Cabrillo College

English 1A: College Composition

Spring 2013
Section 78743 and 79734 (MW 2:10 – 3:30 in Room 321)
Library 10 section 79063 or 79735

Instructor: Winnie Baer    479-6350 (limited phone access)
Email: wibaer@cabrillo.edu (access most of the time)

Office: Room 458b (in the Forum Building on the corner facing the quad)
OFFICE HOURS:    Mondays and Wednesdays, 1:30 – 2:00 (in 458b)
                 and 3:40 – 4:10 (in classroom 321)
                 Tuesdays and Thursdays 11:30 – 12:30 (in 458b).
I encourage any student unable to make these office hours to arrange alternate
conference time with me.

Required Text: Readings for English 1A *(Available online to print by the first class
meeting)*
Recommended: a handbook such as *A Writer’s Reference*, by Diana Hacker. Any similar
handbook is fine, as long as it contains updated guidelines for MLA
documentation. These guidelines are available online and in abbreviated
form in our own textbook.

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About English 1A

**Learning Outcomes for English 1A at Cabrillo College:**
1) Students will write essays, including research-based writing, demonstrating academic
   rhetorical strategies and documentation.
2) Students will analyze and evaluate assigned and researched texts.

This is a transferable course emphasizing academic writing and research. The many hours of
reading and writing homework will help students acquire and enhance skills and understanding
necessary to succeed in various fields of study. Reading, writing, thinking, and research skills are
central to any balanced education and will serve you for a lifetime, no matter what your future
holds.

Our class time will be devoted primarily to sharing ideas and questions about what we’ve read
and what students are writing. Discussions of assigned readings help us to appreciate the
complexities both of the text and of the reading process, a process that is always very personal
and, at the same time, dependent on shared conventions. Our readings will also serve as models
of good writing, demonstrating that the writing process, too, is very personal and, at the same
time, dependent on shared conventions.

I will work to help each student develop an effective writing style, both to satisfy the demands of
the university and the work place, and to reflect his or her unique mind and heart. With the help
of the required Library 10 class, students will learn how to find, select, organize, and present
information effectively, and how to find a purpose in such research.
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 respectfully and without interrupting. Take responsibility for making our classroom a safe place for everyone to participate.

Be here now:
2. Turn cell phones and other devices OFF before class begins.
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.
7. Be aware of Student Services provided by the college.

What You Can Expect From Me

- I will do my best to make my expectations clear and reasonable. Please ask questions!
- I will usually return papers to you at the next class meeting after the due date. Late papers may take longer (see “Late Work Policy” on the next page).
- Unless I am sick or at a conference, I will be available during my official office hours, and I will try to make myself available otherwise for students who can't make office hours.
- 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.

Avoiding Plagiarism: Whenever you refer indirectly or directly to printed or posted material, you must indicate the source. This applies to paraphrase and summary as well as quotation. To document any found information, students should use MLA documentation, as described in the textbook and introduced in Library 10.

Are you Disabled?
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.
Grades: Quizzes = 15%; Three research-based essays with precise documentation= 60% (15, 20, 25); Annotated Bibliography=15%; Final Exam = 10%. Students must complete every assignment in order to pass the class. Quizzes will be given at the beginning of class, so you must have completed the reading before class. I will not give quiz make-ups, but when I calculate final grades, I will eliminate the two lowest quiz scores for each student.

Late Work Policy: Students have an allowance of ONE late essay. If you need to use your allowance, the paper will be due within one week. After one late paper, every assignment must be turned in on time (at the start of class when it is due) or it will be penalized at 2% per day.

