

## English 1B -- Syllabus

Saddleback College, Ticket #11550  
Mr. Gregory  
BGS-357; hours: 9:00 AM – 10:15 AM  
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### *Required texts*

(1) *Practical Argument*, 4th ed., by Laurie Kirszner and Stephen Mandell, (Bedford), ISBN: 978-1319194451 (Paper)  
This book contains essential essays and guidelines for writing argumentative papers; additionally, quiz material will come from some of the readings. It is also available in an e-book version, ISBN: 978-1319202088.

(2) *LB Brief*, 6<sup>th</sup> ed., with 2016 MLA update, by Jane E. Aaron, (Pearson), ISBN 978-0134678733 (Paper). ISBN: 9780134122021 (e-book)

This text contains answers to everyday questions about syntax and grammar issues. It also contains a detailed section on MLA and APA works cited formatting that everyone will find invaluable for this and other classes. It is also available in an e-book version.

**Note: You must either purchase or rent BOTH textbooks, either hardcover or eBook versions are okay.**

### *Also required:*

Blue or black ink pens, pencils, and 8 ½ x 11 in. lined-paper sheets

### *Highly recommended texts:*

*The American Heritage Dictionary*, 5<sup>th</sup> ed., (Dell), ISBN 978-0-55358322-9

A thesaurus

*MLA Handbook*, 8<sup>th</sup> ed., Modern Language Assoc., ISBN 978-1603292627

### *Course Description*

ENG 1B—17 weeks 3/3/0 (3 units, 3 lecture hours per week)

PRINCIPLES OF COMPOSITION II

Prerequisite: ENG 1A with a grade of "C" or better.

Provides instruction in critical thinking and in writing expository and persuasive essays and documented papers totaling a minimum of 8,000 words. Instruction focuses on the development of logical reasoning, on analytical and argumentative writing skills, and on research strategies. Assignments are derived from themes and works in various disciplines and cultures. Credit may be earned for 1B or 1BH, but not both.

The purpose of this class is to create better writers. This means that students will have to spend a lot of time reading, writing, and thinking about the writing process. Materials we will cover involve expository writing skills that I and other professors throughout your college career will expect students to use to compose analytical and argumentative college-level papers.

### *Topics Covered:*

1. Select and focus a topic for extended essay development
2. Organize a longer piece of writing
3. Use rhetorical devices to clarify and substantiate positions taken
4. Write within an argumentative context
5. Distinguish between fact/opinion
6. Reason inductively and/or deductively
  - a) Draw inferences
  - b) Recognize fallacies

- c) Identify premises/conclusions
- d) Evaluate claims and arguments for validity
- e) Evaluate authority
7. Develop paragraph sequences, focusing on topic sentences, supporting data, and evaluation
8. Analyze voice and style
9. Produce a sophisticated writing style based on rhetorical devices
10. Discover varieties of research techniques and sources
11. Document research within current MLA guidelines
12. Apply prewriting techniques for extended essay development
13. Edit peer essays, focusing on organization, context, tone, style, and mechanics

## *English 1B Learning Objectives*

### **Students participating in this class will:**

1. Compose essays of at least 1,000 words that are structurally and logically sound and free from punctuation and mechanics errors.
2. Compose a research paper of at least 2,500 words that follows standard MLA format, is structurally and logically sound, and is free from punctuation and mechanics errors.
3. Compose essays maintaining a formal, academic tone.
4. Select an adequate topic for an extended, academic research paper.
5. Employ rhetorical devices and strategies in one's own writing successfully.
6. Use deductive and inductive reasoning.
7. Use research that is appropriate and adequate to support one's claims in written assignments.
8. Select an appropriate prewriting activity to choose and narrow a topic.
9. Evaluate the logic of and rhetorical devices used in the arguments of others.
10. Evaluate the central idea, and support provided for that idea, in the writings of others.
11. Distinguish factual statements from judgmental statements and knowledge from opinion.
12. Evaluate claims and arguments for validity and reliability.
13. Appraise the work of peers based on a rubric or set of specified criteria.

### **Saddleback College English Composition Department Student Learning Outcomes**

Out-of-Class: English 1B students will write an essay of 2,500+ words, which demonstrates the following outcomes

1. **Controlling Idea:** The essay has a specific, research-based, arguable, and complex thesis.
2. **Development:** The essay is 2,500+ words long and uses research-based evidence and analysis to support an argument.
3. **Sentences/Style:** The essay applies a variety of sentence structures within a formal academic style.
4. **MLA Formatting:** The essay integrates appropriate MLA standards to the following (8) items: heading, running header, fonts, spacing, indentation, works cited page, in-text citations, and correct use of block quotes (if used), with minor errors.
5. **Informational Literacy:** The research demonstrates information competency in these three items: locating, interpreting, and evaluating appropriate sources.

