CSUS English 11 Syllabus
English 11 – Academic Literacies II

Instructor: Carolyn Pickrel
Sec 06 MWF 11-11:50
Sec 20 TR 9:00-10:15am
Sec 23 MWF 9-9:50 am
Sec 37 TR 7:30-8:45am

Email (best way to contact): cpickrel@csus.edu
Office Hours: Office: Calaveras 151
M/W noon-1pm & T/Th 10:30-11:30 Mailbox: Calaveras 105
or by appointment Phone: 916-278-6925

I highly recommend that students who struggle with revising their own work enroll in English
1X and/or sign up for weekly tutoring in the University Reading and Writing Center. Your
success in this course depends on your ability to revise for the final portfolio.

Course Description: ENGL 11. Academic Literacies II. Continued study (following ENGL 10)
to help students use reading, writing, discussion, and research for discovery, intellectual curiosity, and
personal academic growth - students will work in collaborative groups to share, critique, and revise their
reading and writing. Students will engage in reading and writing as communal and diverse processes: read
and write effectively in and beyond the university; develop a metacognitive understanding of their
reading, writing, and thinking processes; and understand that everyone develops and uses multiple
discourses. Note: Writing requirement: a minimum of 5,000 words to be completed in ENGL 10 and
ENGL 11; successful completion on ENGL 11 satisfies GE Area A2. Prerequisite: ENGL 10. Graded:
Graded Student. Units: 3.0

Learning Goals (brief version—see SacCT for a more detailed CSUS First-Year
Reading/Writing Goals):
1. To help students understand the ways that readers read and writers write in and beyond the university
2. To help students understand processes of reading, writing, and research
3. To help students develop a metacognitive understanding of processes of reading, writing
4. To help students understand textual conventions
5. To help students understand and engage in reading and writing as communal processes
6. To help students think critically about academic discourse communities as contact zones where different
cultures both connect and come into conflict

Texts:
Required:
• Fadiman, Anne. The Spirit Catches You and You Fall Down. 2012 edition
• A printer or access to one to print required readings from our course SacCT site.
• Paper, pens, notebook or folder for your journal

Highly Recommended: College Level Dictionary and Thesaurus

Computer and On-line Requirements:
• You will need access to the internet to obtain some of the readings and materials for this
course and to post essay assignments via SacCt.
• You will need access to the internet and a computer to create your portfolio via Myefolio.com
• Access to Turnitin.com for posting assignments – see saect for instructions
  Class code: _______________ Password: English
Due Dates: Assignments need to be turned in on time.
• Portfolios will not be accepted late.
• Homework/Classwork will not be accepted late
• The only assignments that will be accepted late are the major essay/papers. Points will be reduced each class period the paper is late.

Attendance & Participation: Attendance and participation are essential to success in this course. Regular attendance is, therefore, mandatory. Each student is allowed three (3) absences, including missing class or a scheduled conference due to illness, work conflicts, or personal reasons. I do not distinguish between excused or unexcused absences, so save your absences for necessities and emergencies. Each absence after the third absence will result in a 5% deduction from your final course grade. Absences equivalent to two weeks of class (or more) will result in you not being able to turn in the portfolio.

Because late arrivals and early departures are disruptive, I expect students to be on time and stay for the entire class; late arrivals and early departures will count as partial absences (2 late arrivals or early departures = 1 absence). Other disruptions (text messages, checking email, doing homework for another class) may result in a partial absence (late arrival/early departure).

Building a Classroom Community and Entering the Writing Discourse community: Peer Group Work, Workshops, and Class Discussions
Being part of a community means working with others toward common goals. A discourse community is a community that shares ways of communicating and works toward a common goal. We will develop a shared language (discourse) about writing and will work to become a community of writers who challenge and support one another in pursuit of our writing goals.