General Essay Grading Criteria and Standards (Essays #1 and #2)

<table>
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<tr>
<th>Minimum standards: In order to receive a passing grade, an essay must follow the assignment guidelines, be focused on a relevant thesis, and must be effectively edited for grammar and punctuation.</th>
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<tr>
<td>The grade of &quot;A&quot; (90-100%) applies to an essay that is very, very strong. The &quot;A&quot; essay maintains focus on strong, relevant, and worthwhile thesis; builds a reasonable argument in support of its thesis; shows careful attention to both the subject of the essay (through direct reference to the readings) and the needs of the audience (through organization, the use of effective transitions and conventional grammar, as well as a strong introduction and conclusion). The student’s authorial voice and analysis are present throughout the essay; the writing style is very effective; and all sources contributing to the essay are documented precisely, using the MLA documentation process.</td>
</tr>
<tr>
<td>The grade of &quot;B&quot; (80-89%) applies to an essay that is generally strong but may have a few weaknesses. A &quot;B&quot; essay follows the assignment, presents a relevant thesis and develops it fully with illustrations and explanation; and shows control of organizational and grammatical conventions, though occasional lapses may occur. All sources contributing to the essay are documented precisely, using the MLA documentation process.</td>
</tr>
<tr>
<td>The grade of &quot;C&quot; (70-79) applies to a satisfactory essay. A &quot;C&quot; paper contains a thesis, adequately developed, and shows general competence in sentence-level writing skills. Though there may be a pattern of errors, these errors do not interfere with clarity. MLA documentation is used effectively for all sources contributing to the essay.</td>
</tr>
<tr>
<td>A grade of &quot;D&quot; (60-69) applies to a paper that does not meet the minimum standards or does not adequately develop its thesis; or sources are not adequately documented.</td>
</tr>
<tr>
<td>The grade of &quot;F&quot; applies to a paper that is plagiarized in part or in full, or to a paper that is never turned in. (0-59)</td>
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</table>

Avoiding Plagiarism: Whenever you refer, indirectly or directly, to printed or posted material, you must indicate the source. This applies to paraphrase and summary as well as quotation. To document any found information, students should use MLA documentation, as described in the reader and introduced in Library 10.
About the Writing Assignments

What kind of Writing?
The writing we do in English 1A is academic writing. Your skills in academic writing will transfer to the work place as well as the university. Increasingly, as students advance in academic writing, they rely on modes other than personal narrative to develop their ideas. Analysis, explanation, definition, and hypothesis are some of the alternatives to narrative. It is impossible to write a good essay without expressing yourself: who you are, what you think, what you value, how you feel. But more and more you'll be expressing what you think about written texts, situations, events, and conflicts outside your personal life which nevertheless may touch you personally. So thinking about your writing assignments necessarily means thinking about texts that you've read. For papers requiring research, you select some of the reading material yourself.

General Guidance

Thesis: A strong thesis is a claim that takes a risk, one that articulates an opinion, takes a stand, ventures a hypothesis, exposes something hidden that folks really ought to see—an idea worth struggling for hours to express well and develop thoroughly. A good thesis holds significance for both the writer and the potential readers.

Topics: We will discuss possibilities for particular paper topics in class as we examine and compare the reading assignments. All topics grow out of reading assignments, but students will follow their own interests within those parameters when choosing topics.

Time management: Notice that formal, out-of-class writing accounts for 75% of your grade. Plan your schedules so that you have enough time to do your best work for these assignments.

Help in the writing process: If you need help with editing for mechanics, be sure to get it before turning in the essay. Be sure to have drafts ready for Writing Workshops. For occasional or regular tutorial assistance, you may drop in at the Writing. Also I encourage you to use my office hours for coaching during the writing process. If I recommend a revision on a paper you have turned in, you will have one week to turn it in, and you may receive only up to ten additional points for improvements made to the essay. Best to get it right the first time. Never use information or language from outside written sources in your essays without proper documentation. Violation of this rule carries serious consequences which are outlined in the document Students Rights and Responsibilities, available at.
**Review: Using Found Information: Quotation, Paraphrase, and Summary**

**Quotation:** When quoting a source in your essays, always frame the quotation with your own identifying phrase:

In her essay "Only Daughter," Sandra Cisneros writes, "Being only a daughter for my father meant my destiny would lead me to become someone's wife" (25).

