PREREQUISITE:
English 1A or equivalent with a minimum grade of C

COURSE DESCRIPTION:
Using primarily non-fiction reading models, students emulate and incorporate various rhetorical strategies in the development of written analysis and researched argumentation. Focus on logical analysis (e.g., inductive and deductive reasoning) and effective reasoning, establishing credibility, and emotional appeals to develop persuasive arguments. Course is writing intensive with a minimum production requirement of 6,000 words.

TEXTBOOKS:

— *Fun Home*, Bechdel

COURSE CONTENT AND READING ASSIGNMENTS:
English 1B is a college-level writing course. It assumes adult student participation. We will be reading and discussing selections in which the subjects, language, and events may be deemed offensive by some people. If any language or subject matter is so offensive to you or otherwise so problematic that it interferes with your performance in the course, please contact me via email or arrange to meet with me during my office hours.
COURSE OBJECTIVES

Upon completion of English 1B, the students will be able to:

1. Evaluate college-level materials from a variety of sources for main idea, thesis, and deductive reasoning.
2. Recognize inferences as well as inductive and deductive reasoning.
3. Analyze evidence in support of claims.
4. Draw and articulate sound inferences about the intention of the writer based on observations of diction and style (including mood, tone and figurative language).
5. Comment on the effect of diction, metaphor, and connotative and denotative language.
6. Recognize the influence of style and voice on purpose.
7. Determine both stated and unstated assumptions.
8. Distinguish between fact and opinion based on an understanding of the nature of the "fact."
9. Identify and analyze the structure of arguments, evaluate their validity, refute objections, and identify common fallacies of language and thought.
10. Construct sound arguments by avoiding logical fallacies, supplying sufficient support for claims, using outside sources, employing correct citation and documentation, and using various diction levels and stylistic approaches.
11. Identify and analyze the structure of arguments underlying the texts read.
12. Write essays (totaling at least 6,000 words) that effectively employ such writing strategies as analysis, synthesis, and summary and that emphasize such writing tasks as causal analysis, advocacy of idea, persuasion, evaluation, refutation, interpretation, and definition.

IN OTHER WORDS . . .

The purpose of this course is to enhance reading, thinking, and writing skills beyond the English 1A level. While English 1A may have addressed some elemental aspects of proficient college writing, this class will target some of the more sophisticated aspects of the writing process and focus on the analysis of argumentative discourse and on writing analytical and argumentative essays. Students will also refine their writing skills by constructing sound arguments, avoiding logical fallacies, supplying sufficient support for claims, using and documenting sources correctly, employing appropriate diction and style, and using writing strategies such as analysis, synthesis, summary, causal analysis, persuasion, refutation, and definition.

By the end of the class, students should be able to write essays that synthesize information to support analysis or argument, support an argumentative thesis with persuasive evidence and reasoning, and demonstrate mastery in evaluating, integrating, and documenting sources. (Student Learning Outcomes)

ASSIGNMENTS

Class assignments will require at least six hours of outside preparation per week. This course will not be less work than a face-to-face class, and most likely you will find you have more reading to do than in a face-to-face class. In addition, since there is a minimum writing requirement of 6000 words, a large portion of your workload will consist of writing, writing, and more writing in the form of three researched argument essays and other writing assignments as well as readings, sentence skills exercises, and quizzes. Students who do not turn in all writing assignments will be counseled to drop the class. All of the assigned essays must be turned in for a student to receive a passing grade in the class.
ATTENDANCE POLICY

This is a fully online class. Since this class is an online writing/learning community, attendance and participation expectations are high. You are expected to participate fully in online activities and assignments, to engage regularly in online discussions, to submit drafts and final versions of your work on time, to participate actively and regularly in the group projects, to respond to my e-mail messages asking for updates on your progress with your work, and to respond to your group members' email and posts.

Logging into the class Moodle site less than twice a week constitutes an absence. Failing to complete at least two assigned discussion board posts a week also constitutes an absence.

Failing to login to the site and failing to participate in online activities will have a significant negative impact on your course grade. More than 3 absences may result in being dropped for non-attendance.