Guidelines for Classroom Conduct:
• Students should conduct themselves in a way that is respectful to others, promotes a positive learning environment, and furthers our classroom community. Don’t let your personal needs and behaviors infringe on other students’ right to learn!
• Cell phones should be for an emergency situation (please let me know before class). Text messaging will result in being marked a partial absence.
• We may frequently make use of smart phones or other devices during group work. Please use these devices when appropriate and for the purpose of the assignment.
• Be on time and stay for the entire class.
• Please ask questions if you don't understand—you probably aren't the only one who needs clarification!
Grading Breakdown:
To be eligible to turn in the final portfolio, you must meet the following criteria:

1. **Complete and turn in all major writing assignments** (Position Paper, Research Proposal, Annotated Bibliography, Literature Review, and Research Paper)
2. **Maintain at least 75% completion of coursework during the semester**

Points during the semester will be assigned according to the following criteria:

- Major Writing Assignments (Essays/Papers/Reports):
  - 0 = did not complete the assignment
  - up to 10 (minus any late points) = completed, meets requirements, on time
  - (see saact and turnitin for paper letter grade estimates)

- All other work (in-class or out of class):
  - 0 = late, not turned in, incomplete, or does not meet minimum criteria
  - 1 = assignment completed on time and meets minimum standards

* Feedback and a preliminary grade will be provided on papers to let you know what steps to take in revising for the portfolio.
**Assignments during the semester will be given points based on meeting minimum requirements, being complete and being turned in on time.

As long as a student meets the requirements above, the course grade will be calculated as follows:

- Participation/Coursework during the semester = 30%
- Final Portfolio (see requirements on separate handout for this assignment) = 70%
- (Minus 5% attendance deduction when applicable)

Course Grading Scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100%</td>
<td>900—950</td>
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<tr>
<td>A-</td>
<td>90%</td>
<td>899—900</td>
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<tr>
<td>B+</td>
<td>80%</td>
<td>899—870</td>
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<tr>
<td>B</td>
<td>76%</td>
<td>869—840</td>
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<tr>
<td>B-</td>
<td>71%</td>
<td>839—800</td>
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<tr>
<td>C</td>
<td>63%</td>
<td>779—740</td>
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<tr>
<td>C+</td>
<td>66%</td>
<td>799—770</td>
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<tr>
<td>C-</td>
<td>59%</td>
<td>739—700</td>
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<tr>
<td>D</td>
<td>53%</td>
<td>699—670</td>
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<tr>
<td>D+</td>
<td>55%</td>
<td>639—600</td>
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<tr>
<td>F</td>
<td>0%</td>
<td>below 639</td>
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Academic Honesty & Plagiarism: To plagiarize means “to steal and use the ideas or writings of another as one’s own” or “to take passages or ideas from and use them as one’s own (Webster’s II New Riverside University Dictionary).” This includes turning in a paper someone else has written as your own, cutting and pasting from internet sites, and using someone’s idea or information without documenting from where the idea originated.

Academic honesty is expected. **Plagiarism (and other forms of cheating) will not be tolerated and will mean, at a minimum, a failing grade on the assignment, but could result in failure of the portfolio**. In your writing, any ideas you use, summarize, paraphrase, or directly quote must be attributed to the source. If you are ever confused about how to use or cite source material, please ask questions. We will also discuss how to properly credit other sources in class.

The University’s Academic Honesty Policy and a tutorial on plagiarism can be found at:
http://www.csus.edu/student/osc/Academic%20Dishonesty/
Explanation of Typical Assignments:

**Essays and papers:** Papers should be typed, use MLA style with one-inch margins in a standard, easily readable, 12-point font such as Times New Roman. *See each paper’s writing prompt for detailed instructions, minimum word counts, and assignment. In-class essays cannot be made up (except under extenuating circumstances).*

**Cover Letters:** For each major paper assignment, you must turn in a short cover letter to me explaining your process or approach to writing this paper, and any successes or difficulties you encountered. If you do not include a cover letter, points will be deducted from your paper score. See SacCT for cover letter samples and basic instructions.

**Peer Review/Workshop Essay Drafts:** Credit will only be given if a student attends and participates in the workshop, and brings the requested number of copies of his or her paper. Please bring the appropriate number of copies of a draft on each workshop day. Workshop drafts must be typed. The more extensive a draft you bring, the better feedback you will get, but I understand there are times when a complete paper may not be possible. Please plan ahead and have a draft (draft = at least two pages) ready so that you get the most out of your peer workshops.

**Gallery Walk:** This will take place in a computer lab. Students will pull up a designated part of their efolio in order to receive feedback from others in the class.

**Tooltime and Grammar Time:** we will take 5-10 minutes once a week or every two weeks to share tips about course tools and tips for efolio or other sources/apps. We will spend a similar amount of time for tips on sentence clarity and grammar.