**Paraphrase is always written from your own point of view (notice the pronouns) and does not rely primarily on wording from the original.**

In her essay "Only Daughter," Sandra Cisneros writes that her father's expectation of a daughter was that she would be primarily a wife (25).

**A combination of paraphrase and quotation is often a good choice:**

Sandra Cisneros, in her essay "Only Daughter," writes that her father expected that her "destiny" was "to become someone's wife" (25).

**Summary: Comprehensive and condensed, a summary is written from your own point of view, but is faithful to the intent of the author. Strict summary is not the place for your reactions, but everyone's summary will be unique. The following summarizes the entire essay.**

In "Only Daughter," Sandra Cisneros describes the conditions in her Mexican-American family that affected her decision to become a writer. As the only girl with six brothers, she was often isolated, and she resorted to reading books for entertainment. Her father expected her to go to college to find a husband, but when she became a published author instead, he was nevertheless very proud, and Cisneros herself was pleased to make him proud by fulfilling her own dream for herself (24-6).

**IN EACH OF THESE CASES, YOU NEED TO CITE THE SOURCE TO WHICH YOU ARE REFERRING.**

In an essay, it is also important to *do something* with the passage or information you refer to: explain, analyze, compare, or otherwise respond in some way.
**Guidelines for Essays 1 and 2**

The first two papers should focus on topics related to assigned readings. The first essay should be about 1,000 words in length, and the second should be about 1,200 words in length, typed, double-spaced (about 300 words per page), and carefully proofread. Follow MLA formatting and documentation guidelines. The first essay is worth 15% of your course grade. The second is worth 20% of your course grade.

1) Choose a topic generated by assigned readings and discussions. Class discussion often aims toward generating paper topics and developing arguments that students can use in their writing assignments. Sometimes it’s best to find your second source (see step 2) before formulating your thesis.

2) Go to the Library (with feet or with fingers) and find one print source (article or book) that provides information or ideas related to the topic. Many reliable sources are available through the online articles and databases on our Library’s web site. These are considered print sources even though you access them online. In order to access the databases from off campus, you need a current library card.

3) Write a Works Cited page for the two sources you will use in your essay. Doing this first will make the task of citing information and quotations easier. Accurate documentation is extremely important when you research a topic for a college paper. It is not difficult if you employ the system from the beginning, adding sources to a Works Cited list as you find them, and putting in citations as you draft the paper. It is very difficult to go back into a draft after it has been written and add the required citations. Guidelines for MLA Documentation are available in the library and online (for example, try the Online Writing Lab at Purdue University), and some information on documentation is included in our reader.

3) Write a paper that develops a genuine thesis (an arguable claim) in response to the assigned reading that you have chosen. In the body of your essay, develop and support your thesis with evidence from the assigned text and from the found source (see previous page for a review of conventions for using source material in your writing). Be sure your essay does more than simply summarize. Because your essay must develop a thesis of its own, it is wise to discuss your topic with other students and myself during the drafting process.
GUIDELINES FOR ANNOTATED BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY: This is a description and evaluation of each of five sources you plan to use in your research paper. When you locate a source that contributes to your understanding of the subject, be sure to get all the information you need for the Works Cited entry and the annotation. A good entry for the annotated bibliography is usually about a page (250 words). The guidelines below are also the criteria used to grade your annotated bibliography.

1. At the top of the page, under your name, write a "Works Cited" entry for the. Note that different kinds of sources require different information and different formats. Please observe the hanging indent. This formatting will make a difference on your Works Cited list at the end of your essay. (3 pts)

2. Describe/summarize the information covered by the source and, in the case of an interview, the authority possessed by the person interviewed. This can be done in one or two healthy sentences. (2 pts)

3. Select and cite representative quotations or information. Introduce quotations so that the direct source is clearly identified. Your introductory phrases may also explain the context of the quotes and/or your reason for selecting them. This section may be the longest part of your entry. (5 pts)

4. Compare precisely the information or the point of view of the source to others found in the research process. Be very specific. In this section also note any weaknesses or limitations of the source. This section may not take very many sentences but requires more critical thinking. (6 pts)

