Welcome to English 475 at Chaffey College! Please talk to me as soon as you have a question about your grade, the material we are covering, or any other issue. I am here to help you become more effective reader, writer, and student, and I sincerely want to hear from you. If you are struggling, please speak with me so I can help you find the resources you need to be successful. I look forward to working with you this semester!

Course Materials

3. A notebook exclusively for class journals

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*I write entirely to find out what I’m thinking, what I’m looking at, what I see and what it means. What I want and what I fear.*

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*Joan Didion*
Course Description

Careful study and practice of critical thinking, reading, and expository writing techniques, using primarily nonfiction texts, and the frequent writing of compositions with the ultimate goal of writing an essay using sources. Prepares the student for English 1A and a variety of academic disciplines. Five hours of supplemental learning in a Success Center that supports this course are required.

Student Learning Outcomes and Course Objectives

By the end of this course, you will be able to:

- Read critically to analyze and evaluate a variety of nonfiction texts and in a variety of disciplines. [SLO]
- Write an essay with a clear thesis and documented sources. [SLO]
- Analyze the rhetorical features of texts. [SLO]

In order for you to achieve these goals, we will work on the following:

- Applying critical thinking and reading strategies (previewing, predicting, questioning, making connections, visualizing, contextualizing, reviewing, evaluating, and reflecting) to comprehend a variety of nonfiction texts in various disciplines.
- Identifying thesis statements, implicit arguments, supporting evidence, and conclusions in a variety of nonfiction texts.
- Arranging main ideas and supporting details into passages, including common academic essay elements (thesis statement, topic sentences, evidence and analysis) to create an effective essay containing introductory, body, and concluding paragraphs that address a central idea.
- Applying the various steps and stages of the writing process to one's own writing and the evaluation of peer writing.
- Synthesizing information from outside sources (attributing quotes, paraphrasing, and differentiating between one's own ideas and those of others).
- Analyzing the presentation of information, patterns of organization, and visual aspects of layout employed by textbooks and other nonfiction texts.
- Analyzing uses of rhetorical development strategies and related transitions in nonfiction texts and effectively incorporate uses of selected rhetorical strategies in one's own writing.
- Analyzing audience, purpose, and tone in a variety of nonfiction texts and select an appropriate voice for readers in one's own writing.
- Demonstrating expanded knowledge of academic/specialized/technical vocabulary in nonfiction texts, by utilizing contextual references, applying effective word choice, and employing mostly college-level diction in one's own writing.
- Analyzing and evaluating one's own comprehension of nonfiction texts by employing various reading strategies, including metacognitive skills (schema usage, self-regulation).
- Analyzing the organizational patterns of a variety of nonfiction texts and applying these patterns to various types of essay development, including exposition and argumentation.
Recognizing and addressing higher-order and lower-order concerns and areas for growth in one’s own writing.
Explaining and demonstrating the specific characteristics that contributes to effective academic writing.
Defining a research topic, posing relevant questions with an appropriate scope.
Identifying and utilizing a variety of effective support and credible sources for a research essay (details, examples, facts, anecdotes, expert quotes, etc.).
Critically evaluating and responding to bias, propaganda, argument, and historical and biographical contexts in a variety of nonfiction texts.

Attendance

I expect you to come to class every day. You get four personal days before your absences affect your participation grade, and my advice would be to save these for true emergencies. Missing a significant portion of any class period constitutes an absence, regardless of the excuse. If you miss more than four classes, your participation grade will be lowered by 50 points (out of 100) because you are not available to participate. Your participation grade is also based on your contributions in the class—in all individual, small group, and class activities and discussions.

Being absent is not an acceptable excuse for being unprepared when you return. If you are absent, you are still responsible for making arrangements to get your work to me on time. Please contact a classmate to find out what you missed. You can write your peer contacts' names and information here:

New Best Friend/Sworn Enemy #1
Name:_______________________Phone/Email______________________

New Best Friend/Sworn Enemy #2
Name:_______________________Phone/Email______________________

Academic Integrity

The Chaffey College English Department has adopted the following policy:

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 Integrity Code appears in the Chaffey College Student Handbook.

I reserve the right to use a program called turnitin.com to check any of your writing for this class for plagiarism. I will be discussing what constitutes plagiarism throughout the semester. If you have any questions regarding this

“You write in order to change the world, knowing perfectly well that you probably can't...The world changes according to the way people see it, and if you alter the way people look at reality, then you can change it.”

-James Baldwin
plagiarism policy—or plagiarism in general—please do not hesitate to ask me.

