Welcome:

Hello, and welcome to the most important class of your life! Everything we do here will seem to have little impact on you now, but many years from now you will realize the benefit of this class through your wonderful sense of articulation, your firm grasp upon your expansive vocabulary, and the innumerable experiences and opportunities that you would not have had available to you had you missed this course. Knowing that you will have such an appreciation for this class, I hope you give it the attention it deserves. I am looking forward to a wonderfully exciting semester!

Class Goals:

The intent of this course is to give you the skills that enable you to excel in the English classroom not only in this current term, but throughout your remaining college years as well. I hold the belief that a person who can think, reason, and communicate their thoughts both verbally and through the written word can excel in our world in spite of situational disadvantages and inconceivable odds. In the words of the California Department of Education in their Introduction to the English-Language Arts Content Standards,

> the ability to communicate well—to read, write, listen, and speak—runs to the core of human experience. Language skills are essential tools not only because they serve as the necessary basis for further learning and career development but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation.

I couldn’t have said it better myself!

Course Description:

The following is the description of this course per the SCC 2008 – 2009 Catalog:

This course further develops analytical skills through writing and discussion. It examines methods by which people are persuaded to think believe, and/or act. It also includes analyses of arguments or expressions of opinions for their validity and soundness. Finally, it focuses on critically assessing, developing and effectively expressing opinions on issues. It emphasizes thinking clearly and organizing thought carefully by using principles of logic. This course includes writing a minimum of 6,500 words.

Learning Outcomes and Objectives:

Per the SCC English 302 Course Outline, upon completion of this course the student will be able to demonstrate the following competencies:

- evidence that the student can handle ambiguity (i.e., entertaining several different points of view or bodies of evidence and eventually picking one point of view that takes into consideration the others)
- evidence that the student can recognize and avoid logical fallacies
• close textual analysis of fiction or nonfiction (more than merely telling a story or summarizing a plot)
• control overall elements of a persuasive argument
• evidence of the ability to make arguments from abstract concepts
• effective, sophisticated, and correctly-documented use of primary and secondary resources
• evidence that the student is aware of and has control over his or her writing style and voice.

Prerequisite:

Successful completion of ENGWR 300 with a grade of “C” or better. You will be dropped from the course after the second class meeting if you cannot provide proof of having met the prerequisite for the course.

Corequisite:

None

Advisory:

Concurrent enrollment in ENGRD 310, ENGRD 110, and/or ENGLB 55; concurrent enrollment in ENGWR 59.

Required Textbooks:

We will use Classical Techniques and Contemporary Arguments by Stolarek and Juchartz, and Artful Sentences: Syntax as Style by Tufte as well as various handouts/readings for this course. With the exception of the handouts (which will be provided by the instructor), the first text can be purchased in the College Bookstore, the second you will need to buy online at amazon.com or any other such retailer.

Recommended Textbooks:

*Elements of Style, Fourth Edition* [Please avoid the new illustrated edition. It is an abhorrent bastardization of the original] by Strunk and White; *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation* by Lynne Truss; *Woe Is I: The Grammarphobe's Guide to Better English in Plain English, Second Edition* by Patricia T. O’Conner

Policies and Procedures:

**Attendance** – Attendance for this course is mandatory. Missing more than three class sessions will have a direct impact on your grade and may result in your being dropped from the course.

**Late Work** – Assignments are due at the beginning of the class period. Once class begins I will not accept any more work. If you know that you are going to be absent, either give your work to a trusted classmate to turn in for you or, PRIOR TO THE CLASS PERIOD IN WHICH YOUR ASSIGNMENT IS DUE, you may place your work in my box in the Language and Literature Division Office located in RS 226. YOU MUST TURN IN ALL COURSE WORK IN ORDER TO PASS THE CLASS.

**Absence Make-Up** – I will not accept any work missed as a result of an absence. It is, however, in your best interest to cover the material that was presented while you were gone. I highly recommend that you get the phone number or email address of one or more of your classmates. If you are going to be absent, either send me an email or leave me a voicemail message PRIOR to your absence.
**Reading Responses** – For most reading assignments, a one page, type written, double spaced response is due. These informal yet academic responses should merely reflect your thoughts on the reading for the class period. The purpose of the response is to demonstrate your having read, understood, and thoughtfully considered the material for the session. Where there are multiple readings for the class session, only one response covering all the readings is due.

**Essays** – All out of class essays must be type written, double spaced, and in twelve-point Times New Roman font. Any handwritten out of class essay will receive an automatic “0”. For every essay assigned, twenty percent of the final grade will depend on a complete, type-written rough draft which will be due the class period prior to the final due date of the essay. The only exception to this requirement is the first essay where no rough draft is required.

**Participation** – This is a “participation heavy” course that will require you to work in groups and to speak to the class on a regular basis. At the end of the semester your in-class participation will be considered when compiling your final grade. One who chooses not to be involved in the class dialogue may find their grade adversely affected. Similarly, one who participates on a regular basis may find their participation a benefit to their grade.

**Grading** – Grades will be earned on a point system. EVERY ASSIGNMENT COUNTS! Missing two or three assignments will affect your grade. Grades will be assigned as follows (I do not round up):

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89.9%</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79.9%</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69.9%</td>
<td>D</td>
</tr>
<tr>
<td>00 – 59.9%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Note:** Simply attending every day does not ensure that you will pass. **If you do not do the work you will fail. Students have failed even after attending every day of class!**

**Cheating** – Of any kind (including copying homework) is absolutely not acceptable and will result in a zero on the assignment.

**Plagiarism** – Per the Sacramento City College Student Guide, Student Code of Conduct: “Plagiarism is representing the work of someone else as your own and submitting it for any purpose. Plagiarism includes the following:

1. Incorporating the ideas, works, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as your own work.
2. Representing another's artistic/scholarly work as your own.
3. Submitting a paper purchased from a research or term paper service.

