ENGLISH 1B: Advanced Composition & Critical Thinking

FALL 2018
CHAFFEY COLLEGE

SECTION 01282 / MON. & WED. 8:00 – 9:20 A.M. / LA – 111
SECTION 01284 / MON. & WED. 9:30 – 10:50 A.M. / LA – 111

OFFICE: LA – 112
ADVICE HOURS: MW 11:00 A.M. – 12:30 P.M.
TTH 11:00 A.M. – 1:00 P.M.
EMAIL: NEIL.WATKINS@CHAFFEY.EDU
PHONE: (909) 652-6952
WEBSITE: PROFESSORWATKINS.WORDPRESS.COM

COURSE DESCRIPTION

Welcome to English 1B! You have reached the highest-level composition course at Chaffey College, and I am sure that you are ready for the challenges ahead. This semester, you will practice the skills of analysis, evaluation, research, and persuasion in order to become an advanced academic writer, not just a student in an English class. This course will also prepare you for research-based writing in your other classes as well as provide critical thinking skills for analyzing the world around you.

The general course description states, “Using primarily non-fiction reading models, students emulate and incorporate various rhetorical strategies in the development of written analysis and researched argumentation. Focus on logical analysis (e.g., inductive and deductive reasoning) and effective reasoning, establishing credibility, and emotional appeals to develop persuasive arguments. Course is writing intensive with a minimum production requirement of 6,000 words” (source: Chaffey College catalog).

This particular section will focus on a range of topics, such as culture, identity, relationships, family, migration, refugees, race, gender, class, and technology. You will read and analyze a variety of texts, including the College Book for 2018-2019: Exit West by Mohsin Hamid. Throughout the course, you will analyze arguments and make your own arguments in order to become an expert critical thinker, writer, and debater.

prerequisite: completion of English 1A (with a grade of C or better)  
transfer credit: CSU, UC

REQUIRED TEXTBOOKS & SUGGESTED MATERIALS

  [ISBN 978-0-7352-1220-6, $16]
☐ English Composition II [online textbook, free]
☐ Purdue OWL [online resource, free]
☐ college-level dictionary
☐ notebook for taking notes
☐ folder for keeping handouts, drafts, essays, etc.
☐ stapler, Post-Its, index cards, highlighters
☐ online file storage or USB flash drive
☐ Chaffey email account [______@panther.chaffey.edu]**

* Exit West: A Novel is also available as an e-book, an audio book, and on reserve in the library.
** This email account is the only way that I or the college will contact you; it also gives you free access to Office 365.
ATTENDANCE & PARTICIPATION

Attending all class meetings is mandatory because your consistent, active participation will lead to your success in this course. Note that there are reading or writing assignments due at every class meeting, so make this class one of your top priorities in your busy schedule. Attendance + participation = greater chance of success!

Arriving late, leaving early, or other inappropriate behavior disrupts your learning and that of your classmates. Please arrive on time to class, be ready to work, be attentive, respect your classmates, and behave politely; i.e., NO cell phones, texting, or unauthorized computer use during class (Facebook, YouTube, etc.). Please do not bring any food or drink into the classroom. Complete all of the reading assignments before coming to class and be prepared to answer questions and discuss the material.

An absence means not attending class (or leaving early) for any reason; there are no “excused” absences.

If you are absent, you will not receive points for any work due that day.

After you are absent once or twice, I will email you or schedule a conference with you to help you get back on track in the class. You will fail the course if you stop attending and do not drop, so complete all paperwork or visit the Chaffey portal as necessary. Do your very best to pass this class now rather than repeating it.

LATE-PAPER POLICY

Assignments are due at the beginning of class on the day noted on this syllabus. Please plan ahead. If you know you are going to be absent or if you are ill, have a friend or classmate bring your essay to me. I will not accept any assignments submitted by email for any reason.

I generally discourage you from turning in late papers. However, I will allow one late essay (final draft only) per student per semester. You must turn in the late paper at the next class meeting.

