

English 1B: Intermediate Composition

Spring 2014

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Office Hours: Tu/Th 2:00-3:30pm

Section: 061
Classroom: OLMH 1132
Class time: Tu/Th 3:40 -5:00pm

Required Texts

- *The St. Martin's Guide to Writing (Tenth Edition)* by Rise B. Axelrod and Charles R. Cooper.
- Additional materials will be posted on iLearn – print these materials and bring them to class.

Course Description

English 1B is the second course in the three-part 1A/B/C University Writing Program composition series, and it emphasizes the transition from personal writing to the art of argumentation, which will serve you throughout your university career. The process of developing one's writing skills is inextricably intertwined with reading, so in addition to reading about the art of argument in *The St. Martin's Guide*, we will also read a variety of "texts" including short stories, poems, and popular media. The goals of this class include: 1) developing your writing ability, 2) cultivating your ability to analyze a problem and to organize an argument based upon reliable sources, and 3) persuading a skeptical reader/audience of your position. I expect 1B students to be competent with English grammar and syntax. Students who are making significant grammatical and syntactical errors (i.e. those that impede meaning) will find it difficult to pass this course. The blue pages at the back of the *St. Martin's Guide* contain a list of common grammar, syntax, and usage errors, as well as ways to fix those errors.

iLearn and Rmail

This course will make heavy use of the online iLearn system. Check the site **DAILY** for class announcements and important instructions for completing assignments. Email is the primary tool I will use to contact you, so I expect you to check your UCR Rmail account at least once a day. This is also the best way to contact me, and I welcome emailed questions and will try to answer them promptly. Please note, however, that email can be unreliable. Servers may be down or computers may malfunction. As a result, I cannot be responsible for any email messages that are lost or addressed incorrectly. Similarly, if you email me right before class, I probably will not be able to read your message until after class. All email should be legible and reasonably professional.

Attendance and Participation

Your success in this course depends on regular attendance and active participation. Please understand that English 1B is not a lecture course where you can get notes for classes you have missed or easily make up class work. This is a writer's workshop that requires your presence and constructive participation. *Bring the required texts to class every day (including relevant hard copies of iLearn Course Materials)*. Active participation through in-class discussions, group work, and other activities is vital for performing well in this course. Note: participation does affect your final grade.

Attendance will be taken daily, and absences, late arrivals, and early departures will be penalized and ultimately affect your ability to pass the course. Please note that I generally do not distinguish between “excused” and “unexcused” absences. The “In-Class Writing, and Quizzes” portion of your grade will be penalized for each absence. You are responsible for all class material, whether or not you are present. I encourage you to exchange phone numbers and/or email addresses with at least two other students so that if you must miss class, you can be informed of any information and come prepared to the next class.

Assignment	%
Essay #1: Arguing a Position	15%
Essay #2: Proposing a Solution	20%
Essay #3: Justifying an Evaluation	20%
Essay #4: Analyzing Stories	20%
Participation, In-Class Writing, and Quizzes	10%
Final Exam	15%

Grade Scale

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	0-59.9%

Grading Policies: *Note: Students must pass with a grade of C or better (not C-) in order to receive credit for this course.*

Essay Assignments

- Failure to complete any of the essay assignments will result in failure of the course, even if you have enough points to pass the class.
- There will be four outside-of-class essay assignments for the course, as well as four metacognitive essays to be written in class on the days the essays are due.
- All out-of-class essays (Essay #1, Essay #2, etc.) must follow the correct MLA format: 1-inch margins, Times New Roman 12-point font, consistent double-spacing, and accurate/complete source documentation. The first page must include your name, my name, English 1B, the date the assignment is due, and an original title.
- All out-of-class essays must be submitted via SafeAssign on iLearn by the start of class on the due date.
- Late submissions to SafeAssign will result in the loss of one-third of a letter grade per day that it is late.
- A hard copy of your final essay must be submitted in class on the due date **stapled** to all of your invention work, drafts, and peer critiques. English 1B focuses on the writing process as a whole, therefore all writing homework, rough drafts, and peer critiques from workshops must be submitted with the final draft. If these materials are not included, the paper’s grade will be reduced for each missing item. See section below for policies on late papers.
- **If you arrive late to class on a day an essay is due, your essay will be counted as late and your grade will be penalized accordingly.**

- Peer Review: You will be responsible for peer critiques during class, which means that you will respond to the work of other students and offer meaningful feedback to help them make their essays as effective as possible. Peer critiques are an integral part of the writing process. Failure to attend class on Peer Review days WITH A FULL DRAFT will result in the deduction of a third of a grade on that essay (e.g. a B- will be a C+). Further grade penalties will occur if the Reader or Author sections of the Peer Review are not completed, or if the sections fail to offer critical engagement and insight with the essay.