DISCUSSION BOARD

Links to the Discussion Board are located in the Course Tools menu on the left side of the class home page as well as within each week's assignment page.

Your login information for the Discussion Board is as follows:

- Username: Your 7-digit Chaffey student ID number
  EXAMPLE: John Smith's ID# is 1234567. His username would be 1234567.
- Password: student
  Note: This password can be changed after you access the Discussion Board.

NOTE: If you experience any difficulty logging in to the Discussion Board, please contact me for assistance at bonnie.spears@chaffey.edu.

LATE WORK

All written work is due by the assigned date and time. Midweek assignments are due Wednesday by midnight; end of the week assignments are due Sunday by midnight. Late posts, responses, exercises, quizzes, and other individual or group activities will be NOT be accepted and will NOT receive credit.

Essays will be accepted up to one week late, but each late essay will be penalized 10% of the essay’s score for each Sunday/Wednesday deadline it is late. For example, if an essay is due on Sunday and you turn it in on Monday, Tuesday or Wednesday, 10% will be deducted from the essay’s score. If the essay is turned in on Thursday, Friday, Saturday, or the following Sunday, 20% will be deducted from the essay’s score. Similarly, if an essay is due on Wednesday and you turn it in on Thursday, Friday, Saturday, or Sunday, 10% will be deducted from the essay’s score. If the essay is turned in on Monday, Tuesday, or the following Wednesday, 20% will be deducted from the essay’s score. Late essays will not be accepted more than one week after their due date.
TUTORING

If you find your progress impeded by problems with mechanics, it may help to investigate the tutoring services offered by the Writing Center in the Chaffey College Library and by Smarthinking online. Remember too that I am available if you are having trouble with an assignment, a concept, an essay, a reading selection, etc. Please feel free to stop by my office on campus during office hours on campus or to post questions to the Q&A area of the Discussion Board any time.

HELPDESK

For assistance with your Moodle course, please review the Student Quick Start Guide to Moodle created by the Distance Education Office. For additional assistance, please contact the Distance Education Office at 909-652-6975. Help desk assistance is available Monday through Friday, 8:00 a.m. to 4:00 p.m., with extended hours the first week of each semester. You can also email the HelpDesk at OnlineEd@chaffey.edu.

PLAGIARISM

Violations of the Student Academic Integrity Code, including plagiarism, will not be tolerated in Chaffey College English courses. Plagiarism is defined as the misrepresentation of the published ideas or words of another as one’s own. At the discretion of the professor, plagiarism or other violations may result in zero points for the assignment and/or failing the course. Additionally, the professor may file a Student Academic Integrity Form documenting the violation and may seek other sanctions. The complete Student Academic

POSSIBLE POINTS

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Essay 1: Claim of Fact</td>
<td>150</td>
</tr>
<tr>
<td>Essay 2: Claim of Policy</td>
<td>200</td>
</tr>
<tr>
<td>Essay 3: Claim of Value</td>
<td>150</td>
</tr>
<tr>
<td>Discussion Board Posts/Responses (5 points each)</td>
<td>140</td>
</tr>
<tr>
<td>Miscellaneous Exercises/Quizzes (5-25 points each)</td>
<td>120</td>
</tr>
</tbody>
</table>

GRADING POLICY

All assignments will count toward the final grade in the course, and I will make every effort to apply the same grading standards throughout the semester. I will, however, take into account any significant improvements in your writing when figuring the final grade for the course. Each student’s work will be evaluated independently, not on the basis of a curve. Grades will be based on a total accumulation of points according to a standard scale:

97-100%   A+   77-79%   C+
93-96     A    70-76    C
90-92     A-   67-69    D+
87-89     B+   63-66    D
83-86     B    60-62    D-
80-82     B-   0-59     F
A Paper: An A paper is excellent in nearly all respects. It is well argued and well organized with a clear thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions. It is marked by stylistic finesse and varied sentence structures. It has few, if any, mechanical, grammatical, spelling, or diction errors. It demonstrates command of a mature, unpretentious diction.

