ENGL 475 OVERVIEW

REQUIRED TEXTS: The following texts for this class are available at the Chino Campus Bookstore:

**Some of the course discussions/materials may include the use of objectionable language and “adult” topics**

RECOMMENDED MATERIALS:
- Plenty of lined white paper for note taking and journal writing
- Access to Internet, an active e-mail account, and ability to print various documents
- Pens, black and blue ink only, and a highlighter

PREREQUISITE: Eligibility for ENGL 475 as determined by the Chaffey assessment process, or completion of ENGL 575, ENGL 550, READ 530, or BUSOT 455.

COURSE DESCRIPTION: ENGL 475 is a four-unit course designed that focuses on the 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 ENGL 1A and a variety of academic disciplines. Five hours of supplemental learning in a Success Center that supports this course are required.

ACADEMIC INTEGRITY: 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.

COURSE TOPICS: The following subjects will be the focus of ENGL 475:
- Academic reading and writing contexts (audience, purpose, tone, bias, inference, etc.)
- Critical thinking and reading strategies for non-fiction texts (comprehension, analysis, evaluation, synthesis)
- Development and application of academic vocabulary
- Patterns of essay organization and development (including exposition and argumentation)
- Elements of an effective academic essay (thesis, supporting evidence, coherence, etc.)
- Application of the writing process
- Revising and editing instruction tailored to the student's individual needs
- Introduction to the research process, MLA format, and the use of sources
- Academic success strategies (notetaking, outlining, annotating, etc.)
- 4 essays, 3-5 pages each

**English Department, Composition Student Learning Outcomes, 2009-2013**

<table>
<thead>
<tr>
<th>Chaffey College core competencies</th>
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</thead>
<tbody>
<tr>
<td>1. communication</td>
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<tr>
<td>2. critical thinking and information competency</td>
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<tr>
<td>3. community/global awareness and responsibility</td>
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<tr>
<td>4. personal, academic, and career development</td>
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**program-level outcomes**
(i.e., What should any English student be able to do?)

<table>
<thead>
<tr>
<th>related core competencies</th>
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<tbody>
<tr>
<td>1. Understand the relationship between purpose and audience in a text. [This works for writing a paper or analyzing a reading.]</td>
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<tr>
<td>2. Apply the elements of the reading process (prereading, active reading, reviewing, responding, etc.) to any reading assignment in the academic and professional spheres.</td>
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<tr>
<td>3. Apply the elements of the writing process (inventing, drafting, revising, editing, proofreading, etc.) to any given writing assignment both in the academic and professional spheres.</td>
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<tr>
<td>4. Respond critically to reading assignments using reflection, analysis, and synthesis.</td>
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<td>5. Reflect on and evaluate one's own progress as a reader, writer, and critical thinker.</td>
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**ENGL 475 Student Learning Outcomes:**
- Write an essay with a clear thesis and documented sources
- Read critically to analyze and evaluate a variety of nonfiction texts and in a variety of disciplines
- Analyze the rhetorical features of texts

**STUDENT SERVICES**

**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 or visit their website <http://www.chaffey.edu/eops/> for more information.

**DISABILITY PROGRAM AND SERVICES [DPS]:** 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.

**STUDENT SUCCESS CENTERS:** Chaffey College has created a network of Student Success Centers--which offers 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 (Monday-Thursday 8am-8pm, Friday 10-2pm)**

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

**Fontana Campus Success Center (Monday-Thursday 8am-8pm, Friday 10-2pm)**

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

**Rancho Campus Success Centers (Monday-Thursday 8am-8pm, Friday 10-2, Sunday 11-3pm)**

**Math Success Center** (Math-121) 909-652-6452

**Multidisciplinary Success Center** (Library) 909-652-6932

**Language Success Center** (BEB-101) 909-652-6907/6820

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.

**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**

Campus Center West (909) 652-6331

**Chino Campus**

CHMB-105 (909) 652-8190

**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](mailto:vrc.staff@chaffey.edu) for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in building AD-125 on Chaffey College’s Rancho Cucamonga campus.

**EARLY ADVANTAGE PROGRAM:** In order to assist students when they need support, Chaffey College uses a system that allows your instructor to notify you if your success in this course appears to be in jeopardy. This system is designed to provide you with individualized attention while there is still time for you to successfully complete this course. The Early Advantage Office may send you a letter or email followed up with a telephone call to discuss your classroom performance and the on-campus resources available to you, so please use My ChaffeyVIEW to keep your contact information up-to-date.