## *Conventions*

The writing will demonstrate control of sentence structure, grammar, punctuation, spelling, and mechanics; errors will not impede meaning to any significant degree nor affect the reader's view of the credibility of the writer.

Writers must use appropriately cited and identified sources according to the MLA style.

## *Course Content and Trigger Warnings*

Please note that this class will cover readings and discussions that include adult themes and issues. We may read, view, and discuss mature subject matter (relating to the arts, entertainment, sexuality, race, class, immigration, war, religion, politics, nature, science, crime, violence, etc., as well as a range of points of view on those issues). As challenging as those subjects may be, you are encouraged to remain in the class, to learn about diverse points of view, and to--tactfully and respectfully--contribute your point of view. If you would like to be warned about particular content, please inbox me,

and I'll be happy to prepare you via trigger warnings. All participants will honor this boundary. Please note that hate speech is prohibited (definition: "any advocacy of national, racial, or religious hatred that constitutes incitement to discrimination, hostility, or violence").

### *Instructor Mandatory Reporting Requirements*

In accordance with Title IX, a federal law, educational institutions must provide a learning environment that is safe and free of discrimination, harassment, sexual misconduct, and violence. Instructors are obligated to report any incidents involving students who have experienced these issues. You should feel free to explore these topics in your writing assignments, but if you have been affected by these issues, I may need to contact the Office of Student Services to ensure that you receive support and resources.

### *Student Conduct and Attendance Policy*

In accordance with Saddleback College policies, I may drop students from the course who miss six or more instructional hours during the term. **I will drop students who miss more than two scheduled assignments or are absent more than two weeks.** Saddleback College students are responsible for regulating their own conduct and for respecting the rights and privileges of others in accordance with the Code of Conduct set by the district Board of Trustees (AR 5401) (SB Student Handbook).

### *There are no excused or unexcused absences.*

Students should plan to attend class regularly because this particular class presents a semester of information in a concentrated format, and missing weekly assignments will affect your grade.

In-person assignments (quizzes, group work, peer reviews, etc.) cannot be made up if not completed **for any reason**. It is the student's responsibility to be aware of all assignment due dates and of all assignment changes. The instructor assumes no responsibility for any information or material missed by a student. If it appears that you are going to miss a submission deadline, you are still responsible for turning in any work by its due date. If you know you are going to miss a deadline, turn in the work early. Lastly, if you know that will be out of class for an extended period, let me beforehand.

### *Laptop policy*

Laptops may not be used in the classroom. Students with DSPS approval are the only exception.

### *Provisional Masking Requirements—Subject to Change*

The college requires face masks or two-layer gaiters be worn at all times in all **indoor** locations on campus with only a few college-approved exceptions. You will need to wear a face mask indoors even if you are vaccinated. This requirement will be enforced. A violation of this requirement is subject to Student Code of Conduct review and sanction. Boxes of face masks will be available at no cost in most buildings on campus. If you forget to bring your face mask on any given day, disposable face masks will be made available to you at no cost. If you cannot wear a face mask due to a medical or psychological condition, please contact Health & Wellness Centers (HWC), for verification of disability and approval of use of a clear face shield with full drape to the chest or moving to online classes only.

IVC HWC (949) 451-5221

SC HWC (949) 582-4606

**In addition, there is no eating or drinking in classrooms.**

### *Unauthorized Recording Statement*

Other than Disabled Students Programs and Services (DSPS) directed auxiliary aids and academic accommodations, the use of any electronic listening or recording device in any classroom is prohibited without the explicit prior consent of the instructor (CA Ed Code Sec. 78907). It is in violation of South Orange County Community College District (SOCCCD) policies (BP 5401 & AR 5401) which address student conduct. It is also a crime to record any private communication, such as a classroom lecture, without the consent of all parties to the conversation (Cal. Penal Code § 632). Violation of such rules may result in disciplinary action.

## *Withdrawal from Class*

Students are responsible for dropping all classes within deadlines imposed by the college. Failure to drop the class **will** cause you to obtain a failing grade. Drops may be done in person at the college admissions office or online. **The deadline to drop this class online during this semester with a W grade is Friday, November 4, 2022.** After that date, you will need to provide a serious and compelling reason to drop/withdraw.

