ENGLISH 5/5M COURSE SYLLABUS: FALL 2015

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Office: LSN 2200—Inside the PARC—Peer and Academic Resource Center
Office Hours: Thursdays 8-8:45 am & 12-12:45 pm

I. REQUIRED MATERIALS
Text 1: Course Packet—See instructor
Gmail account and access to Google Drive and Google Docs
Stapler—all in class work will be stapled
Highlighters—2 different colors minimum

II. COURSE DESCRIPTION: Because reading, writing, and speaking are all part of the language network, they are best developed when integrated and explored together. Therefore, students will use reading, writing, discussion, and research for discovery, intellectual curiosity, and personal academic growth. Moreover, they will work collaboratively to share, critique, and revise/rethink their reading and writing with one another. This 3-unit course fulfills the GE Area A2 requirement.

III. COURSE GOALS—Passing the course, requires students meeting all of these; therefore, all assignments are created to ensure that you can do the following:

Goal #1: Understand ways that readers read and writers write in and beyond the university.
Goal #2: Understand connections between reading, writing, and research.
Goal #3: Develop metacognitive understanding of their own reading, writing and thinking processes.
Goal #4: Understand textual conventions on sentence, paragraph and document levels.
Goal #5: Understand and engage in reading and writing as communal processes.
Goal #6: Think critically about discourse communities as contact zones where different cultures both connect and come into conflict.

IV. COURSE ASSIGNMENTS—INFORMAL, FORMAL, AND THE PORTFOLIO

A. INFORMAL ASSIGNMENTS: These are preparation assignments that will help you to do the formal assignments. They are worth 3-5 points each, but they add up over time to be a significant part of your grade.

1. Writers’ Workshops: Peer workshops are a great time to give and get ideas and fix problems so that everyone can boost their grades. There are some wonderful people in this class with a lot of great ideas! They can share them with you when you read their formal assignments and discuss them in workshops. In fact, everyone here is a college student, so you’re all obviously intelligent. Peer work is a two-way street. This means two things: 1) As the reader, you don’t have to be shy about giving your classmate your opinion. It’s not necessary to be a teacher to know whether sentences or paragraphs make sense or not. If something is unclear, say so! It can result in a better grade for your partner; 2) On the receiving end, boldly ask your classmates for their honest feedback. People who are shy or don’t want to hurt your feelings might say, “Everything looks good.” If this happens, ask them about specific sections in your work that you doubt/feel are weak. Or you can ask for help on a specific skill (verb tense, thesis writing, or choosing good quotes). Moreover, listen to your partners ideas and write them down so you have them if you need them later. Be honest but kind. Everyone
needs encouragement as well as criticism! Writers’ Workshops are attendance sensitive, so if you’re absent or late, or don’t have your writing, you earn a zero.

2. SacCT Discussion Posts: In these assignments, you will be responding to readings from the Course Packet by expressing yourself, and practicing writing your views to your classmates. Everyone in class will post and respond. Also, instructions and length will change from assignment to assignment, so carefully read the instructions! You will be graded on a) proving you read the readings, b) clarity of your ideas, c) relevance to our topic, d) effort to engage your audience—your classmates, d) quality of writing mechanics.

3. Reading & Responding: Reading is one of the skills freshmen often don’t value in their academic lives and sadly, it hurts their grades tremendously. However, it’s the one skill you need in every course, and this course is no exception. TAKE IT SERIOUSLY! This course requires a lot of reading, so make time for it, do it, and be ready to talk about it in class and use the information in your written work. Know what the readings say, what the author’s position is and the position of others cited in the piece. Take a stand yourself and know your opinion on the main ideas—in this and all your classes. Authors of our textbooks and Course Packet are experts in college reading, writing, and critical thinking, so they have much to say that is of value to you, and they offer many skills, techniques, and lessons. OFFICIAL NOTICE: I expect to SEE YOU USING them in your reading, writing, presentations, and interactions for this class.

4. Informal Assignments that require reading:
   1) SacCT Discussions of Course Packet Readings
   2) Annotation of Course Packet Readings.
   3) Asking about what you don’t understand.
   4) Completion of worksheets in class and for homework.
   5) Random pop quizzes
   6) Writers’ Workshops

B. INDIVIDUAL FORMAL ASSIGNMENTS:

These are the major assignments for the class; not completing even one of these will result in you being dropped from the course. They can be revised at least one time for an improved grade, but only if you submit them on time.