**CHINO LIBRARY:** The Chino Library is located on the first floor of the west wing of the Main Instructional Building. Services and resources include the following: reference Desk for assistance with information needs; reserve materials for classes; computers with Internet access; group study rooms; and individual study carrels.
CAREER CENTER: We at the Career Center are here to help you, the Chaffey College students, to find meaningful careers. We offer 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, and we can be reached at (909) 652-6511.

THE 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 SSA-122 or http://www.chaffey.edu/honors 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. This year’s selection is Tim O’Brien’s *The Things They Carried*. Students are encouraged to participate in these activities to enrich their educational experience at Chaffey.

**ENGL 475 COURSE REQUIREMENTS**

CLASS ATTENDANCE & PARTICIPATION: Since much of what you learn in this course will be the result of participation in class discussions, group work, and writing activities, regular class attendance and active participation is required. Do not wait to be called upon to share your viewpoint; each student must make a consistent attempt to voice his/her opinion throughout the semester.

**More than 4 excused OR unexcused absences will result in 0 points for your participation portion of your grade**

[5% of your overall grade]

Three late arrivals (arriving more than 5 minutes late) equal one absence. Also, coming to a draft workshop without the required writing equals one absence. Failure to attend a conference equals two absences. In short, to achieve success in a writing course, one must be in class ready to work every day.

If you are absent, it is your responsibility to find out what you have missed and to read the syllabus to find out what you need to do to prepare for the next class.

ENGL 475 Peer Contacts:

1. Name: ___________________________ E-mail: ___________________________
2. Name: ___________________________ E-mail: ___________________________

SUPPLEMENTAL LEARNING: ALL ENGL 475 students must log a minimum of 5 hours of attendance in one of the Student Success/Writing Centers [worth 10% of your overall grade]. Students can complete their Success Center hours at Chino, Fontana, or Rancho Campuses. The five required hours MUST be spent completing either a Directed Learning Activity [DLA], Learning Group, or a Workshop within the center. If a student is only meeting with a tutor to revise a paper or use a computer [which is highly encouraged!] this DOES NOT qualify as part of his/her five hour requirement. Each activity takes about 45 minutes to 1 hour to complete.

The first required visit for any student (Eng 675, 575, 475, or 1A) will be one of the following:

1) getting started DLA (for the relevant course)
2) learning styles workshop
3) hope or growth learning group (with success guide)
READING & WRITING JOURNALS: Journal entries are to be completed on a daily basis and students will be asked to share information, reactions, or critical analyses recorded in their journals. I will collect these journals at the end of the semester, so do not get behind in your responses. Each entry should be at least a ½ page long (unless otherwise noted). Journal entries are an opportunity for you to feel comfortable with writing without worrying about grammar, punctuation or spelling. I will assign all journal topics.

READING ASSIGNMENTS are listed on the syllabus. Students are expected to complete all reading assignments before the scheduled date and be ready for class discussion, peer discussion, journal assignments, and possible quizzes.

**Every reading assignment should be completed by utilizing the active reading strategies as discussed in class**

READING TESTS & FINAL EXAM: The Reading Tests will focus on reading comprehension, terms, and strategies as discussed throughout the semester. The Final Exam will be a cumulative test of ALL topics discussed in ENGL 475. **[15% of your essay grade]**

CONFERENCE VISIT: Each student is required to visit me in my office at least once during the semester [CHMB-212]. This 15-20 minute visit will focus on an outline or draft of a paper the student is working on. Please bring TWO typed copies to the conference visit of the material you wish to discuss. As well, feel free to come and talk to me at any time about any questions or concerns you are having with the class material or with your writing.

ESSAYS: You will be completing FOUR out-of-class essays/projects during the course of the semester [each essay/project is worth 15% of your overall grade; 60% of your total grade].

**All four essays/projects must be submitted in order to pass the class [“C” or above]**

All essay drafts must be typed and follow standard Modern Language Association [MLA] policy: double-spaced, standard 8½ by 11 paper, 1” margins, using 12pt Times New Roman as the preferred font. The proper heading should be located in the upper left-hand corner of the first page and the proper header in the top right-hand corner; no title pages.

Papers should always meet the minimum specified length and may be penalized for failing to do so. The maximum length for a paper is 2 pages over the minimum. Please bring one typed copy of your paper on peer critique days. Your work will be shared with the members of this class, and future classes, for their benefit, appreciation, and constructive criticism. Do not write about a subject that you would feel uncomfortable discussing in an open forum.