**Participation**

Participation is an essential aspect of this class. One of my favorite things about a college classroom is that it brings us all into contact with people from a variety of backgrounds and perspectives, and we can all learn valuable information from interacting with people who are different from us. Sometimes when discussing controversial or emotional topics, conflict arises. I will not tolerate any disparaging personal remarks in this class—we can (respectfully) attack ideas, but not individuals.

In addition to class discussions, we will be doing small group learning in this class, during which every group member is expected to be prepared and participate. You will turn in written work from your group assignments at the end of each class period.

David Foster Wallace said it best: “It seems a little silly to require participation. Some students who are crippling shy, or who can’t always formulate their best thoughts and questions in the rapid back-and-forth of a group discussion are nevertheless good, serious students. On the other hand...our class can’t really function if there isn’t student participation—it will become just me giving a half-assed ad-lib lecture for 90 minutes, which (trust me) will be horrible in all kinds of ways. There is, therefore, a small percentage of the final grade that will concern the quantity and quality of your participation in class discussions. But the truth is that I’m way more concerned about creating an in-class environment in which all students feel totally free to say what they think, ask questions, object, criticize, request clarification, return to the previous subject, respond to someone else’s response, etc. Clinically shy students, or those whose best, most pressing questions and comments occur to them only in private, should do their discussing with me solo, outside class. If my scheduled office hours don’t work for you, please call me so that we can make an appointment for a different meeting time.”

Please stay off your cell phone in class. Otherwise, it distracts you, your classmates, and me.

**Journals**

Journals will be weekly informal responses to class material, usually at the beginning of class. They will relate directly to class material and help you with what you are learning and assignments on which you are working. You will keep them in a notebook that you will submit at the end of the semester.

**Drafts and Peer Reviews**

In order to receive credit for the peer reviews, you must bring a copy of your complete rough draft, come on time, stay the whole class period, and give thoughtful, thorough responses to your peers. After your essays are
workshopped, you will then revise and submit your final draft to me. Essays will be graded on content, structure, style, and syntax. (See the grading guidelines below.)

**Late Work**

A late essay will be lowered by a full letter grade. Your first three essays may be turned in up to one week late. After this time, they will not be accepted. No other late assignments will be accepted unless you have a documented emergency.

**Essay Format**

All final writings must be typed, double-spaced, in 12 pt. standard font with 1” margins according to proper MLA format.

**Revision**

You may submit a revision for one of the first three essays for a better grade. In order to receive an improved grade, your revision must reflect significant, thoughtful changes. The revision is due at the end of the semester, and I will provide specific guidelines once I return your third essay.

**Success Center**

Students are required to complete five activities at the Language Success Center credit in the form of workshops, study groups, and/or directed learning activities. Visits are available by appointment, so please remember to plan ahead. You must use the supplemental instruction verification for credit for your hours.

**Final Exam**

The final exam will be an in-class essay response due by the end of the final examination period as outlined in the schedule at the end of this syllabus.

**Grades**

- Essay 1: Description 100 pts.
- Essay 2: Narration 100 pts.
- Creative Project 100 pts.
- Essay 3: Analysis of Creative Project 100 pts.
- Essay 4: Argument 150 pts.
- Peer reviews for essays 1 through 4 100 pts.
- Journals 100 pts.

“To hold a pen is to be at war.”

*Voltaire*
Attendance and Participation 100 pts.
Final 100 pts.
Success Center activities 50 pts.

Total = 100% (1000 pts.)

What will your final grade be? I will total up all your points and divide them by 1000, to arrive at a percentage. Here’s the breakdown:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A +</td>
<td>(985-1000 pts.)</td>
<td>99 – 100%</td>
</tr>
<tr>
<td>A</td>
<td>(935-984 pts.)</td>
<td>94 – 98%</td>
</tr>
<tr>
<td>A –</td>
<td>(895-934 pts.)</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B +</td>
<td>(865-894 pts.)</td>
<td>87 – 89%</td>
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<tr>
<td>B</td>
<td>(835-864 pts.)</td>
<td>84 – 86%</td>
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<tr>
<td>B –</td>
<td>(795-834 pts.)</td>
<td>80 – 83%</td>
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<tr>
<td>C +</td>
<td>(765-794 pts.)</td>
<td>77 – 79%</td>
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<tr>
<td>C</td>
<td>(695-764 pts.)</td>
<td>70 – 76%</td>
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<tr>
<td>D +</td>
<td>(665-694 pts.)</td>
<td>67 – 69%</td>
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<tr>
<td>D</td>
<td>(625-664 pts.)</td>
<td>63 – 66%</td>
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<tr>
<td>D –</td>
<td>(595-624 pts.)</td>
<td>60 – 62%</td>
</tr>
<tr>
<td>F</td>
<td>(0-594 pts.)</td>
<td>0 – 59%</td>
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</tbody>
</table>

Passing = C or better

Chaffey College English Department Grading Guidelines

An A paper (90-100) is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.