## *Out of Class Academic Expectations*

Your study and work habits outside of class are an extension of your time in class. The “Carnegie Units” or workload for this course is approximately nine or more hours per week (three hours in the class and six hours outside of class). This means that in addition to the time spent reading assignments, you should expect to spend at least nine or more hours per week on homework, reading, writing, and revising essays. Furthermore, even if a specific assignment is not due for the week, you should expect to spend this additional amount of time on activities that will increase your understanding of the subject, such as rereading texts, writing notes, reviewing course materials, working on upcoming assignments and pursuing independent reading.

## *Other Out-of-Class Writing*

There will be a number of online peer review sessions during the semester, which count toward participation points.

## *Course Requirements and Grading Criteria*

Four long essays

In-class writing consisting of peer reviews, and group work

Two short essays, quizzes, extra-credit library workshops, other out-of-class assignments, and a grammar and essay formatting test

Online access: You need to check the course Canvas website or your official Saddleback College e-mail regularly for announcements, grades, or schedule changes.

### *Grading assignments*

Description of self— (100 words ± 5 words)	50 pts.	
Two short essays: (50 pts. ea.)	100 pts.	
Essay #1: (College education analysis - 4 pages min.)	100 pts.	
Essay #2: (Ad analysis - 4 pages min.)	150 pts.	
Essay #3: (6 pages min.)	150 pts.	
Essay #4: (8 ½ pages min.)	200 pts.	
Comprehensive grammar and formatting quiz	50 pts.	
Discussion, academic participation, pop quizzes, and grammar exercises:	200 pts.	Note: points in this category may vary
Total = 1000 pts.		Note: point total for class is approximate

## *Library Workshops (extra credit)*

During the semester, students should complete at least two library workshop classes— available online (2 classes maximum at 15 pts. each). Because the formal essays in this class will involve outside research, I suggest you acquire familiarity with the library’s reference assistance as well as methods of online-database research. All of the library workshops are available free online. You will receive a digital badge you can use to verify workshop completion.

## *Additional extra credit:*

Papers written or revised in collaboration with a Writing Center tutor (up to 5% extra credit). You must obtain an attendance verification slip from the tutor and send a copy of it to me to receive credit. You can also do essay rewrites for extra points (see below). Participating in two Library Workshops will earn you up to 30 extra points.

## *Grades*

Students are responsible to monitor their progress throughout the semester to ensure they will obtain enough points to pass the class. Grade point totals are visible in the Grades section on Canvas. You need to compile a 70% average to pass.

## *Participation*

Completing written assignments and readings prior to class enhances the learning environment. Students will presumably wish to demonstrate competence through intelligent participation in class discussions and group work.

## *Assignments and Late Policy*

- Late Papers: Essays will receive a 10% reduction of points if they are late. **I will not accept any paper more than one week late.** You cannot turn in any paper more than one week after it is due.
- If you know you will be absent on a day something is due, turn it in early. A paper required to be uploaded to Turnitin is also a way to time stamp it.
- I will be happy to comment on a draft you want me to review, but papers submitted for my comments do not receive points.
- **Rewrites:** Students may rewrite **two** of the assigned essays by the final rewrite date in the class schedule. You will not receive a higher grade by making minimal changes—it may require wholesale revision. You will not receive a grade lower than the original grade. Finally, you must attach a revision reflection sheet to the essay(s). One rewrite maximum per essay only.
- Students cannot rewrite a diagnostic essay, an essay not submitted, or the final essay of the semester.
- There are no other extra-credit assignments, except for those previously mentioned.
- Students can rewrite late papers but will still have late points subtracted from the rewrite.
- Students must save all of their work after I have graded it. This will help clear up any grading questions that may arise during the semester, and it will help you chart your own progress.
- Students who do not submit designated papers to Turnitin will receive zero points for those papers.
- Student athletes and high school students are not exempt from these guidelines.

## *Out-of-Class Essay Guidelines*

The formal out-of-class-essays are a significant part of this class. They are documents that you produce using exploration, reading, logic, analysis, critical thinking, and a combination of both Formal and Standard Written English. These papers must be at least the minimum page length required by each assignment (at approximately 300 words per page), have the required number of outside sources, and be turned in on time.

Please note that rewriting an essay does not automatically raise its grade.

- Turnitin.com software will scan designated papers. Those papers so designated must be submitted, or the student will receive no points for that assignment.