Assignments and Quizzes

Complete all reading and writing assignments (must be typed, dated, and organized with a clear assignment heading) by the date they appear on the syllabus. Students are expected to heed any deadlines posted on iLearn regarding updates to the syllabus or additional assignments. Reading quizzes will be unannounced. You cannot make up quizzes if you are absent or late.

Late Work

Absence from class does not extend the due date. Depending on the circumstances, late work may or may not be accepted. Late work that is accepted will be lowered by one-third of a letter grade per day that it is late. For example, if an essay is one day late, it may drop from a B- to a C+. If an emergency arises, please notify me via email as soon as possible.

Courtesy

It is expected that you will participate appropriately and as adults in class and in any online discussions. We are a diverse academic community, representing different faiths, lifestyles, ethnicities, sexualities, and cultures. In addition, we will be discussing controversial issues – issues that typically elicit strong opinions, so it is especially important that you be tolerant, respectful, and considerate of your fellow classmates during any discussions. Disruptions to the classroom environment are unwelcome and inconsiderate of others' right to learn. Please turn off all electronics (cell phones, pagers, iPods, etc.) before entering class and limit discussions in class and group activities to class-related topics. Laptop computers and tablet devices like iPads are only to be used during class for accessing the SMG and related resources.

Plagiarism

Plagiarism is the “copying of language, structure, or ideas of another and attributing (explicitly or implicitly) the work to one’s own efforts. Plagiarism means using another’s work without giving credit. Examples include but are not limited to: (1) copying information from computer-based sources, i.e., the internet, and (2) allowing another person to substantially alter or revise your work and submitting it entirely as your own” (<http://conduct.ucr.edu/>). If you are found to have plagiarized, you will receive a zero on the assignment and possibly an “F” for the course. Further disciplinary action may also be taken by the Student Conduct & Academic Integrity Program (SCAIP). If you ever have a question about plagiarism or about whether or not you might be plagiarizing in a particular essay, please ask me **before** the essay is due.

Special Needs

If you have a physical, psychiatric/emotional, medical, or learning disability that may affect your ability to carry out assigned course work, I urge you to contact the staff in Student Special Services (<http://specialservices.ucr.edu>) who will review your concerns and determine, with you, what accommodations are necessary and appropriate. All information and documentation are confidential.

English 1B Spring 2014 Schedule

Subject to Change with Notice

List of Abbreviations: WI: Ways In Chart Ch: Chapter WW: Writer at Work

	Date	Reading Assignment Due	Writing Assignment Due
Week 1	T 4/1	Read course syllabus (iLearn)	
	R 4/3	Ch. 6: Intro (242-249) Ch. 6 Writing Assignment (274-276) Ch. 6: Statsky (250-255) WW (292-294) Ch. 19 Arguing (608-625)	
Week 2	T 4/8	Ch. 12 (skim entire chapter, but pay special attention to 539-543) Ch. 6: Estrada (255-257) Skim Ch. 24: Finding Sources (only pages 674-682) Skim Ch. 25: Evaluating Sources	ANALYZE: Well Presented Issue (258) Choose an Issue to Write About (276) & Test Your Choice (277) WI: Framing Exercises (278)
	R 4/10	Ch. 6: Etzioni (260-262) Ch 6: Solove (266-269) Research Your Position (280) LIBRARY TOUR: meet @ Rivera Library Room 140	ANALYZE: Well-Supported Position (264) WI: Developing Your Argument and Counterargument (280) WI: Identify & Respond to Objections [counterarguments] (282)
Week 3	T 4/15	Formulate a Thesis (279) Outlining & Drafting (284-291)	Bring TWO copies of your COMPLETE draft for peer review
	R 4/17	Ch. 7: Intro (296-304) Ch. 7: Writing Assignment (330-331)	Essay #1 Due (attached to all drafts & writing assignments); do not forget SafeAssign!
Week 4	T 4/22	Ch. 7: O'Malley (304-310) WW (347-348) Ch. 7: Bornstein (310-13)	ANALYZE: A Well-Defined Problem (314) & A Well-Argued Solution (315) Choose a Problem to Write About & Test Your Choice (332)
	R 4/24	Ch. 7: Brownell & Frieden (316-320) Bratton (iLearn)	ANALYZE: Effective Response to Objections (counterarguments) (321) WI: Framing Exercises (333-334)
Week 5	T 4/29	Ch. 7: Kornbluh (322-326) Continue researching your topic.	ANALYZE: A Well-Defined Problem (326-327) WI: Develop & Explain Your Solution (337-338) WI: Counterarguing Alternative Solutions (339-340)
	R 5/1	Outlining & Drafting (340-346)	Bring TWO copies of your COMPLETE draft for peer review

