English 10: Accelerated Academic Literacy

California State University- Fresno, Fall 2015

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Office Hours: By appointment
Course Information: English 10 (3 Units), MW 3:30-4:45, FFS 318

Course Overview

English 10: Accelerated Academic Literacy is a first-year course created to extend your opportunities for reading, writing, thinking, and inquiry. This course is designed to develop your abilities as a reader and writer – a literacy user – to join academic and public conversations as citizens in our society. This course will teach you to use reading and writing to make meaning, to analyze, to join a conversation, and to address an audience. This course will also, in some ways, prepare you for future writing tasks you will face in the university and in your life as a public intellectual. To that end, we will do a lot of reading and writing and you will be asked to respond to that reading and writing and find things to say to others about it. In other words, this class doesn’t just teach you how to write; it teaches you how to think and act like a writer and an academic citizen.

Directed Self-Placement and Course Expectations

Taking English 10 is one option out of three to fulfill the first-year writing requirement. At most universities students are placed into first-year writing based only on test scores. At this university, students get to choose which course they will take to fulfill the first-year writing requirement. Our first-year writing program believes that students are the best people to make choices about their learning so we foster that through our program practices. That said, there is a responsibility that comes with making choices for your education. I want to be sure that you are making the best choice for your future as a student and that you are not choosing a course because it seems easier or you can get done faster. Below are the indicators for student ability that I have used to design this class. If you feel these indicators do not represent where you are as a literacy learner right now, you should talk to me immediately about changing classes.

Students who take this class should be
- strong readers and writers
- comfortable with reading complex essays and taking notes as they read
- able to make connections to other things they have read or experienced as a means of understanding a reading
- comfortable identifying the structure and organization of the things they read
- able to find topics to write about and can relate their ideas to the ideas of others
- able to find effective strategies for outlining and organizing their writing
- comfortable doing research, know how to locate and evaluate sources and know how to relate them to their own writing
- confident about the conventions of grammar, punctuation, and spelling
- ready to work at a quick pace with the instructor as their guide.
First-Year Writing Program Goals and Outcomes

At the end of English 10 students should be able to:

1) Understand and practice effective, academic reading strategies, processes, and assessment of written work, including participating meaningfully in a community of readers and writers.
   a) READING/Writing STRATEGIES: Demonstrate or articulate an understanding of reading strategies and assumptions that guide effective reading, and how to read actively, purposefully, and rhetorically
   b) REFLECTION: Make meaningful generalizations/reflections about reading and writing practices and processes
   c) COMMUNITY PARTICIPATION: Articulate or demonstrate meaningful participation in a community of readers/writers, and ethical and self-conscious practices that address the concerns of that community of reader/writers (e.g. using and giving feedback on drafts in peer response groups)

2) Understand and practice effective, academic summary, demonstrate rhetorical awareness and purpose, enter academic conversations, and make analyses and connections from/with research.
   a) SUMMARY/CONVERSATION: Demonstrate summarizing purposefully, integrate “they say” into writing effectively or self-consciously, appropriately incorporate quotes into writing (punctuation, attributions, relevance), and discuss and use texts as “conversations” (writing, then, demonstrates entering a conversation)
   b) RHETORICALITY: Articulate or demonstrate an awareness of the rhetorical features of texts, such as purpose, audience, context, rhetorical appeals, and elements, and write rhetorically, discussing similar features in texts
   c) INTEGRATING RESEARCH: Demonstrate analyzing research to develop an argument, incorporating others’ ideas (through quotations, summary or paraphrase) into writing effectively or self-consciously, and appropriately integrating citations into text (punctuation, attributions, relevance)

3) Practice appropriate language use, clarity, proficiency in writing, and citation mechanics.
   a) LANGUAGE COHERENCE: Have developed, unified, and coherent paragraphs and sentences that have clarity and some variety

Required Texts, Materials and Expenses

- Lowe and Zemliansky, Writing Spaces: Reading on Writing Volume 1. Free download: http://writingspaces.org/volume1

DISCOVERe approved digital device. Please see DISCOVERe FAQs for device and data requirements.

Projects and Assignments
Class Participation: You must be prepared and willing to participate in the class discussions and group activities. For full class participation credit, I expect that you will 1) have the homework done for the day, 2) have thought about the homework, will come with questions, experiences, thoughts, challenges, etc, 3) be willing to take risks by discussing things you don’t understand or by bringing topics to our discussions.

