

Section 4017  
7:00pm – 9:35 pm MTWR  
GC-240

Instructor Sandowicz  
Office: 6:30pm-6:50pm MTW  
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## ENGLISH 103—WINTER COURSE INFORMATION

**Prerequisite:** Students must have passed English 101 with a grade of C or better.

### **COURSE OBJECTIVES:**

- Read and critically evaluate college-level material from a variety of sources
- Identify and analyze the structure of arguments underlying texts
- Evaluate the validity and soundness of arguments
- Draw sound inferences from data given in a variety of forms
- Distinguish factual statements from judgmental statements and distinguish knowledge from opinion.
- Discover, evaluate and cite outside sources for uses in the development of the student's own writing
- Demonstrate continued development in writing correct and sophisticated college-level prose; use appropriate MLA citations/works cited
- Identify some of the deliberate abuses and manipulations of rhetoric so that they can identify them in general occurrence and avoid them in their own writing.
- Learn to write effectively for different audiences and purposes, with an emphasis on argumentation and academic writing

English 103 will help students meet the following Institutional Student Learning Outcomes:

**“A. Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.”**

In analyzing essays and engaging in class discussions.

**“B. Communication: Effectively communicate thought in a well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.”**

In essays and class discussions, argue a point of view about questions raised in essays.

**“G. Cultural Diversity: respectfully engage with other cultures in an effort to understand them.”**

In essays and class discussion, analyze arguments from a multi-cultural perspective.

**“H. Ethics: practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.”**

Submit essays in which words other than your own are documented in MLA format.

**“I. Research: At the end of the course, the successful student will be able to research, evaluate and cite outside sources for use in the student's own writing.”** Submit a research essay utilizing multiple outside sources and integrating in-text citations in MLA format.

**TEXTS:**

Required: Miller, Robert K. *The Informed Argument*. 8<sup>th</sup> Edition.

Recommended: An English handbook like *A Pocket Style Manual* by Diana Hacker.

**\*\*Note:** There will be a textbook check by the 2<sup>nd</sup> week of class. You will not be able to submit work without purchasing the required text. Also, you may *not* use other students' books for class readings and/or activities and **YOU MAY NOT USE ANY FORM OF ELECTRONIC BOOKS\*\***

**Required Writing Materials:**

**Notebook:** In-class writings, group work, and writing exercises.

**Journal:** Topics may be assigned in class on occasion. Due dates and journal entry requirements will be discussed in class.

**Folders:** At least 2 folders for essay and drafts submissions (Formal essays will not be accepted unless submitted in a folder.)

**REQUIRED WRITTEN WORK:**

Essay #1 ( <i>Arguing Ownership</i> )	100 pts.
Essay #2 ( <i>Arguing Body Image</i> )	100 pts.
Essay #3 (Midterm: <i>Arguing Education</i> )	100 pts.
Essay #4 ( <i>Arguing Environment</i> )	100 pts.
Essay #5 ( <i>Arguing National Identity</i> , includes Working Bib. & Prospectus)	150 pts.
Essay #6 (Final Exam)	100 pts.

650 pts

**OTHER WORK:** journal (50), **POP** quizzes (100), in-class writings (100)

250 pts.

**DISCUSSION:**

100 pts.

**1000 pts.**

**GRADING SCALE:**

- 900-1000 = A
- 800-899 = B
- 700-799 = C
- 600-699 = D
- 599 and below = F

**Check System:** Checks are usually reserved for assignments related to formal essays and discussion questions and cumulatively are worth 100 pts.

**V++ = Excellent**--All questions are answered. Answers are fully developed and go beyond the scope of the question adding insight and depth.

**V+ = Very Good**--All questions are answered. Answers are fully developed.

**V = Good/Satisfactory**--Parts of questions aren't addressed and/or answers lack clarity/focus and require further development.

**V- = Poor**-- Assignment is unfinished and/or answers are inadequate and lack substance/focus/clarity

**0 = Fail**--Assignment not turned in and/or answers do not address questions and/or not enough of the assignment has been completed.

## **POLICIES:**

**Classroom Etiquette:** Copies of Student Code of Conduct are available in the Office of the Vice President of Student Services.

