

## English 1A: Beginning Composition

Fall 2013, Section 10, Mon., Wed., & Fri. / 10:10 – 11:00 a.m., HMNSS 1402

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### Required Text

Axelrod, Rise B., and Charles R. Cooper, eds. *St. Martin's Guide to Writing*. 10<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2013. Print.

*Please bring your SMG, along with plenty of paper and a pen, to every class session.*

### Course Description

English 1A is the first course of the three-quarter 1ABC requirement. English 1A teaches students to read critically and think analytically. The course will foster each student's ability to read and write with rhetorical awareness of the particular writing situation's audience, purpose, and genre conventions. Students will use the complete composing process recursively, including invention, planning, drafting, revising, proofreading, and editing. They will perform various kinds of research (including memory search, field research, library and Internet research) and will properly document sources. As members of a community of writers, students will actively read and critique each other's writing in progress, supporting one another's development as writers and critical thinkers.

### Class Policies

**Attendance:** Your success in this course depends on regular attendance and active participation. Please understand that English 1A is not a lecture class where you can get notes for classes you have missed or easily make up coursework. This is a writer's workshop that requires your presence and constructive participation, and many of the in-class activities cannot be made up. *Attendance will be taken daily, and unexcused absences and late arrivals may ultimately affect your ability to pass the course.*

**Class Etiquette and Decorum:** It is expected that you will participate appropriately and as adults during class discussions. We are a diverse academic community, representing different faiths, lifestyles, ethnicities, sexualities, and cultures. We will be discussing controversial issues in class—issues that typically elicit strong opinions, so it is especially important that you show tolerance and respect for your fellow classmates at all times.

Please turn off and put away **electronic devices**, such as phones and iPods, before entering the classroom. Laptop computers and tablet devices like iPads are only to be used during class for accessing the SMG and related resources.

**Late Work:** All essays must be submitted via Safe Assignment on the iLearn site by the start of class on the due date. All of your invention work, drafts, and peer critique/s must also be turned in on the due date by hard copy in an organized, stapled "packet." *Absence from class does not extend the due date.* Depending on the circumstances, late work may or may not be accepted at the instructor's discretion. Late work that is accepted will be lowered by one third of a grade per weekday that it is late (Ex. If an essay is one day late, it may drop from a B- to a C+).

**Required Formatting:** All papers must adhere to the current MLA formatting guidelines. This includes proper document formatting, such as one-inch margins, Times New Roman 12-pt. font, and double-spacing, in addition to proper citation of sources. Consult pp. 709-730 and 731-738 in the *SMG* or the Purdue OWL (online) for assistance.

**iLearn and R'Mail:** Check the iLearn site (iLearn.ucr.edu) regularly for important instructions regarding completing assignments, as well as class announcements. Log into iLearn using the same username and password that you use for R'Mail. Be sure to check your UCR e-mail account **daily!**

**Peer Review:** Writing is a process and feedback from your peers is a vital part of that process. Getting input from your peers will enable you to rethink and improve your writing; reading your classmates' work will likewise foster new insights regarding your own work. Hence, *peer review is mandatory for this class.* An absence on a peer review day will lower your overall final paper grade by a third of a grade (Ex.: a B- will be a C+).

**Plagiarism and Academic Misconduct:** This section is taken from the Academic Integrity Brochure for Students (<http://www.conduct.ucr.edu/>):

"Students must represent themselves truthfully, claim only work that is their own, acknowledge academic disciplines and engage honestly in all academic assignments. Misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic misconduct. **If a student is in doubt about appropriate academic conduct in a particular situation, he or she should consult with the instructor in the course to avoid the serious charge of academic misconduct.**"

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:"

- "copying information from computer-based sources, i.e., the Internet"
- "allowing another person to substantially alter or revise your work and submitting it entirely as your own"
- "copying from another student's examination, quiz, ... or homework assignment"
- "submitting for academic advancement an item of academic work that you have previously submitted for academic advancement" without prior authorization from the faculty member supervising the work.

If I suspect you have committed an act of academic misconduct, I will discuss it with you and file a report with the Student Conduct & Academic Integrity Programs (SCAIP). You will receive a zero on the assignment and possibly an "F" in the course. Further disciplinary action may also be taken by SCAIP. If you ever have a question about plagiarism, please consult with me *before* you turn in any work that may be problematic.

**Quizzes:** Quizzes involving invention work or reading comprehension may be administered without prior notification. Quizzes will be given at the start of class. Late students will not be given additional time on a quiz, nor will they have the opportunity to make up a missed quiz.

**Writing Assignments:** Generative work (homework) must be typed, dated, and organized with clear assignment headings. Bring a hard copy to class.

**Special Needs:** If you have a physical, medical, or learning disability that may affect your ability to carry out assigned coursework, please inform your instructor at the start of the term and contact the staff in the Student Special Services office (<http://www.specialservices.ucr.edu>). They will work with you and your instructors to ensure appropriate accommodations are made.