B Paper: A B paper shares most characteristics of an A paper but may have some minor lapses in organization and development. It may contain some sentence structures that are ineffective. It may have minor mechanical, grammatical, or diction problems. It may be less distinguished in its use of language.

C Paper: A C paper is generally competent, but compared to a B paper, it may have a weaker thesis and less effective development. It may contain some lapses in organization. It may have poor or awkward transitions. It may have less varied sentence structures that tend toward monotony. It may have more mechanical, grammatical, and diction problems. It is likely to be less distinguished in its handling of the topic.

D Paper: A D paper most likely presents a thesis too vague or too obvious to be developed effectively. It displays organizational problems. It lacks adequate support for its thesis. It has confusing or nonexistent transitions. It has ungrammatical or poorly constructed sentences. It demonstrates problems with spelling, punctuation, diction, or syntax, which impede understanding.

F Paper: An F paper is seriously flawed. It is likely to have no clear thesis or central topic. It displays random organization. It lacks adequate support or specific development. It include irrelevant details. It fail to fulfill the assignment or be unduly brief. It contain major and repeated errors in diction, syntax, grammar, punctuation, or spelling.
CHAFFEY COLLEGE ENGLISH 1B

Your Name

B. Spears

English 1B

Day Month Year

#### words

The Title of Your Essay

Your essays will need to be typed in standard MLA format. Use one inch margins all around your paper. **Do not justify the right margin.** Use standard, easily-readable 12 point Times New Roman font; papers in larger or smaller fonts, italics, script fonts, or colors other than black text on white background will not be graded. Your work should also be double-spaced.

In the upper left hand corner of your page, type your name, my name, the class name, name, the date (in the following MLA format: 17 Jan. 2011), and the word count of your essay (body only) on separate lines, double-spacing between the lines. Double-space again and center the title. **Do not underline the title or put it in quotation marks or type it in all capital letters;** capitalize the first word, the last word, and all principal words.

Do not place extra lines between paragraphs. Simply double-space as usual and indent the first line of each paragraph one-half inch. Do not use a cover sheet.

Be sure to spend time proofreading your essays. Proofread your paper both on the monitor and on the printout. **Don't rely solely on a spellchecker;** it will miss errors like *to* for *too.*

Always keep a copy of your paper. Make backup copies of your files also.
# OVERVIEW OF READING ASSIGNMENTS AND DUE DATES

Note: Reading assignments should be completed before beginning the assignments and activities for each week.

SA = *The Structure of Argument*, Chaffey College edition/7th edition
FH = *Fun Home*

In addition to the printed resources, we will also make use of various online articles and Web sites. **Note:** The dates listed here are for major writing assignments. Posts and responses to the Discussion Board will be due weekly. Additional short writing activities, quizzes, and group work will be assigned weekly. Specific page numbers for each section of *The Structure of Argument* will be assigned weekly. **Schedule is subject to change.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Course Introduction  
         Food Overview |
| 2    | SA Ch. 1 and 5  
         Approaches to Argument: The Toulmin Model, Claim of Fact, Organic Foods |
| 3    | SA Ch. 4 and 10  
         Definition, The Argumentative Paper: Planning and Research, Factory Farming |
| 4    | SA Ch. 3 and 10  
         Analytical Writing, Documenting Your Research, Irradiation |
| 5    | SA Ch. 10 and 11  
         Avoiding Plagiarism, Revising and Editing, School Lunches |
| 6    | SA Ch 5 and 6  
         Claim of Policy, Support  
         **DUE:** Essay 1 (Claim of Fact) |
| 7    | SA Ch. 7  
         Warrants , Genetically Modified Foods |
| 8    | SA Ch. 8  
         Induction/Deduction/Logical Fallacies |
| 9    | SA Ch. 8  
         Induction/Deduction/Logical Fallacies, Food Safety |
| 10   | Review SA. Ch. 10  
         Writing Arguments, Obesity |
| 11   | Review SA Ch. 10-11  
         Researching and Writing Arguments  
         **DUE:** Essay 2 (Claim of Policy) |
| 12   | FH Ch. 1 |
| 13   | SA Ch. 5/Claim of Value  
         FH Ch. 2-3 |
| 14   | FH Ch. 4-5 |
| 15   | FH Ch. 6-7 |
| 16   | Review FH |
| 17   | Review SA. Ch. 10-11  
         **DUE:** Essay 3 (Claim of Value) |
# CHAFFEY RESOURCES

## Career Center
The Career Center helps Chaffey College students find meaningful careers. The program offers career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and career related workshops. The Career Center is located on the Rancho Cucamonga Campus in MACC-203. Please call (909) 652-6511 for more information.

