ENG 104: First Year Composition Stretch I (Units: 3)
Sections 8, 13, 21, and 23

INSTRUCTOR: Crystal Wong
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OFFICE HOURS: Friday 8:30A.M. – 12:30 P.M.
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COURSE DESCRIPTION
English 104 is an integrated reading and writing course. It is designed to help students develop critical thinking skills in reading and writing, to provide students with strategies for reading and writing expository texts with varied purposes and audiences, and to enable students to compose written work that reflects a variety of rhetorical approaches. Emphasis is placed on academic argumentation, working with and evaluating sources, and conducting research.

Students who receive a grade of C- or higher in ENG 104 are eligible to enroll in ENG 105.

STUDENT LEARNING OUTCOMES
After successful completion of English 104-105, students will be able to achieve the following outcomes:

<table>
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<tr>
<th>Learning Outcome</th>
<th>How we will Practice This</th>
<th>Assignments that Demonstrate this</th>
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| read **actively and effectively** and use information acquired from readings, research and other sources critically in their own writing | ○ Learn and practice a range of reading strategies  
○ Practice summary, paraphrase, and quotation  
○ Practice discussing our own ideas alongside the ideas of others (including other authors) | ○ Reading a variety of non-fiction texts  
○ Vocabulary self-collection  
○ Major assignments that require quoting from sources |
| use **writing processes and strategies** for generating, revising, editing, and proofreading their work; | ○ Learn and practice a range of brainstorming, revising and editing strategies  
○ Practice deep revision to revise ideas and words | ○ Revisions of assignments  
○ Portfolios |
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<th>others</th>
<th>Conference with teacher and peers to revise</th>
<th>and choices of revision</th>
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<tbody>
<tr>
<td>reflect on their reading and writing processes as an avenue to achieving greater control of these processes and increased effectiveness as readers and writers</td>
<td>Use writing to reflect on strengths and challenges</td>
<td>Reading response journals</td>
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<td>Use writing to set goals and strategize</td>
<td>Double-entry journals</td>
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<td>Use reflective writing to describe progress throughout the course/at the term’s end</td>
<td>Reflective writing</td>
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<td>Portfolio final reflection</td>
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<td>demonstrate a basic familiarity with rhetorical conventions, composing effective expository prose with regard to purpose, audience and genre</td>
<td>Practice identifying purpose, audience, and genre in our own writing and the writing of others</td>
<td>Rhetorical analysis</td>
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<td>Practice revising writing to better align with purpose, genre, or audience</td>
<td>Major writing assignments with clear purpose and audience</td>
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<td>create and apply a research plan to locate, use and evaluate information from a variety of sources, including library resources</td>
<td>Practice finding and evaluating research and information</td>
<td>Research assignments</td>
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<td>Practice asking research questions and answering questions using sources</td>
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<td>use evidence and analysis to successfully support the central purpose of their writing; demonstrate ethical conduct in their writing and the appropriate use and citation of the works of others</td>
<td>Learn and practice how to analyze and a text or claim</td>
<td>Argumentative assignments</td>
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<td>Learn and practice how to use evidence effectively to make an argument</td>
<td>Major essays show appropriate citation</td>
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<td>Practice effective, ethical citation of sources</td>
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<td>develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics; control such surface features as syntax, grammar, punctuation, and spelling</td>
<td>Practice writing a range of sentences</td>
<td>Informal writing exercises at the paragraph and sentence level</td>
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<td>Practice paragraphing and organizational strategies for composing and revising</td>
<td>Reverse outlines</td>
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<td>Gain confidence in writing and proofreading to present polished, effective text</td>
<td>Major essays</td>
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<td>Portfolios</td>
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<td>gain and use knowledge of the academic community to support their development as learners, readers and writers</td>
<td>Learn the resources available to you (including tutoring, the library, etc.)</td>
<td>Group work</td>
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<td>Practice working with other students to learn</td>
<td>Peer review</td>
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<td>Collaborative projects</td>
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<td>College-student projects/essays</td>
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MATERIALS REQUIRED
To make learning affordable and accessible, all learning materials for this class are posted on iLearn. However, if hardcopies can better facilitate your learning, please feel free to print the handouts from iLearn, bring them to class, and organize them to suit your learning style.

- **Doing School** by Denise Pope: e-book is available at the SFSU library; hard copy book is available at the SFSU bookstore
- **Notebook**: a 3-divider notebook will be used to organize your classroom writing and notes; please bring it to every class.
- **An SFSU email account**: this is how we communicate; all announcements related to this class will be emailed to your SFSU email address.
- **Access to a computer**: to complete homework and essay assignments, you will need a computer with broadband Internet connection and a modern, up-to-date web browser (Firefox, Chrome, etc.). If you need access to a computer, SFSU library has a computer lab that’s open 24 hours.
- **Access to a printer**: occasionally, you will need to print files from iLearn. If you need access to a printer, SFSU library has a computer lab that’s open 24 hours.

GRADING POLICY
Grades in this class are A-B-C-NC (no credit). Grades are updated weekly, and students are responsible for monitoring their progress and posted grades on iLearn. Unless noted otherwise, students have 12 days from the day the assignment is due to resolve any grade issues. After the 12-day deadline, no changes will be made to the posted grades.

