Cabrillo College Fall 2012
English 100

Theme: Science, Technology, Engineering, and Math (STEM)

Section 76744 and 79709  **MW 2:10 – 3:30**  Co-requisite: English 100L

**INSTRUCTOR:** Winnie Baer

**CONTACT ME**
Phone: 479-6350 (this number is only good during office hours and to leave messages. It can take me up to five days to retrieve a message left on my office phone.)

Email: wibaer@cabrillo.edu (This is a good way to reach me most of the time, even on weekends.)

**OFFICE HOURS**
MW 1:30 - 2:00 (my office 458b) and 3:40 - 4:15 (classroom 320)
TTh 1:30 - 2:30 (my office 458b)

If you are unable to make these office hours you may arrange alternate conference time.

**Required Supplies**
1. The reader for this class will be available for purchase by the end of the first week of classes.
2. You will need to type and print documents regularly. If you plan to print documents on campus, you must set up a network account and pay 10 cents per page in advance for printing in the Library or **Computer Technology Center (CTC)**. I’m sorry that I cannot accept assignments electronically, in general. If the requirement to print presents a barrier to you, please speak with me in office hours.

**THE COLLEGE STAFF AND YOUR TEACHERS ARE HERE TO HELP YOU.**

**Communication:** Please be sure that your contact information in **WebAdvisor** is current and check your email regularly. Students receive important notices and reminders from instructors and from the college via email.

**Computer Skills:** If you need instruction on how to use a computer for writing (keyboarding and word processing), please enroll in CABT 110A, 110B, or 110C, a self-paced class that you can complete in the CTC.

**Support Services for Students:** Get acquainted with the Writing Center, the Counseling Office, Student Health Services, Disabled Students Program and Services, and more by reviewing pages 8 – 11 in the printed schedule of classes, available in pdf at http://www.cabrillo.edu/publications/schedule/current/wrap/student_resources.pdf
About Writing Skills

Reading and writing are skills that we all use every day. They are skills that we continue to develop throughout our lives as we mature. We use reading and writing to learn about the world and to share information with others. In this way, these skills connect us to other people in our lives and to our communities. They also make it possible for us to participate and work in society.

Each writer develops his or her own style. Your style reflects your personality, your point of view, and your values. At the same time, in order to communicate effectively in writing, you need to follow the rules of grammar that help your readers to make sense out of what you are saying, and you need to observe the conventions of each writing situation.

I will work to help each student develop an effective academic style, a style that is grammatically strong but also reflects the student’s unique mind and heart. I will not pass you if you have not mastered the skills outlined in the course objectives, but I will do my best to help you to pass the class. No matter what grade you earn, the practice in this class will help you to improve your reading and writing skills.

Do you have a disability?
I encourage students with disabilities, including "invisible" disabilities such as chronic diseases, learning, and psychological disabilities, to explain their needs and appropriate accommodations to me during my office hour. Please bring a verification of your disability from the Learning Skills or DSP&S offices and a counselor or specialist’s recommendations for accommodating your needs.

Classroom Norms
Cultivate a civil society:
1. Please show respect for other members of our classroom community. Listen to the instructor and to other students when we make contributions to class discussion, and share your own questions and responses freely but respectfully and without interrupting. Please help to make our classroom a safe place for everyone to participate.

Be here now:
2. Turn cell phones OFF before class begins. No texting during class time, please.
3. Arrive on time, and don’t start packing your books before the end of class. (I will conclude on time). Stay focused and engaged in classroom activities.

Engage in behaviors for success:
4. Attendance: Anyone missing the first or second meeting without contacting me may be dropped. Anyone missing more than four class meetings altogether may be dropped. Plan on 100% on-time attendance.
5. Homework Assignments: Homework is listed in the calendar on the day it is DUE. The college calculates two hours outside of class for every hour in class.
6. Students must have assignments completed before class on the due date. Quizzes, discussions and in-class writing assignments will rely on assigned reading material.
避免抄袭：在写作中，每当你使用印刷或网上材料中的词语或想法时，你必须告诉你的读者这些材料的来源。这条规则同样适用于你把信息转换成你自己的语言。如果你在写作中使用别人的想法或短语，如果没有告诉我们它们是谁的，那么你就是在抄袭，这被认为是作弊。