## *Electronic Storage and Printing of Your Materials*

Keep at least one backup copy of all your papers on a USB flash drive or other removable storage device to prevent document loss in the event of a computer failure. Data loss is not a reason for not submitting assignments. Any paper not turned in on time for any reason will be considered late. Additionally, it is the student's responsibility to address computer-printer issues.

## *Academic Integrity*

I reserve the right to give a grade of 0 or F or to require a proctored rewrite if I feel that a paper appears to be the product of too much outside help; does not reflect your abilities; or conveys a voice and style that do not match the voice and style used in discussions, drafts, emails and other writing done in class. Drafts of essays as well as annotated bibliographies will be required to obtain full points for designated essays.

### **Academic Integrity Statement from the Saddleback College Student Handbook**

Plagiarism involves the misrepresentation of someone else's words, ideas, or data as one's original work, including, but not limited to, the following:

- Intentionally representing as one's own work the work, words, ideas, or arrangement of ideas, research, formulae, diagrams, statistics, or evidence of another.
- Taking sole credit for ideas and/or written work that resulted from collaboration with others.
- Paraphrasing or quoting material without citing the source.

- Submitting as one's own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., from Paper Mills or other internet-derived products).
- Sharing computer files and programs or written papers and then submitting individual copies of the results as one's own individual work.
- Submitting substantially the same material in more than one course without prior authorization **from each instructor** involved.
- Modifying another's work and representing it as one's own work.

Your own commitment to learning requires you to be honest in all your academic course work. Faculty members are required to report all infractions to Student Services, wherein a range of disciplinary measures may take place, including receiving an F for a plagiarized assignment, and possibly an F in the course and expulsion from the college. The complete policy on academic integrity can be found at <http://catalog.saddleback.edu/>

### *Supplemental Courses*

- Students who need **help with study skills** (reading and annotating textbooks efficiently, interpreting writing assignments, using time management, etc.) should enroll in **ENG 343NC, Academic Reading & Study Skills**, located in **LRC 215**. English 343 (ENG 343NC) is a **free, 0-unit** class created specifically to provide students with academic reading and study skills refinement. This is an **open-entry/open-exit course** that allows students to either drop in for assistance with particular concerns or to develop more broad plans for continual progression over the semester (*no minimum/maximum number of visits.*)
- Non-native English speakers who need support with grammar or mechanics are encouraged to enroll in **ESL 332, ESL Reading Lab**. This lab class is designed to help improve spelling, reading, comprehension, reading rate, vocabulary, or study skills at your own pace independent of formal class structure. The class is open entry/open exit: students may register for and complete the class anytime throughout the semester.
- For more information, go to the Academic Reading Center web page: <https://www.saddleback.edu/la/Academic-Reading-Center>

### *Students with Disabilities*

If you have a verified learning disability, it is your responsibility to bring me a copy of your Saddleback College Special Services Educational Accommodations form and/or a Special Services Test Proctoring Guidelines form, either of which will indicate the accommodations you are given. (This is usually accompanied by an authorization for academic adjustments/accommodations form, which I initial and keep, returning to you the yellow carbon copy on the bottom.)

If you feel that you might have a disability-related educational limitation, contact the main Special Services office (DSPS) at SSC 113, Mondays—Thursdays 8:00 am – 4:30 pm; Fridays, 8:00 am – 12:00 pm.

**Phone:** (949) 582-4885, **TTD:** (949) 582-4833, **Fax:** (949) 347-1526: <http://www.saddleback.edu/dsps/>

### *Tutoring*

All students are encouraged to use the **Learning Resource Center (LRC 212)**, for one-on-one tutoring. Online tutoring is also available. Please make an appointment (in person) with an English tutor for help with writing assignments. Tutoring is free of charge.

- **Location:** LRC 212 (second floor of the LRC building)
- **Phone:** 949.582.4519
- **Email:** [sctutoring@saddleback.edu](mailto:sctutoring@saddleback.edu)
- **Website:** <https://www.saddleback.edu/tutoring>

Essays worked on or revised in collaboration with Writing Center tutors will receive **up to 5%** extra credit.

### *Other College Services*

Problems accessing Canvas: 1-844-600-4954. Available 24/7

Problems accessing MySite (949) 582-4363 Available M-Th 8:00 AM to 8:00 PM, Friday 8:00 AM to 2:00 PM, closed weekends and holidays.

