class discussions, will round your final grade down, while engaged participation will round it up.

In this course, each absence more than four will lower your final grade by one half.

Course Resources

The University Learning Center

In addition to your classmates and me, the Learning Center provides an opportunity to talk with trained writing assistants about the work you are doing for this class and other classes. I encourage you to visit the Learning Center.

Chico State Non-Discrimination Policy

Cal State does not discriminate on the basis of sex, sexual orientation, disability, race, color, or national origin. The CSU complies with both the Rehabilitation Act of 1973,

and Title VI of the Civil Rights Act of 1964, as amended by the American Disabilities Act (1990). If you have a disability and need reasonable accommodation for equal access to education and services at CSU, Chico, please talk with me or call Disability Support Services (x5959).

A Note about Plagiarism

Plagiarism is a complex subject, not easily addressed in a brief policy. There are many kinds of plagiarism, which range from buying papers off the internet to improper paraphrasing of sources. The first kind is unacceptable for obvious reasons; if you plagiarize someone else's writing you will automatically fail the course and face possible expulsion. The second kind is trickier, and we will work on it in class, through exercises on proper citation styles and the reasons that they are important. Because this course is student-centered and stresses the process of writing rather than finished products, you will be intensely supported in your writing and thinking processes. Still, if you are having trouble or feel confused about class discussions and assignments, feel free to come to my office hours and talk. Or, at the very least, feel free to ask questions in class if you feel lost or unsure. These pro-active stances will prevent the kind of desperation that plagiarism--or other forms of poor academic conduct--indicates.

The following information is taken directly from the CSU, Chico 2007-2009 catalog:

Academic Honesty

Faculty expects students to maintain a high standard of academic integrity. If you are unclear about a specific situation, ask your instructors. They will explain what is and is not acceptable in their classes. If a student is thought to be cheating and charges are brought, a process is set in motion which can result in severe consequences, ranging from failure in an individual course to long-term suspension from the University and denial of a degree. The examples below do not include all possible violations of the University's expectations, but they do give a good idea of behavior which will result in grade reduction, disciplinary probation, suspension, or expulsion from the University.

Plagiarism

Copying homework answers from your text to hand in for a grade; failing to give credit for ideas, statement of facts, or conclusions derived from another source; submitting a paper downloaded from the Internet or submitting a friend's paper as your own; claiming credit for artistic work (such as a music composition, photo, painting, drawing, sculpture, or design) done by someone else.

Taking Information

Copying graded homework assignments from another student; working together on a take-home test or homework when not specifically permitted to do so by the instructor; looking at another student's paper during an examination; looking at your text or notes during an examination when not specifically permitted to do so by the instructor.

Providing Information

Giving your work to another to be copied; giving answers to another student during an examination; after taking an exam, informing another student in a later section of questions which appear on that exam; providing a term paper to another student.

Misrepresentation

Having another student take your exam, or do your computer program or lab experiment; lying to an instructor to increase your grade; submitting a paper that is substantially the same for credit in two different courses without prior approval of both instructors involved; altering a graded work after it has been returned and then submitting the work for regrading.

Policy on Academic Integrity

The Policy on Academic Integrity was approved in June 2004. The précis states, in part: "Excellence in learning can only take place in an environment based on academic integrity and honesty. The long-term value of a degree from CSU, Chico depends on all members of the campus community participating actively in the creation and maintenance of a campus culture that cherishes such academic honesty and integrity." See EM 04–36, Policy on Academic Integrity and the Establishment of the Council for Promoting Academic Integrity.

See also the chapter on "University Policies and Important Notices" at the end of the University Catalog.

(<http://www.csuchico.edu/catalog/cat07/02StudentServices/01sjd.html>)

Disability Policy: If you are a student with a documented disability, on file with CSU Chico, and you need accommodations, you may speak with me and accommodations will be made.

Late Work: No late work accepted without a verifiable excuse.

Definition of Letter Grading Symbols:

A – Superior Work: A level of achievement so outstanding that it is normally attained by relatively few students.

B – Very Good Work: A high level of achievement clearly better than adequate competence in the subject matter/skill, but not as good as the superior achievement of students earning an A.

C – Adequate Work: A level of achievement indicating adequate competence in the subject matter/skill. This level is usually met by a majority of the students.

D – Minimally Acceptable Work: A level of achievement that meets the minimum requirements for the course.

F – Unacceptable Work: A level of achievement that fails to meet the minimum requirements of the course.

Writing Assessment:

The final portfolio essay will be evaluated according to the following standards:

A: An A paper presents a challenging, ambitious inquiry question with well-argued, well-developed readings. The A paper will have a clear understanding of the texts and will illuminate a few specific textual examples in the service of a larger, persuasive idea. Moreover, the A paper will not contain passive language and will be unencumbered by spelling or grammatical errors.

B: The B paper contains many characteristics of the A paper (clarity, precision, detail, and innovation) yet suffers from grammatical errors and faulty argumentation. Like the A paper, the B paper fulfills page limits, but does so in hazy prose with awkward transitions from idea to idea.

C: The C paper presents an unoriginal, descriptive thesis with vague, overly generalized claims about the texts and their ideas. It proceeds from point to point with little, if any, transition, and fails to substantiate claims with close attention to the text. A paper will receive a C grade if it fails to fulfill the page limits.