I do not allow make-up work or late papers for any other assignments, such as the proposals, reading / research notes, outlines, rough drafts, peer review sessions, or the final exam. If you are absent when such assignments are due, you will not receive any points for them.

PLAGIARISM POLICY

Plagiarism can be as limited as a sentence or as extensive as a whole paper. Because this course involves significant research elements, you must cite your sources properly. Do not copy, steal, or buy other people’s work or writing. You will receive zero points for any plagiarized work and may subsequently fail the course.

“Violations of the Student Academic Integrity Code, including plagiarism at any stage of the writing process, will not be tolerated in Chaffey College English courses. Plagiarism is defined as the misrepresentation of the published ideas or words of another as one’s own; plagiarism also includes submitting work previously submitted for another class. At the discretion of the professor, plagiarism or other violations (including the submission of non-original material) may result in zero points for the assignment. Additionally, the professor may file a Student Academic Integrity Form documenting the violation and may seek other sanctions. The complete Student Academic Integrity Code appears in the Chaffey College Student Handbook” (source: English Department Guidelines).

STUDENTS’ ADVICE

"Enjoy the experience of being in this class. Give 110%, and don’t fall behind."

"Always show up on time, communicate with your peers, be honest to recognize your own abilities, and have fun."
STUDENT LEARNING OUTCOMES FOR ENGLISH 1B

Upon successful completion of this course (C or better), you will be able to

• Support an argumentative thesis with persuasive evidence and reasoning.
• Write essays that synthesize information to support analysis or argument.
• Demonstrate mastery in evaluating, integrating, and documenting sources.

BENEFITS OF TAKING ENGLISH 1B

There are many reasons to take this course, but the main benefit is that your analytical, argumentative, and research-based writing skills will improve. In particular, by the end of this course, you will be able to

• Read, discuss, analyze, and evaluate the writing of peers and professionals in a critical and thoughtful manner.
• Recognize and analyze assumptions, rhetorical devices, evidence, and appeals in texts.
• Understand the relationship between intent, tone, and audience in writing.
• Incorporate a variety of rhetorical devices, evidence, and appeals into your writing, while avoiding fallacies.
• Understand and avoid plagiarism by using MLA format correctly for citations and references.
• Apply the stages of the writing process (P-W-R: prepare, write, revise).
• Reflect critically on your progress as a writer, researcher, and student.

ASSIGNMENTS & REQUIREMENTS

PROPOSALS / RESEARCH NOTES / WORKS CITED / OUTLINES / DRAFTS (25%)

You will write a proposal, reading / research notes, rough works cited, outline, and rough draft for all four essays. All of these items must be typed using MLA format.

ESSAYS (60%)

You will write four essays (4-5 pages, typed); all will include research sources. The assignments will include analysis, comparison, and argumentation. All rough drafts and final drafts must be typed using MLA format, and you will see a tutor in the Language Success Center or me for each essay. Please keep all of your graded essays.

DEBATE (5%)

You and your classmates will work in groups to debate the issues addressed in Essay 4.

FINAL EXAM (10%)

The final exam will be an in-class essay related to the topics, ideas, concepts, and debates in the class.

STUDENTS’ ADVICE

“How you whole soul into your work! You have a voice that needs to be heard, you are important, and you can make a difference.”

“Do not underestimate your ability to write. You have great ideas; don’t be afraid to show them.”

“Parties come and go, but grades stay forever!”

“You need to show up to class every day since each essay is broken down week by week. This helps you create a stronger essay than what you started with.”
Grades & Points

There are 100 points possible in this course:

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<th>Assignment</th>
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<td>proposal for Essay 1</td>
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<td>reading notes for Essay 1</td>
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<td>proposal for Essay 4</td>
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<td>research notes for Essay 4</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
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Final course grades & points:

- **A +** = 97 – 100 points
- **A** = 93 – 96.5
- **A –** = 90 – 92.5
- **B +** = 87 – 89.5
- **B** = 83 – 86.5
- **B –** = 80 – 82.5
- **C +** = 77 – 79.5
- **C** = 70 – 76.5
- **D +** = 67 – 69.5
- **D** = 63 – 66.5
- **D –** = 60 – 62.5
- **F** = 0 – 59.5 points

- There are no extra credit points possible in this course.
- If you do not turn in one of the major assignments, you will most likely fail the course.
- You can calculate your grade at any point with this formula: points earned ÷ current points possible = current %.
- Please email me or visit my advice hours at any point to discuss your current grade in the class.