**Reading Response/Discussion Board:** Reading Responses should be a minimum of one well developed paragraph (approximately 200 words.) These are “informal” in that you do not have to create a thesis or a certain organization. The purpose is to explore one idea (often from the reading) in more depth. Use these as an opportunity to make sense of what you are reading or learning before trying to put your ideas into a formal essay. These will have more specific guidelines listed on the discussion board on Sacct.

**Journals:** Most students are able to write 3/4 -1 full page during the journal time. You can make up a journal entry at home if you miss class.

**Portfolio:** See Final Portfolio Criteria and Rubric handouts for complete information
Portfolio should contain the following pages which will have reflection questions answered:

- Welcome/Home
- Being a Reader (at least four reading artifacts, one of which will show your strategies for reading a scholarly source)
- Being a Writer (artifacts include : progression with revisions for at least two major pieces of writing AND page should contain two finished essays labeled FINAL DRAFT that represent your best written work.)
- Building Community (artifacts include at least one piece of writing written with a partner or one piece that focuses on being part of a community here at CSUS.)
- Being a Researcher (artifacts include research proposal AND either your literature review or research paper)
- Being a Thinker (artifacts include writing that shows your critical thinking skills)
Important Resources:
Be an advocate for your own learning and success in this course. How? By getting the help you need!

Office Hours, Conferences, Writing Help:
- I will require you to attend at least two conferences with me this semester.
- Please feel free to make an appointment with me to discuss assignments, review drafts, etc. Those who meet with their instructor or a tutor to discuss their writing generally get the help they need to obtain a passing grade.

Writing Center:
For free one on one tutoring, visit the Writing Center in Calaveras 128. The University Writing Center tutors can provide assistance at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, incorporating the words of other writers into your text, or developing strategies to become a better editor. You can receive individual help (as well as a unit of college credit) by scheduling weekly appointments with tutors in the University Reading and Writing Center if you sign up during the first two weeks of the semester. To make an appointment or a series of appointments, go to the Writing Center or call 278-6356. For more information, consult the Writing Center web site: www.csus.edu/writingcenter.

The Student Tech Center:
The Student Tech Center (STC), located in AIRC 3007, teaches students to use software needed to complete course assignments, provides group collaboration space and prints posters for free. The STC workshops include Microsoft Office, Adobe Creative Suite, SPSS, multimedia, and more. In the workshops you will learn how to format documents for APA, MLA, etc.; create charts and graphs; manipulate and analyze data; run statistical procedures; design posters; create webpages, and more! The STC Group Lab accommodates student groups up to 8 people. Group tables are equipped with laptops and large monitors which can be shared among multiple laptops. Group tables are available on a first come, first serve basis.

The STC is open Mon-Thu from 10 am to 7 pm and Friday from 10 am to 3pm. Nooner workshops are held at 12 noon, Mon – Fri and Happy Hour workshops are held at 5:30, Mon – Thu. STC is located in AIRC 3007. Go to www.csus.edu/stc to learn about all the services provided for students. You need the STC!

Library Research:
Librarians can be helpful with research for a paper. We will learn about using library resources in English 11. Phone 278-5673 or use “ask a librarian” for on-line chatting or email.

Accommodations for Students with Disabilities
Reasonable accommodations will be provided to students with disabilities. Students with learning or physical disabilities should contact the Services to Students with Disabilities in Lassen Hall 1008 or 278-6955 and provide written documentation of the necessary accommodations to the instructor as soon as possible.