**\*\*Note:** Cell phones that remain active are a disruption—**THIS INCLUDES TEXTING**. Therefore, I require that you turn them, and any other electronic device (iPods, etc.), off before class starts. Also, **KEEP PHONES OFF YOUR DESK. REPEATED OFFENSES WILL RESULT IN 0 POINTS FOR IN-CLASS WORK**. Failure to follow the rules of the class will result in a subtraction of points from your grade and may result in a suspension from class**\*\***

**Attendance:** There will be 6 **pop** quizzes at the beginning of class (Worth a total of 100 pts. after dropping lowest quiz score), in-class pre-writing, writing and editing assignments, and peer evaluation. Because this class involves a lot of student participation, **ATTENDANCE AND BEING IN CLASS ON TIME IS EXTREMELY IMPORTANT: EXCESSIVE ABSENTEEISM (4) and/or tardies (3 tardies = 1 absence. Also, “ins” and outs” AND leaving early count as tardies) WILL RESULT IN THE LOSS OF UP TO ONE FULL GRADE POINT, AND MAY RESULT IN AN AUTOMATIC DROP FROM CLASS. NO ABSENCES ARE EXCUSED WITHOUT VERIFICATION OF ILLNESS (DOCTOR’S NOTE). \*\*ALL DROPS ARE FINAL\*\***

**Assigned Seating:** Expect seat assignments at one *or more* times during the course of the semester as determined by the instructor.

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## **COURSE CONTENT:**

**In-class work:** Class meetings will consist of discussions of reading and writing assignments, exercises in pre-writing, revising, and evaluating techniques, lectures and 6 **POP** quizzes (**at the beginning of class**). There will be in-class writing assignments and peer evaluations. The student will be required to submit four typed out-of-class papers during the semester. Topics and paper length will be discussed in class and there will be pre-writing and/or revising exercises involving each of the five out-of-class papers.

**Discussion:** You are expected to participate in class discussions on assigned readings and activities. Being an active participant in the class stimulates learning, moves the class along, and is the only way to earn discussion points. **As all students begin the class with 0 discussion points, it’s essential to be a consistent participant in the class over the course of the semester.**

**Essays and Homework:** All homework is due in person at the beginning of class. Final drafts of formal essays are due on the due date at the beginning of class. Essays turned in one class time late receive 20% fewer points. Essays turned in more than one class time late must be turned in, **but receive no points. ALL ESSAYS ARE REQUIRED TO PASS THE COURSE**. Always make a copy of your assignment and keep it until your original is replaced to you.

**Resubmit:** You may resubmit one essay under the following conditions:

1. It was turned in on the due date.
2. You received a grade of “C” or lower. **DUE: (2/3)**
3. The paper must be assignment #: 1,2, or 4
4. The paper received no penalties.

**Plagiarism Policy: Zero Tolerance Policy.** Any form of plagiarism **will result in a zero for the assignment, and may result from a suspension from class. A paper missing citations and/or a Works Cited page will result in an N/C (no credit) and is NOT subject to re-submit.**

It is not difficult to determine whether a paper has been plagiarized. It will be *very difficult* for you to pass this class if you submit an essay that includes any form of plagiarism. You must cite ANY information, thoughts, ideas, and words not your own. We will explore this topic in greater detail throughout the course of the semester. **Also, before you can submit any work you must submit Plagiarism: Consequences and How to Avoid It.** Thus, until you turn in this assignment you will not be able to submit subsequent assignments resulting in a loss of points that cannot be made up. For more information on plagiarism go to [www.plagiarism.org](http://www.plagiarism.org)

**Format of Papers:**

**In-class writing:** May be in pencil or pen. Make sure your writing is legible. I need to be able to actually read what you’ve written in order to grade accurately. Crossing out or erasing (revision) is understandable because of time constraints.

**\*The four out-of-class papers: MUST BE TYPED AND DOUBLE SPACED.** On the due date each student must hand in:

1. Rough Draft
2. Xeroxed copies of rough drafts from peer evaluations (if applicable)
3. Final Draft: Typed and double-spaced and include the following information in this format **on the upper left hand side of your first page:**

Your Name

Professor Sandowicz

English 103

Date

Title

## ENGLISH 103 SYLLABUS – COMPOSITION & CRITICAL THINKING

A **Reading** or **Assignment** listed under M, T, W, and/or R is homework and indicates work you need to have ready for the next class time. All assignments listed as “TBA” are To Be Announced.