**Student's Advice**

"Use your resources, especially advice hours. Five minutes can mean turning a B paper into an A paper."

An important way to succeed in any course is to stay in touch with your classmates. Use this space to record the names (and phone number or email) of two or three other students:
## COURSE SCHEDULE

- The semester schedule may be subject to change, but I will notify you in advance of any changes.
- Complete all reading and writing assignments **before** coming to class on the due dates listed below.
- Annotate, highlight, and take notes as you read *Exit West* and the other readings.
- Bring your textbook, your notebook, and your folder to class every day.

### WEEK | MONDAY | WEDNESDAY
--- | --- | ---
1 | 20 Aug. • introduction to course  
 | 20 • syllabus  
 | 20 • Essay 1 introduced | 22 Aug. • syllabus quiz  
 | 22 • “How to Read an Entire Book in a Single Day” by Patrick Allan  
 | 22 • *Exit West* introduced  
 | 22 • choosing a topic / writing the proposal  
 | 2 | 27 Aug. • proposal for Essay 1 due  
 | 27 • *Exit West* (1-35)  
 | 27 • *Born to Ride*  
 | 27 • analyzing a text | 29 Aug. • reading notes for Essay 1 due  
 | 29 • *Exit West* (36-75)  
 | 29 • outlining / quoting / works cited page  
 | 29 • Aug. 31 = last day to add a class  
 | 3 | 3 Sept. • Labor Day  
 | 3 • no classes  
 | 3 • college closed | 5 Sept. • outline for Essay 1 due  
 | 5 • rough works cited for Essay 1 due  
 | 5 • *Exit West* (76-104)  
 | 5 • Sept. 9 = last day to drop without a W  
 | 4 | 10 Sept. • rough draft of Essay 1 due  
 | 10 • peer review  
 | 10 *English Composition II*: “Revising & Editing”  
 | 10 • revising & editing  
 | 10 • keep reading *Exit West* | 12 Sept. • *Essay 1 due*  
 | 12 *PBS News Hour*: “Interview with Mohsin Hamid”  
 | 12 • “Refugees” by Brian Bilston  
 | 12 • Essay 2 introduced  
 | 5 | 17 Sept. • *Exit West* (99-141)  
 | 17 *English Composition II*: “Reading to Write Effectively” | 19 Sept. • proposal for Essay 2 due  
 | 19 • *Exit West* (142-189)  
 | 19 *English Composition II*: “The Seven Steps of the Research Process”  
 | 19 • comparison & contrast / research  