I reserve the right to make changes to the syllabus and course schedule that are necessary to the success of our class. I will inform you of changes during class or in writing and then post a revised syllabus on our SacCT site.
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<tr>
<th>Week</th>
<th>Day</th>
<th>Reading Due</th>
<th>Homework Due</th>
<th>Notes</th>
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</table>
| 1    | Jan 25-29 | • Review English 11 Syllabus and Course Requirements  
  (EA Chap 7 “Arguing a Position” p 61-87 -review)  
  • EA Chap 28 "Meeting the Demands of Academic Writing“ (review)  
  • Read “Reading Games: Strategies for reading scholarly sources”  
  • Academic Journal Article – Begin reading in class “Childhood Obesity and Medical Neglect” | • **Axis Paragraph** Development Review Homework  
  • **Reading Response** #1 – Reading Games (due Friday on Sacct Discussion board) |                                                          |
| 2    | Feb 1-5   | • Chapters 6-8 p60-105 *Spirit* (Mon/Tue)  
  • Review other types of scholarly articles in class  
  • Read an additional source for Position Paper on your own. | • Turn in a [link to your video or audio] of your event review (on discussion board) & comment on 3 videos  
  • **Reading Response** #2 - Spirit | Paraphrase/Quot e/Summary - citing sources in MLA style |
| 3    | Feb 8-12  | • Revision Modules for educreations  
  • Workshop Wed/Thu/FRi | • **Gallery Walk**  
  • **Revision Plan** for one piece of writing & one aspect of your portfolio  
  • **Workshop** Position Paper | • Computer Lab for Gallery Walk |
| 4    | Feb 15-19 | • STC additional training/refresher/work time for myefolio revisions  
  • Chapter 9-10 p106-139 *Spirit* | • **Position Essay due on turnitin.com**  
  • **Portfolio Check 1:** Link to efolio and copy of revision plan due by Saturday Feb 20 (revisions complete on myefolio) | STC Computer lab in AIRC |
| 5    | Feb 22-26 | • Chap 11-12 p140-170 *Spirit*  
  Chapter 13-15 p171-224 *Spirit*  
  **Conference Week** | • **Reading Responses 3 and 4**  
  • **Attend Conference** to discuss Position Paper | Conference Week (no class) |
| 6    | Feb 29-Mar 4 | • Chapter 16-17 p172-261 *Spirit*  
  • EA Chap 9 “Writing Analytically”  
  • EA Chap 15 “Starting your research/joining the conversation” | • Review sample research proposals | • Library Research |
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Reading Response 5</th>
<th>Library Research</th>
<th>Conference week</th>
<th>Work on portfolio and revisions of major essays</th>
<th>Computer lab for portfolio work &amp; Tips</th>
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<td>7</td>
<td>Mar 7-11</td>
<td>• Chap 18-19 p262-288 <em>Spirit</em></td>
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<td>• <em>Cesar Chavez Day</em> Thu Mar 31 (No Class)</td>
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<td>• EA Chap 13 “Analyzing Arguments” p275-304</td>
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<td>• EA Chap 21 “Synthesizing”</td>
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<td>• EA Chap 19 “Writing a Project Proposal”</td>
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<td>• Annotated Bibliography DUE Friday on Google docs</td>
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<td>• EA Chap 16 -18 Finding sources, tracking sources, evaluating sources</td>
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<td>• <em>Reading Response 6</em></td>
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<td>• Work on Research Paper</td>
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<td>Mar 14-18</td>
<td>• EA Chap 23 – Avoiding Plagiarism</td>
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<td>• Workshop literature Review</td>
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<td>• EA Chap 20, 22 &amp; 24 Annotated Bib, Quoting, MLA style</td>
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<td>• Computer lab</td>
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<td>Mar 21-25</td>
<td>• Spring Break (no Class)</td>
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<td>Mar 28- Apr 1</td>
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<td>Apr 1</td>
<td>• <em>Cesar Chavez Day</em> Thu Mar 31 (No Class)</td>
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<td>Apr 4-8</td>
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<td>Apr 18-22</td>
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<td>13</td>
<td>Apr 25-29</td>
<td>• EA Chap 32 &quot;Assembling a Portfolio”</td>
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<td>• Giles “Reflecting…”</td>
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<td>Date</td>
<td>May 2-6</td>
<td>May 9-13</td>
<td>May 16-20</td>
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<td>14</td>
<td>Chap 31 “Checking for Common Mistakes” (review)</td>
<td>Bring a clean copy of a paper you are revising for the portfolio</td>
<td>Computer Lab (gallery walk)</td>
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<td>Chap 31 “Checking for Common Mistakes” (review)</td>
<td>Gallery Walk</td>
<td>Editing and Revision tips</td>
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<td>Educreations Modules</td>
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<td>Portfolio Questions</td>
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<td>Portfolio Presentations</td>
<td>Present your Portfolio</td>
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<td></td>
<td>Portfolio Presentations</td>
<td>Present your Portfolio</td>
<td>Final Portfolio DUE Monday May 16th at 8 AM</td>
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<td><strong>Finals Week</strong></td>
<td><strong>LATE PORTFOLIOS WILL NOT BE ACCEPTED</strong></td>
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