### Week 1:

M: (1/6) Course Introduction. Explanation and discussion of course assignments and expectations. Student Info. Sheets. Essay #1 Handout & Journal Handout. Plagiarism Assignment. In-class reading: IA, “What’s Yours? (Ownership of...)” pg. 214. Questions for Discussion (1-4). Class discussion.

**Reading:** 1. IA, Chapter 1

2. “Standing Up for the Power of Learning,” pg. 209

3. “Free Downloads Play Sweet Music,” pg. 233

**Assignment:** 1. Quest. for Discussion (“Free Downloads) pg. 237 (1-6)

2. Plagiarism Assignment (**Required**)

T: (1/7) Questions for discussion. Class discussion. Thesis statement PowerPoint. Thesis Activity. Introduction Packet. Approaching Essay #1 (lecture).

MLA PowerPoint. MLA activity using “Standing Up...,” pg. 209

**Reading:** 1. IA, Chapter 2

2. “Collecting Music in the Digital Realm,” pg. 244.

**Assignment:** Questions for Discussion (for “Collecting...”) pg. 248 (1-6)

W: (1/8) Discussion of “Collecting Music.” In-class reading. Questions for Discussion, (1-4). Class discussion.

Essay #1 lecture continued. Free write: Essay #1. Building Your Introduction for Essay #1. In-class reading. Questions for Discussion (1-4). Class discussion.

**Reading:** IA, Chapter 3

**Assignment:** Rough Draft of Essay #1 (**4 copies typed and dbl.-spaced**)

R: (1/9) In-class reading. Questions for Discussion (1-4). Class discussion.

Thinking About Your Topic. Mini-lesson on peer editing. Peer edit of Essay #1.

**Reading:** “Defining an Ownership Society,” pg. 263

**Assignment:** Essay #1 (in folder w/ peer drafts)

Week 2:

M: (1/13) **Essay #1 Due.** Essay #2 Handout. Approaching Essay #2 (lecture). In-class reading. Questions for Discussion. (1-4). Class discussion.

Recognizing Effective Thesis Statements (Handout). MLA activity: Direct quote and qtd. in.

**Reading: 1.** IA, Chapter 6, “Doing Research”

**2.** IA, Chapter 7, “Documenting Your Sources”

**Assignment:** Start thinking about your Essay #2 topic!

T: (1/14) Review IA Chapters 6 and 7. MLA lecture: relationship between in-text citations and Works Cited page. In-class reading. Questions for Discussion (1-6). Class discussion.

Essay #2 lecture (Structuring). Prewriting activity (listing) for Essay #2. Finding Your Limited Subject for Essay #2.

**Reading:** “Dorm Brothel,” pg. 282

**Assignment:** Questions for Discussion, pg. 291 (1-8).

W: (1/15) Class discussion of “Dorm Brothel.” Essay #2 lecture (Developing & connecting main ideas). Developing Main Ideas & Topic Sentences for Essay #2 (Handout).

In-class reading. Questions for Discussion, pg. 304 (1-4). Class discussion.

**Reading: 1.** “Designer Babies...,” pg. 298.

**2.** “Fidelity with a Wandering Eye,” pg. 313.

**3.** “A More Perfect Union,” pg. 319

**Assignment: 1.** Questions for Discussion, pg. 326 (1-5)

**2.** Rough Draft of Essay #2 (**4 copies typed & dbl.-spaced**)

R: (1/16) In-class reading. Questions for Discussion, pg. 336 (1, 4, 5). Class discussion.

Mini-lesson on peer editing. Peer Edit of Essay #2.

**Reading:** “The Future of Marriage,” pg. 327

**Assignment: 1.** Questions for Discussion, pg. 332 (1-5)

**2.** Essay #2 (in folder w/ peer drafts)

Week 3:

M: (1/20) **MLK DAY: CAMPUS CLOSED**

T: (1/21) **Essay #2 Due.** Essay #3 (Midterm) handout. Approaching in-class timed writing (lecture). In-class reading. Questions for Discussion (1-5). Class discussion

Prewriting activity (Free write): “What is most important to you in a college education? Explain. Group Work (Handout). Class discussion.

**Reading: 1.** “Liberal Education on the Ropes,” pg. 421  
**2.** “Designing a Signature General Education Program,” pg. 430

**Assignment: 1.** Questions for Discussion, pg. 429 (1-6).  
**2.** Questions for Discussion, pg. 435 (1-7).

W: (1/22) In-class reading. Questions for Discussion (1-7). Class discussion.