**Final drafts must be accompanied by all required components of the writing process in order to receive full credit**

**Rough Drafts are vital components of the writing process. They will be usually due one week before the final draft is due. If you do not turn in a rough draft of your essay on the assigned due day, the final draft will be brought down by one whole letter grade [10% of your essay grade]**

**Students are required to actively read and respond to feedback on a graded essay. Failure to actively read and respond to instructor feedback will result in minimal feedback on the following essay**

**Papers will be penalized 10% if not turned in at the beginning of class on the date that they are due. Thereafter, you will have one CLASS SESSION to complete the assignment for a reduced grade. After one class session, you will receive a zero for the assignment**
**To ensure the academic integrity of the student, the class, and the college, ALL final drafts are submitted by me to turnitin.com.**

**FINAL DRAFTS:** On the date the final draft of an essay is due, along with the typed “hard” copy that you will be turning into me, it is MANDATORY for you to turn in an e-mail version of your final essay as well.

Please use Microsoft Word [2003-2010] if you are sending an attachment; otherwise, please cut and paste your final draft directly into an e-mail.

The e-mail version alone cannot be submitted, you must submit BOTH an e-mail and hard copy of your final draft.

Be sure to use your first initial and last name when “naming” the document. For example, if your name is Michelle Johnson, then the file should be name mjjohnson.doc

Finally, please include your name and class time in the subject line of the e-mail.

**REVISION:** Writing is a process and revision proves a crucial step in this process. Therefore, you may revise ONE previously graded essay [not including Essay #4] at the end of the semester for a possible higher grade.

**You MAY NOT** revise an essay that was not peer reviewed during the in-class peer review workshop, OR an essay that was turned in late, OR an essay where the instructor’s feedback was NOT actively read and responded to, OR an essay that involved plagiarism**

**GRADING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essays (4 @ 15%)</td>
<td>60%</td>
</tr>
<tr>
<td>Reading Tests &amp; Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Homework, Journals, Quizzes, etc.</td>
<td>10%</td>
</tr>
<tr>
<td>Supplemental Instruction [5 completed activities]</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation [includes class attendance]</td>
<td>5%</td>
</tr>
<tr>
<td>100-90% = A [100-97 = A++; 96-92 = A; 91-90 = A -]</td>
<td>60%</td>
</tr>
<tr>
<td>89-80% = B [89-87 = B++; 86-83 = B; 82-80 = B -]</td>
<td>10%</td>
</tr>
<tr>
<td>79-70% = C [79-76 = C++; 75-70 = C]</td>
<td>5%</td>
</tr>
<tr>
<td>69-60% = D</td>
<td>5%</td>
</tr>
</tbody>
</table>

**How to become a writer:**

1. read critically
2. write creatively
3. revise carefully

**No homework, quizzes, journals, class activities, etc. can be turned in late**

**Save everything! A journal entry may turn into a prewriting activity for a later essay**

**Please feel free to discuss with me at any time your grade**

**GRADING STANDARDS:**

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 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.

INTERNET ACCESS: Each of you is encouraged to have an e-mail account active during the semester. You can obtain FREE e-mail through several different services and access it through a home or campus computer.

The following is a quote from Tim O’Brien’s The Things They Carried: “They carried all they could bear, and then some, including a silent awe for the terrible power of the things they carried.” Your first homework assignment of the semester [HW#1, 20 points] is to e-mail me with a 300-350 word discussion of a profound memory that you carry in your mind. This memory can be either a “positive” one, like the birth of a child, being the first in your family to go to college, etc. or a “negative” memory, such as getting arrested, lying to a friend, etc.

Please complete this homework assignment by typing your response directly into an e-mail and send it to my e-mail address nazar475@yahoo.com. As well, please make sure your name and class time is clearly stated in the subject line of the e-mail. This HW assignment is due by Thursday, August 15th, 12:00pm. **Spend NO MORE than 20-30 minutes on this assignment**

CLASSROOM DECORUM: Disruptions such as private conversations, texting in class, ringing cell phones, doing homework for other classes, etc. will not be tolerated. Any behavior which upsets the teaching/learning atmosphere of the class is not acceptable and students who engage in such behavior will be removed from the class.

Ten Ways to Reduce Reading & Writing Anxiety

1. Overcome negative self-talk
2. Ask questions
3. Trust the writing process—it must be practiced
4. Do not rely on the 5 paragraph model to compose a successful college essay
5. ACTIVELY READ everything assigned in class
6. Study writing according to YOUR LEARNING STYLE
7. Get help the same day you do not understand something
8. Be relaxed and comfortable while reading and writing
9. “TALK” writing with others
10. Develop responsibility for your own successes and setbacks

I have read the requirements, policies, and guidelines outlined in this syllabus for ENGL 475, and I agree to follow them without any exception or excuses. I understand that I must attend every class session in order to have the best chance of success and that passing the course means earning 70% or greater.

_____________________________  __________________________
signature                        date

Robert Nazar, Chaffey College