Your final course grade is based on a point system whereby a total of **550 points** are distributed as follows:

**Attendance: 50 points**
- Since everything we do in class is related to your reading and writing development, attendance is required and will be taken every class; you not only have to be on time, but also stay for the entire class session. **Absences and tardies and early dismissal equate**. You are allowed three absences/tardies/early dismissal without penalty; more than three will result in a point deduction:
  
  0 – 3 absences/tardies/early dismissal = 50/50  
  4 – 5 absences/tardies/early dismissal = 40/50  
  6 – 7 absences/tardies/early dismissal = 30/50  
  8 – 9 absences/tardies/early dismissal = 20/50  
  10 – 11 absences/tardies/early dismissal = 10/50  
  12 or more absences/tardies/early dismissal = 0/50

*You do not need to notify me of the reasons for your absence. Please contact a classmate and check iLearn for the missed class information.*
Homework: 100 points
- Homework assignments are intended to help you develop your reading and writing skills. It requires individual reading and writing outside of the classroom. On average, there will be 1–4 assignments each week which take up to 3 hours to complete.
- Homework assignments are posted on iLearn.
- Each homework assignment is worth 5 points, unless noted otherwise.
- Late homework will not be accepted. No makeups given.
- No homework accepted via email or dropped off in class or at my office.

Quiz: 50 points
- Weekly timed quizzes are open book/notes and are used to assess your learning.
- Quizzes are posted on iLearn.
- No late submissions accepted. No makeups given.
- Each quiz is worth 5 points, unless noted otherwise.

Portfolio: 350 points
- Essay 1: this essay analyzes how unconventional students achieve academic success. 100 points
- Essay 2: this essay examines what students and schools could do to promote student engagement. 100 points
- Essay 3: this essay explores the purposes of education. 100 points
- Portfolio Cover Letter: a reflective essay that accompanies your essays, which aims to reflect on your growth as a student, reader, and writer. 50 points.

Important Note: Assigned essays will go through multiple drafts during the semester, with the revised version submitted in a final portfolio at the end of the semester. Students cannot submit a portfolio unless they complete all Essay drafts.

ESSAY REQUIREMENTS:
1. All essays must use MLA formatting.
2. All essays must be 1000 – 1,200 words (3 – 4 pages), unless noted otherwise. Any paper that is less than the minimum word requirement will receive a failing grade.
3. Any essay submitted after the due date will be considered late. You have up to one week to turn in a late essay, and late essays will receive a 10 point deduction. In addition, I will not accept any essay more than one week after its due date.
4. All essays will receive oral and/or written commentary throughout the course but will not receive a letter grade; instead, a tentative grade will be assigned (70 pts. for passing essays; 0 pt. for not passing). Later, at the end of the semester, you will revise your essays to submit as a portfolio. The portfolio system intends to give you time to practice and develop your writing.
5. To facilitate the revision process, you are required to attend two conferences to discuss your essay in depth, particularly its strengths and weaknesses as well as the necessary improvements you need to make. It is also a time for you to ask any questions about the class.
TEACHING METHODS
This class employs various teaching methods: lectures, video tutorials, student presentations, individual work, in-class small group work, and outside-of-class learning groups. Aiming to engage all learners, this class requires a lot of in-class writing, thinking, and discussion. All writing in this class is public, so please be prepared to share it with others on peer review days.

CLASSROOM POLICY
If you choose to be a part of this course — and it is a choice — you are expected to participate with the highest integrity. This means things such as:

1. You will strive to contribute actively to the community by putting full effort into class participation. This means overcoming shyness to ask questions and share thoughts.
2. You will also strive to support and help your classmates. This means such things as not distracting others with side talk, swearing, noise, phone use, lack of attention, coming to class late, or leaving early, sleeping, disrespecting others, talking on cell phones, or text messaging. If you must get up to use the bathroom, please do so quietly and return quickly, but please do not abuse this policy by leaving class to check your phone, purchase food/drinks, or print your work.
3. In your interactions you will treat everyone (yourself, students, teachers, counselors, tutors) with respect at all times. The classroom is a special environment in which students and faculty come together to promote learning and growth; therefore, differences of viewpoint or concerns should be expressed respectfully and compassionately — no swearing, name calling, or put downs allowed. You do not have to agree with other people, but you must refrain from offending others in the class. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.
4. At all times you will push yourself to do your best work on all assignments in this class, even when it is hard.
5. You will bring all required materials to class, and leave your breakfast, lunch, snack, dinner, and pets at home. (Drinks are okay.)
6. You will turn off and store away your electronic gadgets — do not leave them in sight.
7. You will not record any portion of the class session unless a documented disability is being accommodated; posting recorded sessions on any format is prohibited.

PLAGIARISM
Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an "F" grade (zero points). All instances of plagiarism in the College of Humanities will be reported to the Dean of the College, and may be reported to the University Judicial Affairs Officer for further action.
In this course, we will use Turnitin.com, an electronic resource that compares your essay to internet sources and a comprehensive database of other papers. It creates an originality report identifying which parts of your essay match any of their sources which will make it easy for you to make sure that you have cited all your sources and haven’t accidentally picked up another author’s language.

Usually students are tempted to get illegal "help" when they feel they are failing. But there is always one thing you can do if you are stuck: you can make an appointment to meet with me for help.

8 TIPS FOR GUARANTEED SUCCESS
1. Check iLearn every day. iLearn help is available Mon-Fri at LIB 220 or ilearn@sfsu.edu
2. Attend every class session
3. Put 100% effort in your work
4. Participate in class 100% of the time
5. Avoid procrastination 100% of the time
6. Ask questions if you’re curious or confused
7. Attend tutoring to enhance your writing
8. See me or call during office hours if you feel stuck

CONTACTING ME
If you would like to get a hold of me, you may email me. I respond to emails Monday to Friday, 8:30A.M. – 5:00P.M. when I am not teaching. You may also drop in or call during my office hours, but I can only attend to you if nobody had signed up for an appointment. Therefore, I strongly encourage you to make an appointment.

DISABILITIES
Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs & Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email dprc@sfsu.edu.

DISCLOSURE
SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:
The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
Counseling and Psychological Services Center - (415) 338-2208; http://psyservs.sfsu.edu/
For more information on your rights and available resources: http://titleix.sfsu.edu