Organizing Your Ideas for the midterm (Handout). Group Work (Handout).

**Reading: 1.** “Tests, Tracking, and Derailment,” pg. 471.  
**2.** “Unintended Consequences of High-Stakes Testing,” pg. 475

**Assignment: 1.** Questions for Discussion, pg. 474 (1-4)  
**2.** Questions for Discussion, pg. 485 (1-3)  
**3.** Review all Chapter 11 essays

R: (1/23) Essay #4 handout.

**Midterm: 7:00pm – 9:00pm**

**Reading: 1.** “The Lived-In City,” pg. 597.  
**2.** “So What Can We Do—Really Do—about Sprawl?” pg. 605

**Assignment: 1.** Questions for Discussion, pg. 604 (1-6)  
**2.** Questions for Discussion, pg. 609 (1-5).  
**3.** Working thesis statement and 3 main ideas for Essay #4

Week 4:

M: (1/27) Approaching Essay #4 (lecture). MLA Review: Integrating in-text citations, parenthetical citations, Works Cited page. In-class reading: Questions for Discussion (1-6). Class discussion.

Structuring Essay #4 (lecture). Building Your Introduction for Essay #4 (Handout). Group Work: Analysis of Thesis and Main Ideas (Handout). Group presentations.

**Reading: 1.** “Enough Snickering: Suburbia Is More...,” pg. 610.

**2.** “The Green Case for Cities,” pg. 614

**Assignment: 1.** Questions for Discussion, pg. 613 (1-5)

**2.** Questions for Discussion, pg. 616 (1-5)

T: (1/28) Discuss HW. In-class reading. Questions for Discussion (1-4). Class discussion. Developing main ideas for Essay #4 (lecture).

Developing main ideas and topic sentences (Handout). Utilizing refutation for Essay #4 (lecture). Refutation in Essay #4 (Handout).

**Reading: 1.** “The Omnivore’s Delusion,” pg. 630

**2.** “In Defense of Michael Pollan,” pg. 638

**Assignment: 1.** Questions for Discussion, pg. 637 (1-6)

**2.** Questions for Discussion, pg. 640 (1-4)

**3.** Rough Draft of Essay #4 (**4 copies typed & dbl.-spaced**)

W: (1/29) Mini-lesson on peer editing. Peer Edit of Essay #4.

**Assignment:** Essay #4 (in folder w/ peer drafts)

R: (1/30) **Essay #4 Due.** Essay #5 (Research Essay) handouts.

Approaching Essay #5 (lecture) In-class reading. Questions for Discussion (1-4). Class discussion.

Prewriting activity for Essay #5. Finding Your Limited Subject and Working Thesis for Essay #5 (Handout). Group Work. Class discussion.

**Reading:** “Do We Want Mexifornia?” (Handout: *Readings for Today*)

**Assignment: 1.** Questions: For Thinking and Writing (1-5)

**2.** Working Bibliography

**3.** Know your Research Essay topic!

Week 5:

M: (2/3) Integrating in-text citations and parenthetical citations for Essay #5 (lecture). In-class reading: Questions for Discussion (1-4). Class discussion.

Building Your Introduction for Essay #5 (Handout). Developing Main Ideas and Topic Sentences for Essay #5 (Handout).

**Reading:** “A Nation of Immigrants,” pg. 518

**Assignment:** 1. Questions for Discussion, pg. 523 (1-6)

2. Working Bibliography (5 index cards worth 20 points!)

T: (2/4) Structuring Essay #5 (lecture). In-class reading: “The Next Americans,” pg. 355 (Handout from *Readings for Today*). Questions: For Thinking and Writing, pg. 359 (1-5). Class discussion.

In-class writing: Prospectus for the Research Essay.

**Reading:** “Can We Still Afford...?” (Handout from *Readings for Today*).

**Assignment:** 1. Questions: For Thinking and Writing, pg. 353-54 (1-3).

2. Journal (20 entries)

W: (2/5) **TBA. Journal Due.**

**Assignment:** Research Essay (in folder w/ all required materials)

R: (2/6) **Research Essay Due and Final Exam (7:00pm – 9:00pm)!!!**