Tech help website: [scstudenthelp@saddleback.edu](mailto:scstudenthelp@saddleback.edu)

### *My Expectations of You*

You will write frequently, and almost every class meeting will have some assignment due. This is not high school. I expect you to come to class prepared, and to attend regularly, to cooperate with one another, to develop a scholarly attitude by engaging in the subject matter, asking questions, and listening attentively to one another and me. You will be courteous, cooperative, and respectful of one another's views, even those with which you do not agree.

I enjoy a class where students feel comfortable doing group work, or stop me in the middle of a lecture to ask a question. However, I do not enjoy a class with distracted students. Please have respect for the class (and me) and do not have conversations, text, or web surf while class is in session. If I find your behavior be a distraction, I will ask you to leave. Finally, please take care of personal needs (including making calls or texting) before class or during a break.

### *My Expectations of Myself*

I will encourage you while I also explain to you what I believe you need to do to improve your writing. I will make myself available to you as much as I can to help you. If you have questions about your essays, grades, or your standing in the class, please ask me. I will return your work to you in a timely manner and let you know your standing in class in terms of your progress. I will provide activities and assignments I believe will help you become a more critical reader, writer, and thinker.



- Week 8 Mon: (Oct. 10) Due: Draft of ad analysis—peer review #2  
Read: (LBB) Ch.'s. 51-52 Research Strategy and Finding Sources  
Video: The Google Bubble; Jimmy Dore videos  
Wed: (Oct. 12) **Due: Ad Analysis essay (#2)—bring a hard copy to class—no upload**  
Handout: Essay #3 guidelines
- Week 9 Mon: (Oct. 17) Due: Proposal for essay #3—typed  
Application of the Lanham method  
Logical fallacies—review—group work  
Wed: (Oct. 19) **Due: “Students Who Push Burgers”—bring a hard copy to class—no upload**  
Read: (LBB) Ch. 53 Working with Sources (including signal phrase use)  
Read: (PA) Ch. 9 Summarizing, Paraphrasing, Quoting, pp. 329-343--group wk.
- Week 10 Mon: (Oct. 24) Due: Draft of essay #3—peer review #1  
Read: (PA) Ch. 10 Documenting Sources: MLA  
Read: (LBB) Ch. 48 Italics or Underlining?  
Read/skim: (LBB) Intros. to Ch.'s. 56 (a & b) MLA formatting—group work  
Wed: (Oct. 26) MLA formatting—group work (cont.)
- Week 11 Mon: (Oct. 31) Read: (LBB) Ch. 44 Other Marks and Ch. 50 Formatting Numbers  
MLA formatting—group work (cont.)  
Wed: (Nov. 2) Due: Draft of essay #3--peer review #2  
Due: Annotated Works Cited page for essay #3  
Read: (PA) Ch. 11 Using Sources Responsibly, pp 369-381  
Read: (LBB) Ch's. 54-55 Avoiding Plagiarism, Document Sources, Writing the essay
- Week 12 Mon: (Nov. 7) The Dihydrogen Monoxide Controversy—group work  
Wed: (Nov. 9) **Due: Essay #3— hard copy + upload to Turnitin**  
Handout: Essay #4 guidelines
- Week 13 Mon: (Nov. 14) Read: (LBB) Ch. 14 (d) Focused Memo Writing  
Handout: Wal-Mart memo response guidelines to 9-11 films  
Lecture: Analysis of visual arguments--videos  
Wed: (Nov. 16) Due: Proposal for essay #4—typed
- Week 14 Mon: (Nov. 21) Video: *Fahrenheit 9-11* in-class showing  
Wed: (Nov. 23) Due: Draft of essay #4—peer review #1
- Week 15 Mon: (Nov. 28) Essay analysis—Gore/Gelernter essays—group work  
Wed: (Nov. 30) Essay analysis—Gore/Gelernter essays—group work (cont.)
- Week 16 Mon: (Dec. 5) Due: Draft of essay #4—peer review #2  
Wed: (Dec. 7) Video: *Celsius 41.11* in-class showing
- Week 17 Mon: (Dec. 12) Due: Draft of essay #4—peer review #3  
Due: annotated works cited page for essay #4—typed  
Wed: (Dec. 14) Finals Week Begins—no class  
Mon: (Dec. 19) **Finals Week—class meeting hours 10:30 AM– 12:30 PM**  
**Due: Essay #4— hard copy + upload to Turnitin**  
**Due: Fahrenheit 9-11/Wal-Mart memo—hard copy only—no upload**  
**Comprehensive grammar and formatting quiz**  
**Rewrites of up to two previous essays due – attach original essay and reflection a sheet to rewrite(s)**