### STUDENT’S ADVICE

“Keep up with the reading! Take your book with you everywhere!”
<table>
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<tr>
<th>WEEK</th>
<th>MONDAY</th>
<th>WEDNESDAY</th>
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| 6    | Sept. 24 • reading notes for Essay 2 due  
       |        • Exit West (190-231)  
       |        • *Purdue OWL*: “Creating a Works Cited”  
       |        • outlining / quoting / works cited page | Sept. 26 • outline for Essay 2 due  
       |        • rough works cited for Essay 2 due  
       |        • “How to Write a Book without Losing Your Mind” by Olga Khazan”  
       |        • *English Composition II*: “Introductions” |
| 7    | Oct. 1 • rough draft of Essay 2 due  
       |        • peer review  
       |        • *English Composition II*: “Quotations” | Oct. 3 • Essay 2 conferences – LA-112  
       |        • bring revised rough draft of Essay 2 |
| 8    | Oct. 8 • Essay 2 due  
       |        • “Immigrants (We Get the Job Done)” by K’naan, feat. Residente, Riz MC, & Snow Tha Product  
       |        • “Same Love” by Macklemore & Ryan Lewis, feat. Mary Lambert  
       |        • “This Is America” by Childish Gambino  
       |        • Essay 3 introduced | Oct. 10 • “We Should All Be Feminists” by Chimamanda Ngozi Adichie  
       |        • *Borrando La Frontera / Erasing the Border* by Ana Teresa Fernández  
       |        • *English Composition II*: “Basic Questions for Rhetorical Analysis” |
| 9    | Oct. 15 • proposal for Essay 3 due  
       |        • “How to Talk (and Listen) to Transgender People” by Jackson Bird  
       |        • “Your Black Friend” by Ben Passmore, Alex Krokus, & Krystal Downs | Oct. 17 • library research (in-class workshop)  
       |        • *English Composition II*: “Research & Critical Reading”  
       |        • finding & evaluating sources |
| 10   | Oct. 22 • research notes for Essay 3 due  
       |        • “Rhetorical Appeals”  
       |        • “How to Analyze a Music Video”  
       |        • outlining / incorporating research | Oct. 24 • outline for Essay 3 due  
       |        • rough works cited for Essay 3 due  
       |        • *English Composition II*: “How to Cite YouTube”  
       |        • *Purdue OWL*: “Visual Rhetoric - Elements of Analysis” |
| 11   | Oct. 29 • rough draft of Essay 3 due  
       |        • peer review | Oct. 31 • Essay 3 workshop – bring rough draft  
       |        • revising & editing  
       |        • MLA format review  
<pre><code>   |        • Nov. 2 = last day to drop with a W |
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<th>WEEK</th>
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<tr>
<td>12</td>
<td>Nov.</td>
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<td>5</td>
<td>• Essay 3 due</td>
<td>• “Is Google Making Us Stupid?” by Nicholas Carr</td>
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<td>7</td>
<td>• “Choosing an Internet-Blocked Daily Routine” by Stuart McMillen</td>
<td>• “The Social Media Echo-Chamber Is Real” by Roheeni Saxena</td>
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<td>13</td>
<td>Nov.</td>
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<td>12</td>
<td>• Veterans’ Day</td>
<td>• digital-diet diary for Essay 4 due</td>
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<td>14</td>
<td>Nov.</td>
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<td>19</td>
<td>• research notes for Essay 4 due</td>
<td>• outline for Essay 4 due</td>
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<td>21</td>
<td>• English Composition II: “Persuasion”</td>
<td>• rough works cited for Essay 4 due</td>
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<td>• &quot;Purdue OWL: “Logical Fallacies”</td>
<td>• English Composition II: “Audience”</td>
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<td>• evidence &amp; appeals / avoiding fallacies</td>
<td>• evidence &amp; appeals / audience / readers</td>
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<td>• outlining Essay 4</td>
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<td>15</td>
<td>Nov.</td>
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<td>26</td>
<td>• rough draft of Essay 4 due</td>
<td>• Essay 4 workshop – bring rough draft</td>
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<td>28</td>
<td>• peer review</td>
<td>• revising &amp; editing</td>
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<td>• Nov. 30 = UC / CSU applications due</td>
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<td>3</td>
<td>• Essay 4 due</td>
<td>• prep for debates</td>
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<td>• Essay 4 debates introduced</td>
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<td>10</td>
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<td>17</td>
<td>• Essay 4 debates</td>
<td>• perfect attendance awards</td>
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<td>10</td>
<td>• Final Exam introduced</td>
<td>• review for Final Exam</td>
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<td>12</td>
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<td>• course evaluations</td>
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<td>17</td>
<td>Section 01282 (MW 8 a.m. class)</td>
<td>Section 01284 (MW 9:30 a.m. class)</td>
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<td>19</td>
<td>• Final Exam</td>
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<td>• Monday, December 17</td>
<td>• Wednesday, December 19</td>
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**FINALS WEEK ADVICE HOURS**