使用研究信息在写作中是一项重要的技能；你必须非常清楚信息和语言的来源以及它代表的劳动。

分数值：参与、测验和家庭作业的综合：100分

四篇正式论文@100分：400分

三篇课堂写作（15+30+55）：100分

作品集：200分

迟到作业政策：迟到作业将每天扣除2%。错过测验无法补回。

关于ENGL 100，《写作元素》

在英语100课程中，学生开发技能在各种学术和专业文档中写作，包括个人叙述、分析性论文、报告和说服性文字；学生阅读和讨论散文模型，完成限时写作，准备书面工作的作品集。学生写作、修订和编辑至少6000字。

核心 Cabrillo 能力：完成 Cabrillo 课程的学生将具备以下技能和知识。英语100对这些核心能力有所贡献。

- **交流** - 阅读、写作、听力、说话
- **批判性思维和信息能力** - 分析、计算、研究、问题解决
- **全球意识** - 对科学过程、全球系统和公民意识艺术的欣赏
- **个人责任和专业发展** - 自我管理、自我意识、社交和身体健康、职场技能

**学习目标**

1. 写作论文，展示清晰的意图，意识的受众，各种写作技巧。

2. 表达对不同体裁阅读的反应。
Course Objectives

Students completing English 100 successfully will be able to:

1. Sustain focus on a topic.
2. Apply strategies to develop an essay, using a variety of narrative, expository, and analytical techniques.
3. Unify paragraphs and make clear transitions between them.
4. Devise effective introductions and conclusions.
5. Vary sentence length and establish connections among ideas, including the use of coordination and subordination.
6. Write essays free of most distracting errors in syntax and mechanics.
7. Recognize the importance in their writing of voice, tone, and careful diction in addressing an audience.
9. Read actively by annotating, paraphrasing, and summarizing; analyze and evaluate the ideas of other writers.
10. Examine texts carefully to identify main points and the writer's point of view; observe the connections between individual parts and the whole.
11. Develop well-organized responses to readings and answers to questions in essay exams, drawing reasonable conclusions and using specific evidence to support main points.
12. Complete portfolios of out-of-class and timed writings that demonstrate they have met the English 100 course objectives.
Portfolio Evaluation for English 100 (as posted on the English Department website):

1. Every English 100 class at Cabrillo College includes a portfolio as part of the course.
2. Your English 100 portfolio must contain three essays: two essays written out of class for your teacher’s assignments and one in-class essay. One of these essays must include analysis of a written text. Your instructor may also require you to include a brief cover letter to the portfolio evaluation committee about why you chose to include these two out-of-class essays in your portfolio, describing the process you went through to write and revise them.
3. The in-class writing will vary from class to class, but English department readers will expect several well-developed paragraphs in your timed writing. Please double-space and write on one side of the paper only.
4. At least one of the two out-of-class essays you place in your portfolio must be analytical. That analytical essay can be a comparison/contrast, definition, cause/effect analysis, process analysis, argument, position paper, persuasive writing, research paper, or a close reading or interpretation of a text, among many other forms of analytical writing. Your English 100 teacher will assign analytical essays as out-of-class assignments and will advise you about the essays you should include in the portfolio.
5. Your out-of-class essays should be at least 3-5 pages long (750-1250 words). The department recommends that you use a word processing program to type and double-space these essays. A plain, easily readable typeface in 12-point font should be used.
6. Your writings will be evaluated according to the course objectives for English 100.
7. Essays in the portfolios must be entirely free of any grades, teachers’ corrections, comments, etc., which means that you will need to print out new copies of the essays to include in your portfolio. Neither your name nor your teacher’s should appear anywhere on the essays. Instead, your instructor will ask you to use your initials or Cabrillo ID number.
8. Students with learning disabilities may do the in-class writing in the office of Disabled Student Program and Services. Your teacher has information about the accommodations available through DSPS, but it is your responsibility to make arrangements for doing the in-class writing in this way.

Due Dates: the in-class essay will be administered and portfolios will be due in your English 100 class in the last three weeks of the semester. Your teacher will give you the precise dates for your class.
Calendar of Assignments

Aug. 27  Introduction and first-day writing sample
Aug. 29  Review of instructional materials and resources

Over the weekend, don’t forget that there is a quiz the next time we meet. Prepare by reading the set of readings on Introverts vs. Extroverts, including “The Power of Introverts….” (first nine pages in the reader). The quiz is designed to test your reading comprehension and to give you practice writing in class. Don’t simply read the assignment. Read to learn: take notes and study. Get together with other students and talk about the readings.

Sept. 3  Holiday: Labor Day.  No Class
Sept. 5  Quiz: Introverts vs. Extroverts (closed book).  Introduction to formal essay due next week.