### Course Requirements

You will write four essays and a final exam. All out-of-class essay assignments should follow the MLA format (typed, double-spaced, 1-inch margins, Times New Roman 12-pt. font, with a properly-formatted heading and an original, centered title). All essays are to be submitted through Safe Assignment on iLearn by **9 a.m.** on the due date. *Students are also required to turn in all generative writing (invention strategies, drafts, workshop feedback, etc.) with a hard copy of the revised essay on the due date at the start of class.* At-home writing assignments and readings are to be done before class and active participation in class discussions is required.

### Requirements

### Grading Scale

Essay # 1 Remembering an Event	20%	100% – 93%	A
Essay # 2 Writing a Profile	20%	92.9% – 90%	A-
Essay # 3 Explaining a Concept	20%	89.9% - 87%	B+
Essay # 4 Finding Common Ground	20%	86.9% - 83%	B
Participation, Attendance, Quizzes, etc.	10%	82.9% - 80%	B-
<u>Final Exam</u>	<u>10%</u>	79.9% - 77%	C+
TOTAL	100%	76.9% - 73%	C
		72.9% - 70%	C-
		69.9% - 67%	D+
		66.9% - 63%	D
		62.9% - 60%	D-
		59.9% and below	F

### Please note:

\*A C or above (not a C-) is required to pass this course.

**\*ALL essays, including the final, must be completed (revised draft, turned in through Safe Assignment, and hard copy with generative writing) in order to pass this course.**

\*Essay grades include credit for generative work (**both in-class work and homework**), a metacognitive essay, and the final draft.

\*Participation grades are determined from the following: participation in class through attendance and preparation, responding to instructor's and peers' questions, quizzes, engagement in peer reviews.

*Attendance can negatively affect this portion of the grade if absences are excessive. No more than TWO absences are permissible. Note: attendance on peer review day is required.*

## English 1A Fall 2013 Schedule

\*\*\*Subject to Change with Notice\*\*\*

List of Abbreviations:

WI: Ways In Chart    Ch: Chapter    WW: Writer at Work    GW: Guide To Writing

Week	Date	Reading Assignment Due	Writing Assignment Due
0	F 9/27	<b>Read</b> course syllabus (iLearn)	
1	M 9/30	Before coming to class: <b>Read</b> the <i>St. Martin's Guide</i> "Introduction" (pp. 1-5)	In-class Reflection: A Literacy Narrative (SMG 5-6) Note: You will complete this exercise <i>in class</i> ; you do not need to bring in any written work for this day.
	W 10/2	Ch 2 Intro, Guide to Reading, and Brandt (8-17); WW (51-56) Ch 2 The Writing Assignment & Basic Features (32-3)	<ul style="list-style-type: none"> <li>GW: Choose an Event to Write About (34)</li> </ul>
	F 10/4	Dillard (17-9) Eggers (iLearn upload)	<ul style="list-style-type: none"> <li>Dillard ANALYZE: Vivid Description of People and Places (20-1)</li> </ul>
2	M 10/7	Ch 2 Ruprecht (27-8) Ch 14 Narrating (561-573)	<ul style="list-style-type: none"> <li>Ruprecht ANALYZE: A Well-Told Story (29)</li> <li>GW: Testing Your Choice (35)</li> <li>GW: Shape Your Story (35-6)</li> <li>GW: Organize Your Story (36-7)</li> </ul>
	W 10/9	Ch 2 Desmond-Harris (22-4) Ch 15 Describing (574-585)	<ul style="list-style-type: none"> <li>Desmond-Harris ANALYZE Autbio Significance (26)</li> <li>GW: Use Dialogue (38-39)</li> <li>GW: Develop and Refine your Descriptions (39-41)</li> <li>WI: "How Can I Convey Autobiographical Significance" (42-3)</li> </ul>
	F 10/11	Ch 12 Reading Strategies (521-543)	<ul style="list-style-type: none"> <li>GW: Choose your Tense and Time Cues (38)</li> <li>GW: Incorporate descriptive details throughout your story (41-2)</li> <li>GW: Write the Opening Sentences (43-4)</li> </ul>
3	M 10/14	A Troubleshooting Guide (46-7) Edit and Proofread your Draft (49-51)	<b>Bring 2 COPIES of your complete draft for Peer Review</b>
	W 10/16	Ch 3 Intro, Guide to Reading, and Cable (58-68) Ch 3 The Writing Assignment & Basic Features (88-9)	<b>Essay #1 Due (attached to all drafts and materials from Ch 2)</b>
	F 10/18	Ch 22 Conducting Field Research (682-89) Ch 3 WW (110-4)	<ul style="list-style-type: none"> <li>GW: Choose a Subject (90-1)</li> <li>WI: How Can I Manage My Time (91-2)</li> </ul>