11:30 a.m. – 12:30 p.m.
WEEKLY PLANNER

• There are many reading and writing assignments in this course, so making and following a homework schedule will help you to succeed. You can use this chart to plan your various time commitments:

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ACHIEVEMENTS

☐ read the syllabus
☐ buy Exit West ($16)
☐ visit advice hours
☐ visit advice hours 2x
☐ see a tutor for essay
☐ see a tutor for essay 2x
☐ be on time to class every day
☐ participate in class discussions
☐ read Exit West
☐ read selections from English Comp. II
☐ apply for transfer (UC, CSU, private)
☐ register for Spring 2019 classes
☐ have perfect attendance (weeks 1 – 9)
☐ have perfect attendance (weeks 10 – 17)
☐ have perfect attendance (weeks 1 – 17)

STUDENTS’ ADVICE

“Make friends, and exchange phone numbers. Students are your peers just like you and struggle the same way you do, but you will never know if you don’t reach out.”

“Going into a class with the right mindset from the start will benefit you. If you think you will do poorly just because you don’t like English, then chances are you will fulfill the prophecy you have created for yourself. However, if you work hard on every assignment and encourage yourself to succeed, then you will turn out the grade that you think you deserve.”

“When you feel that you cannot do more, close your eyes and think about why you are in this class.”

As your instructor, I pledge to you that there are no exceptions to the policies in this syllabus. Try your very best to succeed in this class, and I will definitely support you in your efforts. I look forward to a great semester of reading, discussing, writing, and learning.

~ Prof. Watkins
Chaffey College Resources

Student Success Centers

Chaffey College has created Student Success Centers, which offer free tutorials, workshops, study groups, directed learning activities, and computers/resources to assist students in their academic development and success:

- Rancho Language Success Center
  - BEB-101 (909) 652-6820 / 652-6907
  - make appointments at https://chaffey.mywconline.com
- Rancho Multi-Disciplinary Success Center
  - Library (909) 652-6932
- Rancho Math Success Center
  - Math-121 (909) 652-6452
- Chino Success Center
  - CHMB-145 (909) 652-8150
- Fontana Success Center
  - FNFC-122 (909) 652-7408

Call each center or visit http://libguides.chaffey.edu/successcenters for more information.

Disability Programs and Services

DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan.

For more information please call (909) 652-6379.

Student Health Services

Student Health Services is dedicated to assisting students to achieve and maintain optimum physical, mental and emotional health. The center is committed to providing quality healthcare at a reasonable cost. All currently enrolled full and part-time Chaffey College students may utilize the services of the Student Health Office:

- Rancho Campus, MACC-202, (909) 652-6331
- Chino Campus, CHMB-105, (909) 652-8190

Veterans’ Resource Center

Chaffey College’s Veterans’ Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 or vrc.staff@chaffey.edu for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in building AD-125 on Chaffey College’s Rancho Cucamonga campus.

Center of Culture & Social Justice

The Center for Culture and Social Justice (CCSJ) is a culturally conscious safe-haven dedicated to cultivating socially responsive leaders. Located in AD-109, the center provides information and support to students who are undocumented, formerly incarcerated, LGBTQ, or any other students in need of support.

M-Th, 8 am – 7 pm / Fri 8 am – 2 pm

Career Center

The Career Center helps Chaffey College students find meaningful careers by offering various services.

The Career Center is located on the Rancho Cucamonga Campus in MACC-203. Please call (909) 652-6511 for more information.

Transfer Center

The Transfer Center is located in SSA-120 on the Rancho Cucamonga Campus. Call (909) 652-6233 or visit the website: www.chaffey.edu/transfer.

The Honors Program

The Honors program provides an intellectual and cultural community for students at Chaffey College. Program benefits include smaller classes, creative and challenging coursework, academic enrichment activities, and scholarships. Students also have opportunities to present research at scholarly conferences, build social responsibility through community service, and receive ongoing personalized academic advisement as well as support during the transfer process. Students who complete the Honors Program may take advantage of transfer agreements with prestigious institutions like UCLA. Visit www.chaffey.edu/honors for more information and admission requirements.