1. Formal Assignment 1: One Paragraph—The Word or Phrase that Describes Me
2. Formal Assignment 2: Narrative Essay: My Journey to Sac State OR The Most Important Lesson I’ve Ever Learned
3. Formal Assignment 3: Poster Presentation of Formal Assignment 2

C. GROUP RESEARCH PROJECT ASSIGNMENTS (RP)

In a group of 2-3 students, choose a topic related to college students which you want to learn more about. Then, create a research question (RQ), and look for answers through various texts and media. Your job is to answer the RQ and come to conclusions. Only after you collect all your research will you create an argument on your topic.
Then report your findings in an interesting way with a specific purpose in order to make them clear and meaningful for an audience you choose.

1. Use of the following six sources is required (although more are encouraged):
   a. Two books
   b. An article that includes research data from a reliable newspaper, magazine or other source
   c. A scholarly article from a peer reviewed journal in the field
   d. Film media, e.g. news program, documentary, etc.—not a youtube.com clip.
   e. Survey given to 10 or more CSUS students (we will prepare this in class)
2. The written assignments in this project are these:
   a. Progress Business Letters
      1) A proposal in formal business letter format detailing your group’s topic and plan
      2) An update letter in formal business letter format detailing your group’s progress
   b. An Annotated Bibliography of the six or more secondary sources and your primary source (CSUS survey below)
   c. Survey to be given to CSUS students—primary research done by your group.
   d. CSUS Survey Report
   e. Group PPT Presentations of all your findings
   f. RP Final Draft document containing all RP assignments opened by an introductory letter directed to the English Department or Future English 5 students.
3. Working Collaboratively for the RP: You are required to work with a group for much of this project. The research of sources, creation of surveys, and presentation must be done with the group. However, the final draft of the RP can be done individually if you desire.

NOTE: Every group member MUST have access to and keep copies of all research sources as well as all group drafts of all assignments, so make sure you have a GOOGLE DRIVE FOLDER FOR THE RP AND THAT ALL STUDENTS HAVE ACCESS!!!!

D. COURSE PORTFOLIO-- 50% of your grade; you MUST pass the Portfolio to pass this class.

Your portfolio will contain at least three different genres/types of your work done in class, but can have more.

1. Document 1: A piece—letter or essay—which
   a. Introduces you and the pieces included in the portfolio to your reader
   b. Describes the process for composing the content in the portfolio
   c. Identifies which goal or learning outcome/s or goal/s you have met by completing (process and product) the two pieces that follow.
   d. Argues and PROVES—with specific examples from the 2 pieces that you include—how you have met ALL of the course goals. WITHOUT PROOF, THIS DOCUMENT WILL NOT PASS!
   e. Supports that explanation using examples from the work in your portfolio as evidence.
   f. Discusses what you would do differently if you could revise Docs 2 and 3 one more time for a higher grade.
2. Document 2: A piece that demonstrates that the you have done extended research (something from the RP)
3. Document 3: A piece that is a different genre from 1 and 2 above and shows your flexibility as a writer. This means you cannot have two of any kind document (e.g. you can’t put 2 letters in the portfolio)

4. The final portfolio drafts of these pieces together will
   a. Equal, 2500 words or more
   b. Include all drafts of the piece to show your progress as a writer
   c. Be your best polished work.
   d. Be created as one portfolio in Google Drive

5. The portfolio grade will be weighted as follows:
   a. 70% Document 1- the only new document in the portfolio
   b. 5% Document 2 –no revision required
   c. 5% Document 3 –no revision required
   d. 20% Professional organization, labeling, captioning and other guideposts along the way making the portfolio clear and easy to follow

V. PASSING THE COURSE AND GRADING: To pass the class all students must
A. Complete all formal assignments and group research project
B. Achieve 70% or higher (C-),
C. Remain in good standing
D. Pass the portfolio. Remember that even if you have good grades on everything else, if you fail the portfolio, you fail the class.