Over the weekend, read and write. Read “The Secret to Raising Smart Kids” by Carol S. Dweck. Read actively, take notes, and discuss the reading with someone. Reflect on your own mind-set. ALSO begin work on your Student Profile paper. Review the guidelines and email me if you have questions. I can give you guidance on content and development via email.

Sept. 10 Quiz (closed book) and discussion: “The Secret to Raising Smart Kids” Writing workshop.
Sept. 12 DRAFT DUE: “Student Profile.” Bring this draft to class to get credit for it and to get more feedback. This is your chance to strengthen your essay before turning it in for a grade.

Over the weekend, revise and polish your Student Profile essay. Email me if you have questions. Arrive on time with your essay in order to avoid a penalty.
Sept. 17 PAPER DUE: Student Profile. Preparation for in-class essay.
Sept. 19 Practice in-class essay (timed writing) in Response Reading (15 points). Prepare BEFORE CLASS by reading “Global Warming and Your Health.” The timed writing is “open book,” meaning you will get to have the reading in front of you as you write (unlike the quizzes), so mark the text, identify main points, and address
questions to classmates before class. We will have only a few minutes to review the process and address the reading in general.

Over the weekend, read four articles: “Global Warning: Get Up! Stand Up!” by Bill McKibben, for a quiz on Monday, and a set of three related readings for a quiz on Wednesday: “No Need to Panic About Global Warming,” “Check With Climate Scientists for Views on Climate,” and “U.K. Police Close Climategate Inquiry.” Read actively, take notes, and discuss the readings with someone.

Sept. 24 Quiz and discussion: “Global Warning: Get Up! Stand Up!” by Bill McKibben

Sept. 26 Quiz and discussion: “No Need to Panic About Global Warming,” “Check With Climate Scientists for Views on Climate,” and “U.K. Police Close Climategate Inquiry.” Introduction to formal essay due next week. Before the end of the day today, identify ten hours over the next five days to work on your paper.

Over the weekend, write a draft of your Climate Change essay. The guidelines will help you to plan your essay, but you will probably need to spend many hours studying, brainstorming, and writing in order to complete the draft. Email me with specific questions. I can give you guidance on content and development via email.

Oct. 1 Draft Due—Climate Change essay. Bring a draft of the paper that is due on Wednesday. This is your opportunity to get some feedback and make your essay stronger.

Oct. 3 DUE: Climate Change Essay

Over the weekend, prepare for quizzes on Monday and Wednesday. For Monday’s quiz, study “All for the Good,” by James D. Watson, and "Science, Guided by Ethics, Can Lift Up the Poor,” by Freeman J. Dyson. For Wednesday’s quiz, study “Genetically Modified Food,” by Steve Windley, and “Patenting Life,” by Michael Crichton. As always, the quizzes are closed book, but may have one page of your own notes during the quizzes.

Oct. 8 Quiz and discussion: “All for the Good,” by James D. Watson, and "Science, Guided by Ethics, Can Lift Up the Poor,” by Freeman J. Dyson.

Over the weekend, prepare for an in-class essay by studying and annotating “Profits Before Environment,” by Mark Bittman.

Oct. 15 In-class Essay (Timed Writing) in Response to Reading (30 points). Prepare BEFORE CLASS by reading “Profits Before Environment,” by Mark Bittman.

Oct. 17 Introduction to formal essay due next week. We will do some brainstorming so that you have a topic before the end of class. Before the end of the day today, identify ten hours over the next five days to work on your paper.

Over the weekend, prepare for quizzes on Monday and Wednesday. Study “Opinion: Why We Should Regulate Sugar Like Alcohol,” by Laura Schmidt, and “Sugar—Not So Toxic” for Monday’s quiz, and “How Wealth Reduces Compassion,” by Daisy Grewal, for Wednesday’s quiz.

Oct. 22 Quiz and discussion: “Opinion: Why We Should Regulate Sugar Like Alcohol,” by Laura Schmidt, and “Sugar—Not So Toxic.”


Over the weekend, write a complete draft of your Biotechnology essay. The guidelines will help you to plan your essay, but you will probably need to spend many hours studying, brainstorming, and writing in order to complete the draft. Email me with specific questions. I can give you guidance on content and development via email.

Oct. 29 Draft Due. Bring a draft of the Biotechnology essay that is due on Wednesday. This is your opportunity to get some feedback and make your essay stronger.