## Disability Programs & Services
Chaffey College’s Disabled Students Programs and Services, or DPS, serves an estimated 1500 students across all Chaffey campuses. DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. For more information please contact the DPS general phone line at (909) 652-6379.

## Early Advantage System
Research demonstrates students who receive specialized support from the college are more likely to succeed. In order to assist students, Chaffey College utilizes an Early Advantage System that allows your instructor to contact you. The goal is to provide an advantage and awareness of student potential early on while providing individualized attention to help you achieve academic success. A member of the Early Advantage office may contact you by phone, letter, or email to discuss your classroom progress and the on-campus resources available to you, so please use My ChaffeyVIEW to keep your contact information up-to-date. You may also contact the EA team with any questions at (909) 652-6489 or earlyadvantage2@chaffey.edu.

## EOPS and CARE
Extended Opportunity Programs and Services (EOPS) is designed to ensure student retention and success through academic support and financial assistance for eligible students. Cooperative Agencies Resources for Education (CARE) is a program that serves a limited number of EOPS students who are single heads of household parents. It provides additional support services beyond those available through EOPS. The ultimate goal is completion of a certificate program, an associate degree, and/or transfer to a four-year college. Call (909) 652-6345 for more information.

## Student Health Services
Student Health Services is dedicated to assisting students to achieve and maintain optimum physical, mental and emotional health. We are committed to providing quality healthcare at a reasonable cost. All currently enrolled full and part time Chaffey College students on the Rancho Cucamonga Campus or any off campus site may utilize the services of the Student Health Office. Please have your Chaffey ID ready.
Rancho Campus: MACC-202 (909) 652-6331
Chino Campus: CHMB-105 (909) 652-8190
Veterans and Eligible Family Members
Chaffey College’s Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 or vrc.staff@chaffey.edu for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in AD-125 on Chaffey College’s Rancho Cucamonga campus.

## Student Success Centers
Chaffey College has created a network of Student Success Centers – offering free tutorials, workshops, learning groups, directed learning activities, and computer/resources access – to assist students in their academic development and success. During the Fall 2013 semester, Success Center services will be offered at all 3 Chaffey locations:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Location</th>
<th>Contact Information</th>
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</thead>
<tbody>
<tr>
<td><strong>Chino Campus Success Center</strong></td>
<td>fall hours TBA</td>
<td>(CHMB-145) 909-652-8150</td>
</tr>
<tr>
<td>Multidisciplinary Success Center</td>
<td>fall hours TBA</td>
<td>(CHMB-145) 909-652-8150</td>
</tr>
<tr>
<td><strong>Fontana Campus Success Center</strong></td>
<td>fall hours TBA</td>
<td>(FNFC-122) 909-652-7408</td>
</tr>
<tr>
<td>Multidisciplinary Success Center</td>
<td>fall hours TBA</td>
<td>(FNFC-122) 909-652-7408</td>
</tr>
<tr>
<td><strong>Rancho Campus Success Centers</strong></td>
<td>fall hours TBA</td>
<td>(Library) 909-652-6932</td>
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<tr>
<td>Language Success Center</td>
<td>(BEB-101) 909-652-6907/68</td>
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<tr>
<td>Math Success Center</td>
<td>(Math-121) 909-652-6452</td>
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A current Chaffey College photo ID card is required for all Success Center services. Walk-ins are welcome, and advanced appointments are available for most services. Call the centers or consult the college website at www.chaffey.edu/success/ for more information. Online appointments: https://chaffey.mywconline.com/