	F 10/18	Ch 22 Conducting Field Research (682-89) Ch 3 WW (110-4)	<ul style="list-style-type: none"> <li>• GW: Choose a Subject (90-1)</li> <li>• WI: How Can I Manage My Time (91-2)</li> </ul>
4	M 10/21	Ch 3 Edge (69-71)	<ul style="list-style-type: none"> <li>• WI: How Do I Set Up and Prepare (92-3)</li> <li>• Edge ANALYZE Detailed Info about the Subject (72)</li> </ul>
	W 10/23		<ul style="list-style-type: none"> <li>• WI: How Do I Conduct Interviews/Observations (94-5)</li> <li>• GW: Integrate Quotations (95-6)</li> </ul>
	F 10/25	Ch 3 Thompson (81-4)	<ul style="list-style-type: none"> <li>• Thompson ANALYZE: A Clear, Logical Organization (85)</li> <li>• Thompson ANALYZE: The Writer's Role (85-6)</li> </ul>
5	M 10/28	Ch 3 Coyne (74-8)	<ul style="list-style-type: none"> <li>• GW: Create an Outline (96-7)</li> <li>• Coyne ANALYZE: A Perspective on the Subject (80)</li> </ul>
	W 10/30	Palahniuk (iLearn upload)	<ul style="list-style-type: none"> <li>• GW: Determine Your Role (97-8)</li> <li>• GW: Develop your Perspective (98-100)</li> </ul>
	F 11/1	A Troubleshooting Guide (104-106) Edit and Proofread Your Draft (107-9)	<b>Bring 2 COPIES of your complete draft for Peer Review</b>
6	M 11/4	Ch 4 Intro, Guide to Reading, and Lyu (116-28) Ch 4 The Writing Assignment & Basic Features (150-51)	<b>Essay #2 Due (attached to all drafts and materials from Ch 3)</b>
	W 11/6	Ch 4 Toufexis (128-132) Ch 13 Cueing the Reader (546-552)	<ul style="list-style-type: none"> <li>• Toufexis ANALYZE: A Clear, Logical Organization (132-33)</li> <li>• GW: Choose a Concept (152-53)</li> </ul>
	F 11/8	Ch 16 Defining (586-593)	<ul style="list-style-type: none"> <li>• WI: Conduct Initial Research (153)</li> <li>• WI: Focus Your Explanation (154-55)</li> </ul>
7	M 11/11	No school: Veterans Day	
	W 11/13	Ch 4 Hurley (134-38) Ch 4 Appositives (159)	<ul style="list-style-type: none"> <li>• Hurley ANALYZE: A Focused Explanation (139)</li> <li>• GW: Conduct Further Research on Your Focused Concept (155)</li> <li>• GW: Draft Your Working Thesis (155-56)</li> </ul>
	F 11/15	Continue research for essay	<ul style="list-style-type: none"> <li>• GW: Organize Your Explanation Effectively (complete an outline) (156)</li> </ul>

8	M 11/18	Ch 4 Cain (142-45) Ch 24 Using Sources (674-689)	<ul style="list-style-type: none"> <li>• Cain ANALYZE: Smooth Integration of Sources (147-48)</li> <li>• GW: Use Summaries, Paraphrases, and Quotations (158)</li> <li>• GW: Use Descriptive Verbs in Signal Phrases (160)</li> <li>• GW: Draft Your Explanation (161)</li> </ul>
	W 11/20	A Troubleshooting Guide (163-66) Edit and Proofread your Draft (167-68)	<b>Bring 2 COPIES of your complete draft for Peer Review</b>
	F 11/22	Ch 5 Intro, Guide to Reading, and Bernard (172-182) Ch 5 The Writing Assignment & Basic Features (197-98)	<b>Essay #3 Due (attached to all drafts and materials from Ch 4)</b>
9	M 11/25	Ch 5 Samson (183-87) Ch 5 Chua (219-22) Ch 5 Rosin (222-25) Ch 5 WW (213-15) Optional: Ch 5 Aucoin (225-27)	<ul style="list-style-type: none"> <li>• Samson ANALYZE: An Informative Introduction (188)</li> <li>• Samson ANALYZE: A Fair and Impartial Presentation (188-89)</li> </ul>
	W 11/27	Do a close reading of your selected essays	<ul style="list-style-type: none"> <li>• GW: Choosing Opposing Argument Essays to Write About (198-99)</li> <li>• WI: Analyze the Essays (199-201)</li> <li>• GW: Test Your Choice (201)</li> </ul>
	F 11/29	No Class: Thanksgiving Weekend	
10	M 12/2	Ch 5 Mae (189-93)	<ul style="list-style-type: none"> <li>• Mae ANALYZE: A Probing Analysis (194)</li> <li>• WI: Develop Your Analysis (202-3)</li> <li>• GW: Formulate a Working Thesis Statement (203-4)</li> <li>• GW: Define Your Purpose (204)</li> <li>• GW: Weave Quoted Material into Your Own Sentences (204-5)</li> </ul>
	W 12/4	A Troubleshooting Guide (209-10) Think About Design (211) Edit and Proofread Your Draft (212-13)	<b>Bring 2 COPIES of your complete draft for Peer Review</b>
	F 12/6	In-class: Review for Final Exam	<b>Essay #4 Due (attached to all drafts and materials from Ch. 5)</b>
11	M 12/9	<b>FINAL EXAM</b>	11:30 a.m. - 02:30 p.m