D: A paper that receives a letter grade of D simply lists ideas with little thoughtful reflection in a style flawed by frequent grammatical errors and inattention to detail. Quotations appear with little reason and less progression, and the ideas are, at best, tangentially related.

F: An F paper falls short of the page requirements, shows no attention whatsoever to the paper’s argument or its presentation. If any part of a paper is plagiarized it will receive an F.

Tentative Daily Schedule

- 8/25** Course Intro
Homework: Read Roger Garrison
- 8/27** Discuss Garrison (Harris’s *Rewriting*)
Homework: Read David Sedaris and Bell Hooks
- 9/1** Discuss Sedaris and Hooks (Harris’s *Rewriting*)
Homework: Read Didion (“On Going Home” and “Notes From a Native Daughter”); Begin Drafting Personal Narrative
- 9/3** Discuss Didion (Harris’s *Rewriting*)
Homework: Read Durrell and Stegner; Email draft to peer group; Read Peers’ work; Bring hardcopy to class

- 9/8** Discuss Durrell and Stegner, Personal Narrative; peer workshop
Homework: Continue drafting / revising Personal Narrative
- 9/10** Personal Narrative first draft due; peer workshop
Homework: Revise Personal Narrative; Brainstorm your Inquiry Question
- 9/15** Personal Narrative Due; Introduction to Library Research (meet in Merriam Library)
Homework: Brainstorm your Inquiry Question, consider possible sources
- 9/17** Discussion: Finding and Evaluating Sources
Homework: Find (4) sources appropriate to your Inquiry Question; bring articles to class
- 9/22** Discussion: Annotation; Introduction to Annotated Bibliography
Homework: “Reading as an Act of Composing: Annotating” and answer question #1
- 9/24** Group Work: Compare annotations; Discussion: Introduction to Reading Scholarly Writing, with examples; Introduction to MLA formatting, Citation, and Works Cited
Homework: Complete (4) Annotated Bibliographies
- 9/29** Discuss Inquiry Question, Annotated Bibliographies and MLA; group work / peer response
Homework: Brainstorm your Inquiry Question; Revise Annotated Bibs
- 10/1** Turn in (4) Revised Annotated Bibs; Discussion:
Homework: Read “Writing as a Reader: Composing a Rhetorical Analysis” and answer questions 1 & 2
- 10/6** Discuss “Rhetorical Analysis” homework; Discuss “From Ethos to Logos: Appealing to Your Readers”
Homework: “A Practice Sequence: Appealing to Ethos and Pathos”
- 10/8** Discuss “Ethos to Logos” homework; Group Work: Developing your Inquiry Question / Peer Response
Homework: Develop / Draft Inquiry Question (4 Pages), post online to peer group by midnight, Sunday, 10/11; write a (1) page peer response to each of your peers
- 10/13** Inquiry Question and Peer Responses Due; Free-write: Cover letter for Inquiry Question / Peer Response Assignment; Group Work: Inquiry Question / Peer response

- Homework: Reevaluate your current sources; Find (2) additional sources and complete annotated bibs for each
- 10/15** Discussion: Developing Inquiry Question into Inquiry Essay: Revision and Incorporation of Materials
Homework: First Draft Inquiry Essay (6-8 pages)
- 10/20** First Draft Inquiry Essay Due; Discussion: Developing Introductions
Homework: “A Practice Sequence: Drafting an Introduction”; bring hardcopy of First Draft to class for Thursday’s Group Work
- 10/22** Discussion: Developing Paragraphs; Group Work: “A Practice Sequence: Working with Paragraphs”
Homework: Post First Draft for Peer Review: include a Cover Letter for your Readers; (1) page peer response, for each group member
- 10/27** First Draft with Instructor’s comments returned; Discussion: Developing Conclusions
Homework: Draft an alternate conclusion to your Inquiry Essay using a different strategy (See: “Steps to Drafting Conclusions” #5)
- 10/29** Group Work: Peer response First Draft Inquiry Essay
Homework: Complete Second Draft of Inquiry Essay (with substantial revision and incorporation of responses)
- 11/3** Second Draft Inquiry Essay Due (hardcopy and post to peer group); Library Research Day (meet in Merriam Library)
Homework: Find (2) additional sources and complete annotated bibs for each
- 11/5** Free-write: Cover letter on revisions and reader focus; Discussion: Analyzing Early Drafts: Readers’ / Writers’ responsibilities; Group Work: Peer Response
Homework: Complete Third Draft (Incorporate new sources and peer response)
- 11/10** Third Draft Inquiry Essay Due; Discussion: “They Say / I Say”
Homework: Using (3) paragraphs of your essay in which you cite outside sources, rewrite them using templates provided; bring hardcopy for Thursday’s Group Work
- 11/12** Discussion: Peer Editing (Punctuation and Grammar); Group Work: Punctuation, Grammar, Revisiting MLA
Homework: Complete Fourth Draft Inquiry Essay
- 11/17** Fourth Draft Inquiry Essay Due (hardcopy and post to peer group); Free-write: Cover Letter to responders; Discussion: Preparing the Final Draft / Compiling the Portfolio / Description of the Presentation

Homework: Begin Final Draft / Presentation / Portfolio

11/19 catch-up day

12/1 Presentations

12/3 Presentations

12/8 Presentations

12/10 Presentations

12/15 Final: Tuesday 12:00- 1:50pm; Portfolios Due (includes Final Draft)