Week 6	T 5/6	Ch. 8 Intro (350-357) Ch. 8 Writing Assignment (383-384)	Essay #2 Due (attached to all drafts & writing assignments); do not forget SafeAssign!
	R 5/8	Ch. 8 Akana (357-363) WW (399-400) Ch. 8 Boxer (363-365)	ANALYZE: A Well-Presented Subject (366) Choose a Subject & Test Your Choice (385-386)
Week 7	T 5/13	Ch. 8 Gladwell (368-371) Ch. 8 Rosen (374-378)	ANALYZE: A Well-Supported Judgment (372 & 380) WI: Assess Your Subject (386) WI: Formulate a Thesis (387-388)
	R 5/15	Outlining & Drafting (391-399)	Bring TWO copies of your COMPLETE draft for peer review
Week 8	T 5/20	Ch. 10: Intro (457-463) Ch. 10: Writing Assignment (472-473) Analyzing & Annotating (475-478) Ch. 10: Lee (463-466)	Essay #3 Due (attached to all drafts & writing assignments); do not forget SafeAssign!
	R 5/22	Ch. 10: Williams (501-503) Ch. 10: Wright (466-469)	ANALYZE: Williams (503) ANALYZE: Wright's Thesis (469) Find a Story to Write About (473-474) & explain why you picked it
Week 9	T 5/27	Read lyrics from a song. Annotate and analyze the song as you would for any other text. Start SlamNation [doc] or other film	Free writing: closely analyze details from the song, and post your analysis [+ lyrics] to the Discussions tab by 7pm on Mon. 26 th I may project select analyses to the class.
	R 5/29	Finish SlamNation Do a close reading (or re-reading) of your story. Formulate a Thesis Statement (479-481) Support Your Argument (481-483)	1) Analyze Your Story (474-478) - examine patterns in the story and list ideas 2) Draft an Intro - tell us which details from the story you are focusing on 3) Draft a Thesis 4) Draft 1 Body Paragraph - where you analyze details from the story to support your argument.
Week 10	T 6/3	Outlining & Drafting (483-490)	Bring TWO copies of your COMPLETE draft for peer review
	R 6/5	Final Exam Review	Essay #4 Due (attached to all drafts & writing assignments); do not forget SafeAssign!

Week 11	M 6/9	Final Exam – Friday, June 9 th 11:30am -2:30pm – Location TBA	
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GRADING RUBRIC

Based on the UCR University Writing Program Rubric for Evaluating Essays in ENG1ABC

Grade	Percentage	General Score	Paper Description
A A-	94-100% 90-93%	Excellent/Outstanding	A Paper: An “A” paper fulfills all the requirements for the assignment and may do so in an interesting and creative way that commands attention to itself in some distinctive way. The paper will be clearly and interestingly organized, demonstrate the ability to use transitions, and will include additional research. An A paper will not only employ excellent word choice, and use sophisticated sentences effectively, but also show “skillful use of literary or poetic elements”. An A paper looks professional but at the same time is praised for the individuality of its voice.
B+ B B-	87-89% 84-86% 80-83%	Very Good	B Paper: A “B” paper is clearly competent and has moved beyond the basics of the assignment requirements presenting a thoughtful and insightful response. A “B” paper is usually less fluent and complex in style than an “A” paper. “The reader generally has no trouble moving through the essay because there are good transitions between paragraphs, and the ideas within those paragraphs are explained fully and clearly. Sentences are structurally complex enough to enhance meaning and are usually free of grammar, usage, or punctuation problems. The writer generally avoids clichés and prefabricated phrasing, choosing words carefully and accurately. There is often some sense of the voice or personality of the writer and the writer’s attitude toward the reader and/or the subject. Overall, the reader can sense that the writer is engaged with the topic and has something important to say about it.”
C+ C C-	77-79% 74-76% 70-73%	Competent/Adequate/Satisfactory	C Paper: A “C” paper generally fulfills its goal. A “C” paper will ordinarily have weaknesses but should not have deficiencies. This paper will have a central idea and recognizable organization. Paragraphs will contain sufficient information for the ideas to be clear, and sentences may contain only isolated errors in grammar and mechanics. Weaknesses often include a focus that is too general, too narrow, too shallow, or too predictable to allow the student any real engagement with the material leaving the paper void of any of the writer’s voice or personality. Also, this paper may lack necessary transitions and connections leaving the reader with questions. In general, however, this paper constitutes a “satisfactory,” “acceptable” paper within the context and parameters of the assignment.
D+ D D-	67-69% 64-66% 60-63%	Unsatisfactory	D Paper: A “D” paper will be unsatisfactory for one or more reasons. It may be inappropriately brief, may disregard the assignment’s demands, may have serious structural problems and often drift from the topic. It may have significant and frequent mechanical errors, and transitions will be sporadic and marginally effective. A “D” paper employs simplistic or inaccurate word choice, monotonous or fragmented sentence structure, repeated major and minor errors in grammar and usage. Additionally, a D paper often looks unprofessional and may seem as if no care went into its production.
F	59%<	Unacceptable	