Small Group Workshops: A key component to this class is peer response to drafts of formal and informal writing. Students will be expected to share their writing with their peers in order to get feedback about how to revise the writing to better address an audiences questions, challenges, and responses. This means that everyone will need to share their writing with others AND strive to be a good reader to peer drafts. Workshopping will happen both online and in the class, in small groups and as a large group. You will get more specific instructions for how we will workshop in the class, but know that I will expect you will share your texts with your peers and be open to their response. I also expect that you will read your peer’s texts actively and work hard to give them quality feedback about how they can improve their writing.

Formal Writing Projects: In this class, you will have three four formal writing projects of various lengths. These writing projects are meant to get you to read, write, and respond as both a student in the university and as a public citizen. More information about these writing projects will be given to you during the semester. Generally, these projects require outside research using both academic and nonacademic sources; they require you to write multiple drafts before a project is complete, and they must be written toward an audience, which means you will need to contextualize and explain your claims and examples, give readers a clear sense of why your responses and ideas matter, and be proofread in the final text.

1.) Format. All papers are expected to use MLA format, 12pt. font, and one-inch margins, double spaced. Cover pages are not necessary.

2.) Blackboard Uploads and Google Classroom. All projects will be submitted via Blackboard or Google Classroom as instructed for each assignment. Be sure to review the specifics of each assignment.

Final ePortfolio: This course will culminate in a final electronic portfolio that will be explained later in the semester. You must pass the final portfolio in order to pass the class.

Quizzes: You will have random Grammar Quizzes throughout the semester using the Socrative App. An occasional quiz will be posted to Blackboard on various course readings.

Google Sites: Each student will create a Google Site and “share” the Site with me for comment and review throughout the semester. The Site created will offer a platform for an electronic journal and reflection assignments along with additional assignments added throughout the semester.

IBooks Publication: Your final essay in this course will become a chapter in the class IBook and published to Apple’s IBook store. Further instruction will be given as the semester progresses.

Grading Policy

Final grades will be based on the following:
- Semester Papers
- Participation: activities, quizzes, shorter writings, workshopping
- Final ePortfolio

Late Assignments: Late essays are reduced by 10 points for each day they are late. An error in uploading an essay or uploading the wrong document is not an excuse for a late submission. Be sure
to confirm all uploads and submissions after posting. Workshopping points are a collaborative and
timed process, and as such, cannot be made up. Most in-class assignments cannot be made up. If
you miss an assignment or quiz, please see me on an individual basis to inquire about make-up
opportunities.

**Grading Scale**

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<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
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<tr>
<td>83-92%</td>
<td>B</td>
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<tr>
<td>73-82%</td>
<td>C</td>
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<tr>
<td>64-72%</td>
<td>D</td>
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<tr>
<td>0-63%</td>
<td>F</td>
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You must achieve a 73% C in the course in order to pass the course with a Credit grade.

As your EPortfolio will constitute your final exam portfolio, we will not be meeting in the classroom
on the final exam day.

**University Policies**

Please see university policies on Students with Disabilities, Cheating and Plagiarism, Computers,
Disruptive Classroom Behavior, Copyright Policy, and Honor Code on our course Blackboard site under
“syllabus.”

**Academic Resources**

**The Writing Center**
The Writing Center offers a one-unit CR/NC tutorial that runs concurrently with the course and meets
twice a week for 50 min. You will work in a small group of 2-3 students and a trained tutor discussing
your writing and giving one another feedback and sharing strategies for revision. The tutorial will
enhance your learning and help you succeed in this class. It will also help you prepare your writing for
submission to the portfolio. The tutor will not give you any homework assignments; you will simply work
with the writing you'll be doing in this and your other classes.

In addition, you can also work with a tutor in one-to-one tutorials by appointment or submit your writing
for feedback on-line. The Writing Center can be contacted at 278-0334 or
www.csufresno.edu/writingcenter

**The Learning Center**
The Learning Center offers free drop-in tutoring in multiple subjects including writing, math, sciences,
business, and languages. Visit the Collection Level of the Library from 8am-7pm Monday through
Thursday, 8am-5pm on Fridays, and 10am-2pm on Saturdays. For information about the Academic
Success Workshops or tutoring schedule go to http://csufresno.edu/lc or call 278-3052.

**SupportNet**
Our campus has developed SupportNet to connect students with specific campus resources promoting
academic success. I have agreed to participate in this program and may refer you to it if I believe you
need the services provided by SupportNet to succeed in this course.