Oct. 31 DUE: Formal Essay on Biotechnology

Over the weekend, study “The Biology of Hope,” by Jerome Groopman. Remember that for the in-class essays (timed writings), you get to have the reading in front of you, so make notes directly on the text, mark a few key passages, and formulate questions to share with classmates before class. ALSO note that there's a quiz on Wednesday.

Nov. 5 Practice Timed Writing (55 points) on “The Biology of Hope.”
Quiz Instruction and brainstorming for Argument essay due next week.

Over the weekend, write a complete draft of your Argument essay. The guidelines will help you to plan your essay, but you will probably need to spend many hours researching, studying, brainstorming, and writing in order to complete the draft. Email me with specific questions. I can give you guidance on content and development via email.

HOLIDAY: Veterans’ Day

Writing Workshop: Bring a draft of the paper that is due next week. This is your opportunity to get some feedback and make your essay stronger.

Over the weekend, polish your Argument essay. In addition to structure and sentence-level issues, documentation (Works Cited page and in-text citations) will be factored into your grade. Gather together all of your work from the semester so far and review all of the feedback that you have received. Next week, class time is devoted to making a plan for preparing your portfolio. Look specifically at suggestions for revision on your formal essays, and think about which essays you might revise for your portfolio. Also look at your timed writings. Have you been improving? Decide whether you need a conference about timed writing as well as your out-of-class essays.

DUE: Formal Essay. Argument Essay: Take a position on a controversial topic and support it with evidence, examples, and logical arguments. We will see part of a film in class today.

Conferences and writing workshop

Over the weekend, revise the two essays that you will be including in your portfolio. Don’t be afraid to add supportive detail. Be very exacting in your editing. Pretend that your life depends upon the precision of your verbal expression and the effectiveness of your punctuation. In fact, your success as a student does depend in large part on these skills.

Review of Cover Letter, format and content. Conferences and writing workshop.

Conferences and writing workshop. The readings for next week’s timed writing will be distributed today in class. The essay you write in class next week will be included in your portfolio.

Over the weekend, don’t eat too much. Read the handouts for the timed writing. For this timed writing, you will get to choose which reading to write about. Reflect on possible essay questions that might be asked about each reading. The questions will probably follow a similar format to the questions on previous timed writing, but the
Dec. 3  Portfolio Workshop. Note: on Wednesday, your completed portfolio must be turned in, AND you will write an essay in class to include in your portfolio.

Dec 5  TIMED WRITING FOR PORTFOLIO.
DUE: Portfolios NO LATE PORTFOLIOS ACCEPTED.

Finals Week

Dec. 10  No class

Dec. 12  Final Conferences by appointment between 1:00 and 4:00 (required). You will get your portfolio back and learn about your grade for the course. I will also make recommendations for how to learn the most from your future English classes and writing challenges.
Student Profile Essay
Classification, Description, and Analysis with Research—800-1,000 words

Considering your motivations and interests, and by using AT LEAST ONE outside source, explain what kind of student you are and what you plan to study. If you haven’t decided what your major will be, then choose one possible field of study to describe. You may rely on personal experience or research or both to formulate your claim. Your thesis should make a claim about how the field of study you are focusing on suits the kind of person you are.

Temperaments, Mindsets, and Learning Styles (2-3 paragraphs)
In addition to the readings provided in class about personality types (e.g., introvert vs extrovert, fixed mindset vs growth mindset), you may find useful information on the internet. Different experts have classified learning styles in various ways, but most models identify similar tendencies among learners. BE SELECTIVE! Don’t try to address every model. Choose one way of classifying your personal profile and apply it to yourself. Here are two possible websites that address different learning styles:

http://www.learning-styles-online.com/overview/

http://people.usd.edu/~bwjames/tut/learning-style/

“What’s your major?” (2-3 paragraphs)
How would you describe your area of interest? Consider your past experiences, both in school and out of school, engaged in activities related to your selected field. You may include personal “aha” moments in your description of the field. If you would like to refer to an outside source when defining your selected field of study, you can refer to the Cabrillo College Catalog’s list of academic programs:

http://www.cabrillo.edu/publications/catalog/current/

In addition to describing the field, explain why it suits your personal profile.

Best Plan for Success (1-2 paragraphs)
Reflecting on what kind of person you are and your hopes for the future, what specific steps can you take at this time to achieve your goals?

Conclude with a paragraph that conveys your passion for the field you have described in your essay. Consider the following questions as you brainstorm for the concluding paragraph: Why is this field important to our society? Why is this field fascinating or exciting?

