

## ENG 104 Freshmen English I

<http://sonjalind.wordpress.com>

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Fall 2007	Office Hours:
Cal Poly Pomona	Thur 12:15-1:45 p.m.; or by appointment
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### Course Description and Theme

English 104 is an introduction to the academic writing and thinking skills you'll need for the next four years and beyond. Cal Poly's handbook states that English 104 is an “introduction to expository writing and critical reading [with] frequent papers.” In this class, you will read and write plentifully and analytically. Furthermore, you will learn how to create a sense of *ethos* in your writing; others should be persuaded by your argument. And writing is also a style, a kind of textual painting skill that can be acquired, like most skills, through diligence and persistence. By the end of this quarter, it is my intention that you will become empowered through the expression of writing.

Writers are rarely solitary, despite what is thought of the “hermit author.” There is always a conversation in text; even now you may be refuting or agreeing with what I've written. English 104 is a opportunity for you to hear those voices, through your classmate's, tutor's or teacher's feedback; you may even want a family member or friend to step in and help you during the last few hours of that paper that's due. You will also spend some time in the library this quarter, discovering the voices of others whose ideas support or disclaim your theories, and you will learn how to evaluate, integrate and cite those sources. Finally, you may decide to participate in “service-learning,” an experience that “enriches learning by engaging [you] in meaningful service to [your] schools and communities” (National Youth Leadership Council). Your support of the community – whether local or global – should help you leave this class with a deeper sense of confidence in yourself as a person, and a greater sense of purpose in your community.

### Required Texts

1. Deans, Thomas. *Writing and Community Action: A Service-Learning Rhetoric with Readings*. San Francisco: Longman, 2003.
2. Lunsford, Andrea A. *The Everyday Writer*. Boston/New York: Bedford/St. Martin's, 2004.
3. Downs, Douglas P. *I Cite: Visualizing Sources*. CD-ROM. Bedford/St. Martin's, 2006.

These texts are required for use in classroom discussions, online blogging and the writing and editing of papers.

### Attendance, Participation and Grading

Major writing assignments and approximate grade percentages are listed below. Detailed information and due dates are listed in the class schedule.

<b>Improvement and participation</b>	5%
<b>Online assignments</b>	20%
<b>Persuasive letter</b>	20%
<b>Persuasive essay</b>	30%
<b>Service-learning or essay</b>	15%
<b>Capstone essay exam</b>	10%

### Course Requirements (must be fulfilled in order to pass the course)

**Improvement and participation:** This is not a lecture course, so your attendance is crucial. You are graded on meaningful in-class discussions of readings from the Deans book *Writing and Community Action*. This participation grade includes regular and punctual in-class attendance, as well as appropriate university student behavior (turning your cell phone off; leaving your Egg McMuffin outside). If your phone rings or you're caught texting, you will be asked to *bring pastries and drinks to the next day of class*. If you are late because of traffic or an alarm clock malfunction, I am reasonably lenient but please contact me. Repeated lateness and/or absences will result in a lowering of the course grade by as much as a full grade or more (i.e., from a “B” to a “C”).

**Online assignments:** You will be asked to submit both **I Cite exercises** and a **group reading blog** weekly on the

class website <http://sonjalind.wordpress.com>. The I Cite exercises will ask you to recognize, evaluate, integrate and cite sources. All the exercises are available on the CD-ROM, and you may work with a partner on these exercises, then fill out the answers to the exercise questions on the class website. For your reading blog, you will be placed in a three- or four-student group, and, each week, in response to assigned readings from the Deans book, you will post: 1) one unique and thought-provoking question on the reading(s) that shows a depth of understanding of the text(s); and 2) a thoughtful response to one of your classmate's questions. You should post your question every week before Friday night on your group's page, and by Monday night you should post your response to one of the questions. When this process has been completed successfully by each member of the group, the group will receive a satisfactory grade. On Tuesday in class, you can expect to discuss the same readings, but by then you will have been prepared by your reading blog. You will be working with a partner or in a group frequently during this quarter, so remember to **communicate clearly** with your classmates. You will want to get their phone numbers and/or email addresses.

**Please note: All students should frequently access an email account since I use email to contact you regularly. Furthermore, access to a computer with Internet is essential for your participation on the class website and your submittal of course assignments; you'll need to be online at least twice a week. Talk to me if you have any concerns.**

**Persuasive letter and essay:** These assignments, combined, make up 50% of your class grade. Each of the assignments are segmented into sub-assignments, including: 1) a **Platonic dialogue**; 2) **drafts** of both the persuasive letter and essay; 3) a class **debate**; 4) an **annotated bibliography**; and 5) an essay **outline**. Both papers require both individual and collaborative work, as well as feedback from tutors, classmates and the teacher. Regarding writing feedback: **peer revision workshops** will often take place in this class, and you miss crucial feedback and points by skipping those classes. However, you will also be required to make at least one visit to the University Writing Center (Building 1, room 220) and one visit with me in my office (Building 24, room 1211F). You should bring your persuasive letter or essay to these visits.

**Service-learning project:** In this class, you will have the choice to become involved in service-learning. If you do decide to become involved in service-learning, here are some projects my former class took on:

- Students attended Fourth Saturday Family Fun Days at the Cal Poly Downtown Center, and:
  - Read aloud to children attending
  - Greeted visitors at the door
  - Helped with setting up and cleaning up
- Students helped high schoolers prepare for their high school exit exam
- Students volunteered with the Boys and Girls Club of Pomona, tutoring younger students in multiple subjects
- Students tutored multilingual speakers through the English Language Institute (ELI) at Cal Poly by helping the multilingual speakers learn better English

### **Other Necessary Information**

**Late or Incomplete Work:** No late papers will be accepted without a valid excuse. Likewise, if you are absent on the day of the debate or a draft workshop session, you will not be given credit; your absence at the capstone essay exam will result in the lowering of the course grade by as much as a full grade or more. If you encounter technical difficulties with a printer or computer, submit your assignment (except online assignments) in handwritten form. I suggest that you plan ahead, since there are a lot of appointments to observe in this class, and it is an excellent idea to start keeping those dates in an academic planner if you do not do so already.

**Plagiarism:** Plagiarized papers or presentations – work that borrows or quotes words or ideas of another writer without giving correct citation – will be failed, which will directly affect your course grade. When in doubt, cite! If you don't know what plagiarism or "correct citation" is, please refer to your *Everyday Writer* and come talk to me. I have caught, on average, one person a quarter who has plagiarized a paper – just a warning – and each student has regretted it.

### **Grading Scale**

A: 96-100 %	B+: 86-89 %	C+: 76-79 %	D+: 66-69 %
A-: 90-95 %	B: 83-85 %	C: 73-75 %	D: 63-65 %
	B-: 80-82 %	C-: 70-72 %	D-: 60-62 %

A FAILING GRADE IS BELOW 60%. GRADING IS *NOT* DONE ON THE CURVE.