A B paper (80-89) is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.

A C paper (70-79) is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppiness or monotony, significant problems with mechanics, grammar, spelling, and diction.

A D paper (60-69) is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with

“Read, read, read. Read everything—trash, classics, good and bad, and see how they do it.”

-William Faulkner
organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.

An F paper (59 and below) is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and may fail to fulfill the assignment or may be unacceptably brief.

**Chaffey Resources**

**Mission Statement**
Chaffey College inspires hope and success by improving lives and our community in a dynamic, supportive, and engaging environment of educational excellence, where our diverse students learn and benefit from foundation, career, and transfer programs.

**Vision Statement**
Chaffey College: Improving lives through education

**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.

**Chino Campus Success Center**
Multidisciplinary Success Center (CHMB-145) 909-652-8150

**Fontana Campus Success Center**
Multidisciplinary Success Center (FNFC-122) 909-652-7408

**Rancho Campus Success Centers**
Language Success Center (BEB-101) 909-652-6907/652-6820
Math Success Center (Math-121) 909-652-6452
Multidisciplinary Success Center (Library) 909-652-6932

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/](http://www.chaffey.edu/success/) for more information. Online appointments: [https://chaffey.mywconline.com/](https://chaffey.mywconline.com/)

**ASCC / Student Activities Scholarships**
The Associated Students of Chaffey College (ASCC) and the Office of Student Activities award $100,000 or more in scholarships to Chaffey students each year. Visit [www.chaffey.edu/stuactiv/scholarship](http://www.chaffey.edu/stuactiv/scholarship) or call 652-6590 for details.

**Bookstore / Campus Store**
The non-profit Chaffey Bookstore offers students all their required materials including textbooks (new, used, rental, and digital), school supplies, study aids, and more at competitive prices. They also offer a price comparison tool on their website ([books.chaffey.edu](http://books.chaffey.edu)) that shows the bookstore’s price for books compared to their major competitors. Store locations on each campus offer daytime and evening hours during the week plus services on select Saturdays. Cash, credit, debit, and most types of

“Everything in life is writable about if you have the outgoing guts to do it, and the imagination to improvise. The worst enemy to creativity is self-doubt.”

-*Sylvia Plath*
financial aid are accepted. SNAP/EBT cards are also accepted at the Panther Express on the Rancho Campus.

**CalWorks**

The CalWORKs Program at Chaffey College assists students who receive cash aid and are required to participate in Welfare-to-Work/GAIN programs. Students must be either enrolled, or plan to enroll in an academic program at Chaffey College and must be receiving cash aid for themselves as well as for their child/children. We provide educational planning services to students and collaborate with the San Bernardino County Transitional Assistance Department (TAD), Los Angeles County Department of Public Social Services (DPSS), and Riverside County DPSS to help students meet their Welfare-to-Work/GAIN requirements. Students meet with a counselor for completion of required documents (Individual Education Plans, training verifications for child care approval, attendance, progress reports, book requests, etc.) as well as for regular progress checks. CalWORKs counselors trained in Welfare-to-Work legislative requirements meet with each student individually to address barriers to academic success and provide resources and referrals as appropriate.

**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.

**Counseling Department**

The Counseling Department provides career, academic, and personal counseling to assist students in successfully completing their educational goals. Services include orientation, assessment, comprehensive educational planning, graduation applications, external transcript evaluations and prerequisite verifications, educational planning workshops, college success and career exploration courses, specialized programs such as AMAN/AWOMAN, Puente, and Opening Doors to Excellence. The department is located in the lower north lobby of the Student Services Administration building. Counseling services are also provided at the Chino and Fontana campuses. (909) 652-6200

**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. (909) 652-6379.

**EOPS & 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.

“A writer is a writer not because she has amazing talent, because everything she does is golden...a writer is a writer because even when there is no hope, even when nothing you do shows any signs of promise, you keep writing anyway.”

*Junot Diaz*
Faculty Advisors
Faculty Advisors provide the opportunity for students to obtain valuable major and career information regarding their chosen field of study. Faculty Advisors are located in various locations across Chaffey College’s campuses. Visit the program’s website: http://www.chaffey.edu/faculty_advisor/

Foundation Scholarships
Each year, the Chaffey College Foundation awards scholarships to deserving students. In 2013-2014 the Chaffey College Foundation awarded nearly 1,000 scholarships, totaling $451,080. The scholarships ranged from $25 to $10,000 with an average of about $500 per award. http://www.chaffey.edu/foundation/scholarships/list.shtml