VII. GOOD STANDING: To be eligible to submit a portfolio and therefore, pass the class, you must be in good standing. You will:

A. Keep your course total at or above 70%. If your total is below 70% at the end of the semester, before we begin the Portfolio Project, you will not pass the class.

B. Make sure your assignments are submitted in completed form, which means they meet all instruction requirements. Incomplete work will not be read or graded.

C. Turn assignments in on time. Late work will be not be read or graded.

D. Assignments not turned in to the right place will be considered late or not submitted and may not be read or graded. Know where you must have your assignment turned in. Google Docs? SacCT? In-Class? Be sure your assignment is where it is supposed to be on time!

E. Attend class. You are allowed 4 absences for any reason each semester. However, you will be dropped if you exceed this number of absences or accumulated tardies (4 tardies=1 absence)

F. Avoid cheating or plagiarizing. Regardless of reason, students caught cheating or plagiarizing will earn a zero on the assignment AND not be able to achieve more than a C+ in the class. Students caught a second time will earn the grade of F in the course.

G. WAYS TO FAIL THIS CLASS:
   1. Be dropped after 4 absences (per semester)
   2. Don’t turn in one of the Formal Assignments or Group Research Project assignments
   3. In Fall Semester, earn 69% of class points or less
   4. In Spring Semester, earn 69% of class points or less
   5. Fail the portfolio by not turning one in
   6. Fail the portfolio by turning in an incomplete or substandard one
   7. Plagiarize twice on assignments
VIII. COURSE POLICIES FOR SUBMITTING YOUR WORK

A. GOOGLE DOCS: You will write all the formal assignments, the group research project documents, and the portfolio using google drive and google docs. If your work is done in another manner, it will not be accepted. The reasons you will do your work here is because google tracks your changes and you are required to show me EVERY change you make. So do not copy and paste from word docs. In collaborative groups, everyone needs access so they can make changes. All of this keeps students honest. I can see when, how much and how long you worked on this. I can see, in groups, who worked the hardest and wrote the most and how you worked together.

B. THE DRAFTING PROCESS: The objectives of this course demand a multiple draft process, so all formal written assignments and group research project documents require 2 or more drafts. Additionally, I will not be reading all of your drafts, but I will be giving you credit for them, so they must show your process of improving your writing. By the time I read and evaluate a draft of your writing, you may have done 2 or more versions. That doesn't mean you shouldn’t try on your initial drafts. Each one should show how you have thought more deeply, explained more thoroughly, removed unneeded information, and edited your sentence-level errors. Therefore, you cannot turn in the same or a very similar draft more than once for credit. It is your obligation to revise, fix, add, delete, and improve your work.

C. KNOW AND MEET EACH ASSIGNMENT’S REQUIREMENTS: Graded drafts will receive a letter grade based on the assignment rubric. Your work must meet all requirements and objectives to pass. That means it’s your obligation to make sure you understand instructions and follow them. If your piece does not meet the requirements, it will fail.

D. THE APPEARANCE OF YOUR WORK MATTERS: The method you use and condition of your work when you submit it are very important. That’s why you need to show that you care very much about how you turn work in. I expect you to create writing that is as insightful, compelling, legible, and logically organized.

E. STAPLE IN-CLASS WORK!!!! Work that is submitted for workshops or in any class scenario must be stapled or it will not be read or graded.

IX. COURSE POLICIES FOR CLASS INTERACTION

A. PARTICIPATION: We will engage in a variety of activities: whole class discussion, writing and editing exercises, small group discussion, peer evaluations, class presentations, teacher-student conferences, etc. All of these activities are intended to help you understand assignments, work with readings, and generate ideas in order to communicate more effectively when writing and presenting. This class requires a lot of collaboration such as giving/receiving of constructive criticism, helping each other, rating each other’s work, writing together, presenting together, and even being tested together. In other words, your grade doesn’t just depend on you alone. Your grade will be impacted by collaborating classmates and others’ grades will be impacted by you. Your enthusiastic participation will not only help you make progress in your academic reading/writing ability, but it will also result in a more interesting class. The truth is students have the power to make the class fun!! Hopefully, you’ll also make some friends! Please get help when you need it and ask questions. Do all homework and readings, and come to class prepared to talk things over and find out more.