Be sure to identify the source(s) of outside information you use in your essay. The last page of your essay will be a “Works Cited” page, even if there is only one source listed.
Climate Change: Analysis and Evaluation—1,000-1,200 words

Choose at least two of the assigned readings on climate change to analyze and evaluate. Your task is to use the information from the readings to determine what scientists, elected officials, businesses, and responsible citizens should do about climate change. Your thesis will include the word “should.” You may choose to focus on only one or two of the groups mentioned above. You may choose to find additional sources to include responsibly in your analysis.

Analyze your selected readings (4-6 paragraphs). For each reading, identify the main point and the intended audience, summarize the supportive information, and comment on how persuasive the article is (or not) and why.

Make an argument (2-4 paragraphs) about what should be done by whom. Refer to evidence from the readings as support for your position.

In your conclusion, remind us of your evaluation of the readings and of your argument. You may also take this opportunity to convey the relative importance of the issue of climate change.

Remember that, because you are using outside sources (at least the assigned readings), the last page of your essay will be a “Works Cited” page.

Documentation of Sources: When you gather information, remember that you MUST say where the information comes from, and you MUST use quotation marks (“”) to indicate any phrases that come directly from another author’s work. A “Works Cited” list at the end of your paper is only part of the necessary documentation. The other necessary part is the citation within the body of your essay at the time the source is used. Even if you use your own words to present information or ideas from a source, you MUST cite the source. An essay that fails to document source material cannot receive a passing score.
Biotechnology: Analysis and Evaluation—1,000-1,200 words

Choose at least two of the assigned readings on biotechnology to analyze and evaluate. Your task is to use the information from the readings to determine what regulations, if any, should govern the use of genetic engineering. Your thesis will include the word “should” or the phrase “should not.” You may choose to find additional sources to include responsibly in your analysis.

Analyze your selected readings (4-6 paragraphs). For each reading, identify the main point and the intended audience, summarize the supportive information, and comment on how persuasive the article is (or not) and why.

Make an argument (2-4 paragraphs) about what should or should not be done by whom. Refer to evidence from the readings as support for your position.

In your conclusion, remind us of your evaluation of the readings and of your argument. You may also take this opportunity to convey the importance of the risks and promises of genetic engineering.

Remember that, because you are using outside sources (at least the assigned readings), the last page of your essay will be a “Works Cited” page.

Documentation of Sources: When you use an outside source to gather information, remember that you MUST say where the information comes from, and you MUST use quotation marks (“ “) to indicate any phrases that come directly from another author’s work. A “Works Cited” list at the end of your paper is only part of the necessary documentation. The other necessary part is the citation within the body of your essay at the time the source is used. Even if you use your own words to present information or ideas from a source, you MUST cite the source. An essay that fails to document source material cannot receive a passing score.
Essay 4: Argument Essay With Research

In this essay, you will take a position on a **controversial** issue. Your position is your thesis. We will discuss possible topics in class. Choose a topic that you are already familiar with so that you can develop your argument with your own experiences and, possibly, by drawing on conversations you have had with others about the issue.

You are also required to include evidence from research. You can strengthen your argument by providing solid evidence that supports your position, and also by presenting opposing arguments in order to disable them. Research materials you may use include:

- printed sources, such as books and periodicals;
- reliable online sources;
- scholarly articles from the library’s online database (5 points extra credit for effective use of a scholarly article).

**Documentation of Sources:** When you use an outside source to gather information, remember that you MUST say where the information comes from, and you MUST use quotation marks (" ") to indicate any phrases that come directly from another author’s work. A "Works Cited" list at the end of your paper is only part of the necessary documentation. The other necessary part is the citation within the body of your essay at the time the source is used. Even if you use your own words to present information or ideas from a source, you MUST cite the source. An essay that fails to document source material cannot receive a passing score. Reminder: your position = your opinion = your thesis.

**Structure and Development**

There is more than one way to organize an argument essay; here is one:

1. **Introduction**, including **thesis statement**. (one paragraph)
2. After the introduction and before the main body of your essay, you may choose to offer **background** information, such as history or definitions. (one paragraph)
3. **Main Body** — 1) **Argument**: develop points supporting your position. Remember the TEA structure of a body paragraph. Each reason you have for arguing your position should have at least one paragraph with persuasive EVIDENCE. Write two or more paragraphs in direct support of your position. 2) **Counter-argument**: acknowledge arguments on the other side of the debate and explain why the opposing arguments are not convincing. The counter-argument section should be least one well-developed paragraph—more than one if there are several opposing arguments that you can disable.
4. **Conclusion**: remind us of your thesis, and possibly add a sentence or two about why the issue is important.