GPS Centers
The Guiding Panthers to Success centers (GPS) provide new and returning Chaffey College students with assistance in registration, unit load planning, logging in and utilization of MyChaffeyView, campus resources, as well as the development and creation of Abbreviated Education Plans (first year course recommendations). Our current Chaffey College students can also visit the GPS center to check progress on academic goals through an online tool known as “Degree Audit.” Many services are provided on a walk-in basis.
Rancho GPS: VSS-111 Chino GPS: CHMB-240 Fontana GPS: FNFC-121

Grad Guru App
Want to succeed at Chaffey? Download the free GradGuru app for important reminders and tips that will help you achieve your goals. Information on deadlines, campus events, and college resources is right at your fingertips. Earn electronic badges to motivate you and redeem rewards! Get it on Google Play or download at the Apple App Store. www.gradguru.org

Honors Program
The Honors Program provides an intellectual and cultural community for students at Chaffey College. Program benefits include smaller classes, creative and challenging coursework, academic enrichment activities, and scholarships. Students also have opportunities to present research at scholarly conferences, build social responsibility through community service, and receive ongoing personalized academic advisement as well as support during the transfer process. Students who complete the Honors Program may take advantage of our transfer agreements with prestigious institutions like UCLA. Visit http://www.chaffey.edu/honors or SSA-122 for more information and admission requirements.

One Book, One College
The One Book, One College Committee strives to create a community of readers across the curriculum at Chaffey College and within the communities it serves. Each year, the committee selects a college book and creates a diverse series of related events. Students are encouraged to participate in these activities to enrich their educational experience at Chaffey. http://www.chaffey.edu/collegebook/index.shtml

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

Transfer Center
The Transfer Center is located in SSA 120 on the Rancho Cucamonga Campus. We are open Monday and Thursday from 7:30am to 7:00pm; Tuesday and Wednesday, 7:30am-4:30pm and Friday, 7:30am-2:00pm. Transfer services are also available at Fontana on Monday afternoons from 1:30 to 4:30pm and at Chino on Tuesdays from 1:30 to 4:00pm. Call us at (909) 652-6233 or visit the website at www.chaffey.edu/transfer.

Veterans & 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.

Wignall Museum of Contemporary Art
The Wignall Museum of Contemporary Art serves as a learning lab featuring temporary exhibitions of innovative contemporary art throughout the year. Exhibitions and programming are organized with our students in mind in order to augment their academic experience by complementing the college’s curricula and broadening the understanding of contemporary art. Our exhibitions allow visitors to see and experience a variety of contemporary artistic practices that examine timely and relevant topics. http://www.chaffey.edu/wignall/exhibitions.shtml

Schedule
NOTE: This schedule is subject to change, but all changes will be announced in class.

WEEK 1:
Introductions; Syllabus; Succeeding in college (Chapter 1); Active reading (Chapter 2)

WEEK 2:
Critical reading and thinking strategies (Chapter 3); Discuss Essay 1; Writing effective paragraphs (Chapter 6) Invention (Chapter 4)

WEEK 3:
TBOUA p.1-36; Describing (Chapter 11); Peer Review Essay 1

WEEK 4:
TBOUA p. 37-66; Revising (Chapter 8); MLA format; Essay 1 due: Discuss essay 2; Chapter 11

WEEK 5:
TBOUA p. 67-107; Narration (Chapter 10); Developing and supporting a thesis (Chapter 5)
WEEK 6:
TBOUA p. 108-143; Peer review Essay 2: Revision activity essay 2

WEEK 7:
TBOUA p. 144-213; Essay 2 due; Discuss creative project; Summary, analysis, and evaluation: “Issue-Oriented Street Art” (Chapter 12)

WEEK 8:
CONFERENCES

WEEK 9:
TBOUA p. 214-247; Creative project workshop; Drafting an essay (Chapter 7)

WEEK 10:
TBOUA 265-end; Analyzing visual art; Wignall Museum activity

WEEK 11:
“Hey Mom, Dad, May I Have My Room Back?”; Analysis activity

WEEK 12:
Peer review Essay 3; Discuss Essay 4; “Why Chinese Mothers are Superior” and “Dealing with Cultural Differences” (Chapter 14)

WEEK 13:
Argumentation (Chapter 18)

WEEK 14:
Finding and using sources (Chapter 19); Research activity

WEEK 15:
Documenting sources (Chapter 20); Essay 4 Peer Review

WEEK 16:
CONFERENCES

WEEK 17:
Works cited page review; Essay 4, Journals, Revision (optional), and Success Center stamps due; Prepare for final

FINAL:
Our final examination will be held on Tuesday, May 15 from 11:30-2pm.

NOTE:
My advice hours for finals week will be as follows:
May 15 9-11:30 and May 17 11:30-1