Depending on the seriousness of the infraction, the following may occur as a result of the dishonesty:

1. Receive a failing grade on the test or paper.
2. Have a course grade lowered.
3. Receive an “F” in the course.
4. Be placed on disciplinary probation or suspension.
5. Be expelled.

In any conflict related to student discipline, students shall be informed in writing of charges to be brought against them, and they shall have the right to participate in an informal investigative meeting with the
Student Discipline Officer. At such informal meetings or even at more formal Discipline Appeal hearings, students may not be represented by an attorney.”

**Accommodations** – If you need extra assistance or accommodations in order to be successful in this course, please see me to discuss your needs. These may include accommodations due to a documented learning or physical disability or any other concern.

**Rules and Skills for Success:**

1. **Be Prompt** – Simply put, arrive on time. If for some reason you are late, please enter the class with as little disruption as possible.

2. **Be Respectful** – Use appropriate language, listen, and do not interrupt. Keep all phones, mp3 players, PDA’s and any other technological equipment turned OFF during all class sessions. However, it is acceptable to record any class session you desire.

3. **Be Prepared** – You must bring the following required materials daily:
   - Course texts.
   - Binder or folder – I highly recommend keeping a binder where you can retain all your course work and notes. It has happened that students have turned in work which I have graded and then returned to the student and they somehow did not receive credit for the assignment. Keeping all your work will provide the necessary evidence to correct my error and ensure you receive the grade you have earned.
   - Unused ruled paper.
   - Pen and/or pencil in working order.

4. **Be Productive** – Simply attending class will not result in a passing grade. Be involved – you have paid to be here, get your money’s worth!

5. **Be Consistent** – Be sure to complete all assignments. I do not take late work for any reason. If you must miss a class, be sure to find out what you missed; however, I will not take any late assignments.

**Miscellaneous:**

**Email** – I am available “24 hours a day” via email if you have any need to contact me. My email address is: robertj@scc.losrios.edu. I typically check my email two to three times a day – a little less on weekends.

**Campus Voicemail** – You may leave me a message on my campus voicemail if you prefer. The number is 558-2238. I do not check this voicemail frequently and may miss your message. Email is my preferred method of communication.
Course Outline:

Schedule subject to change. All assignments are due the date they are listed. All Thursday sessions are held online through Desire2Learn.

January:

20 – Tuesday – Course intro, syllabus, add slips, etc. **Proof of prerequisite due;**

22 – Thursday – *What Writing Is* (handout); “Preface for Students,” and response due Rhetorically Effective Sentences assignment due (handout); CTCA Chapter 1 due (do NOT do exercises); Prompt for Essay 1 distributed

27 – Tuesday – CTCA Chapter 2 (24-40) due (answer all critical reading questions); Appendix 1 due; A Brief Overview of Rhetoric (handout)

29 – Thursday – **Essay 1 due:** CTCA Chapter 3 (64-70) due

February:

3 – Tuesday – Art. Sent. Chapter 1 due; “A Defense of Affirmative Action” (70) and “Affirmative Action Must Go” (75) and response due. Prompt for Essay 2 distributed.

5 – Thursday – Art. Sent. Chapter 2 due; “Racial Justice on the Cheap” (80) and response due.

10 – Tuesday – “In Defense of Joe Six-Pack” (85), and “Lies, Damn Lies, and Racial Statistics” (99) and response due.

12 – Thursday – Rough draft essay 2 due; peer editing

17 – Tuesday – **Essay 2 due:** Art. Sent. Chapter 3 due; CTCA Chapter 4 (156-162 & 169-175) due

19 – Thursday – Prompt for Essay 3 distributed (Inductive); CTCA pages 162-168

24 – Tuesday – Art. Sent. Chapter 4 due; CTCA pages 176-193

26 – Thursday – Student Readings 1 and 2 and response due.

March:

3 – Tuesday – Art. Sent. Chapter 5 due; CTCA pages 197-213; Student Readings 3 and 4 and response due.

5 – Thursday – Rough draft essay 3 due; peer editing

10 – Tuesday – **Essay 3 (Inductive) due;**

12 – Thursday – Art. Sent. Chapter 6 due; CTCA pages 213-219; Student Readings 5 and 6 and response due.

17 – Tuesday – Art. Sent. Chapter 7 due; Student Readings 7 and 8 and response due.
19 – Thursday – **Art. Sent.** Chapter 8 due; CTCA pages 313-324 (complete both sets of critical reading questions)

24 – Tuesday – Student Readings 9 and 10 and *response* due.

26 – Thursday – **Art. Sent.** Chapter 9 due; Student Readings 11, 12 and 13 and *response* due.

31 – Tuesday – **Essay 4 – in class.**

**April:**

2 – Thursday – **Art. Sent.** Chapter 10 & 11 due; Student Readings 14, 15 and 16 and *response* due.

7 – Tuesday – *Spring Break – Class Cancelled*

9 – Thursday – *Spring Break – Class Cancelled*

14 – Tuesday – Jefferson/Cont. Congress comparison

16 – Thursday – Rough draft essay 5 due; peer editing

21 – Tuesday – **Essay 5 due;**

23 – Thursday – **Art. Sent.** Chapter 12 & 13 due; Student Readings 17, 18 and 19 and *response* due.

28 – Tuesday – Student Readings 20, 21 and 22 and *response* due.

30 – Thursday – **Art. Sent.** Chapter 14 due; Student Readings 23, 24 and 25 and *response* due.

**May:**

5 – Tuesday – Student Readings 26, 27 and 28 and *response* due.

7 – Thursday – Rough draft essay 6 due; peer editing

12 – Tuesday – **Essay 6 due**