B. ATTENDANCE & TARDIES: Class discussion and participation are essential components of this course. You will find that our discussions and peer workshops will greatly benefit your
graded work, written and otherwise. If you are absent, it is your responsibility to find out what you missed and continue to turn in assignments on time. Some of the assignments in this class are “attendance sensitive”, meaning that you must be in class to do them, and if you are not in class for them—or if you are late on those days—you will not be able to make them up. If you have a problem turning in your work for any reason, health-related or otherwise, let me know as soon as possible. Come by my office and we’ll try to work it out together. However, you will be dropped if you are absent more than 4 times in the semester. In addition, 4 tardies=1 absence, and I will be counting.

C. PHONES & ELECTRONIC DEVICES: You are permitted to use these only if directed to. If I see phones, tablets, laptops, etc. being used during a lecture or activity when they aren’t authorized, you will lose 5 points of your semester grade.

D. ACADEMIC HONESTY: All cases of clear plagiarism will be reported to the dean to become part of your permanent academic file. Using unauthorized notes on exams, copying from the internet or other texts, copying someone else’s work, allowing someone to copy your work, or having someone correct all of your writing errors are all forms of cheating. These are serious offences and will result in your earning a zero/F on assignments—whether it is one sentence or the whole piece of work. Let’s face it, plagiarizing and cheating are done out of desperation and/or lack of self-confidence. University studies and social life are each a lot of work, and in combination they cause a lot of stress. An “easy out” can be tempting, especially when one is overwhelmed and exhausted. Instead of cheating, you can a) manage your time from day one of the semester, b) create study groups the first week of class, c) get a tutor in CLV 128, d) meet your teachers at office hours and visit them throughout the semester. We are all paid for office hours. Don’t get desperate, get help. Refer to the University Academic Honesty Policy for more information.

E. FOOD AND DRINK: Taking a sip from a water bottle or eating a piece of candy is acceptable. However, bringing in a burger or meal in this class is inappropriate.

F. NEGOTIATING YOUR GRADE: This is not allowed. Be assured that if you don’t come to class prepared, don’t do your work, or do substandard work, your grade will be affected. In that case, no amount of charming, threatening, or otherwise “persuasive language” can help you. However, please feel free to ask questions about your grade, grading policies, and most importantly, what YOU can do to improve your grade.

X. OFFICE HOURS, CONFERENCES, FREE TUTORING & OTHER HELP

A. OFFICE HOURS: Come to office hours. I love to help students, so don’t’ be nervous. Know that I am dedicated to your success and want to assist you. Did you know that students who go to office hours are seen by their professors as dedicated to the class? Some students worry that teachers will think they’re not as smart if they need help. That’s not true. Studies show that students who get extra help with office hours get better grades!

Disclaimer: If you come the date an assignment is due and tell me you don’t understand, it’s too late. Get your questions answered and your work done EARLY to avoid losing points and a low grade. Don’t wait to get help!! When you are unsure of what to do, first email your classmates, but if they don’t know, email me or come to office hours.
B. CONFERENCES: You will be required to meet with me individually and/or in small groups throughout the semester. Be on time to these meetings, have your work out or on your laptop screen and ready to go. They will move quickly so be ready to work together to move your writing forward 😊!

C. CLASS CONTACTS: We really can’t do our university education alone, so in this class we practice a lot of collaboration. Take a few minutes now and get the contact information for 5 of your classmates. Be friendly!

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C. OTHER SUPPORT PEOPLE: Who, outside the class, can help you understand assignment instructions, take a look at your writing, or give you a pep talk? Write 3 names below.

1.
2.
3.

D. YOUR FREE TUTOR: Even though the instructor, other students, and friends may be there for you, you absolutely should consider adding one more person to your team---A WEEKLY TUTOR. Do this very soon—like in week 2 or 3 as tutors are limited. Free tutoring is available at

1. The Reading & Writing Center in CLV 128.
2. The Peer and Academic Resource Center in LSN 2200
3. Other programs like CAMP and EOPS if you’re enrolled

E. SSWD ACCOMMODATIONS: If you are a student who has been verified by Services to Students with Disabilities (SSWD) on campus, see me privately. You can expect confidentiality and cooperation in officially-recommended accommodations. If you feel that you might have a disability that has not been officially verified, make an appointment with the SSWD at 278-6955.