5. State precisely how the source contributes to your argument or represents the counter-argument. In this section, you should be as precise as possible about your own position or thesis. (4 pts)

Altogether, you will be writing five entries like the two copied on the next page. The five sources you annotate will be among the eight used in your third essay and listed in Works Cited. When the paper is turned in, the complete Annotated Bibliography is added to the document after the Works Cited page as an appendix.
Cooper, Mary H. “Energy and the Environment.” *The CQ Researcher Online* 10.8 (2000). Cabrillo College Library, Aptos, CA. 30 October 2005. Web. In this article, Cooper describes how the Kyoto Protocol was born, and how it was initially met by President Clinton with a lot of enthusiasm, and then rather quickly phased out due to pressure from coal and oil companies. President Clinton told Congress, “If we fail to reduce emissions of greenhouse gases, deadly heat waves and droughts will become more frequent, coastal areas will be flooded, economies will be disrupted.” Cooper describes the Clean Air Act and all of its standards for emissions of 189 pollutants that contribute to smog. She also explains in detail the process of global warming and the mounting danger of the overproduction of carbon dioxide contributing to climate change. This article is similar to “Turning Down the Heat,” because it talks about what legislation and actions are required in order for the Kyoto Protocol to take effect. This source will help me address the counter-argument because it mentions the doubts of skeptics who oppose the Kyoto Protocol. Cooper also provides evidence that the climate is changing due to human activities, so I can use some of the information directly to support my thesis that our country needs to find a proactive solution, beginning by signing the Kyoto Agreement. [225 words]

“Kyoto Conditions Too Restrictive for U.S.” *USA Today Magazine.* August 2005. 134. 2723 (2005) *Academic Search Premier.* Cabrillo College Library, Aptos, CA. 17 Nov 2005. This article provides a counter-argument to the claim that I plan to make in my paper. It describes President Bush’s view on the subject of global warming, giving, in detail, the reasons why our government has not supported the Kyoto Protocol. The Bush Administration gives several reasons why the Protocol is not likely to be ratified by the United States; one of those reasons is that “Kyoto’s emission cuts will reduce U.S. gross domestic product between 3.6%-5.1% by 2010.” Also the Department of Energy estimates that Kyoto will cause gasoline prices to rise by 52% and the cost of electricity to go up by 86%. The information and point of view of this article is different from the majority of my sources, mainly because it presents the counter argument, and it gives specific data as to why Kyoto has not been met with much enthusiasm here in the States. Like “Bush and the Environment,” this article talks about Bush’s plan to address climate issues. By providing the alarming estimates that gas prices would increase more than they already have, and that the cost of electricity would rise dramatically, this article contributes to my understanding of the topic and will be a good source that represents the counter argument of my essay. Although I plan to refute the claims made in this article, it gives me a good understanding of where the opposition stands on the issue. [261 words]
Guidelines for Paper #3, the Research Paper: an Evidence-Based Argument

2,500 words (9-10 pages), not counting “Works Cited” list or Annotated Bibliography

Topics for the research project will grow out of your own genuine interests and class discussion. The paper itself should be designed to educate and persuade the rest of the class of your point of view. See below—“English 1A Grading Standards and Criteria for the Research Paper”—for a detailed description of features I will be looking for.

HOW TO PROCEED:

1) First of all, please review the MLA Documentation system as described in guidelines for Papers 1# and #2. Study any feedback given on the documentation in your first two papers. The grade you receive on this paper will depend more on documentation than your grades for the earlier papers.

2) Use the college library for printed and database sources, and plan to do some primary research. In addition to books and periodicals, the Cabrillo College Library has several databases containing print sources that you can access online either on campus or at home with a library card. Other print sources available online can be found on the websites of reputable periodicals.

3) In your paper, use at least eight (8) sources, including at least four (4) print sources and at least one (1) piece of primary research. A print source is one that has been published in print at one time; you may access it on paper or online. Primary research includes interviews, surveys, and interpreting raw data or historical documents. I will expect the five sources in your annotated bibliography to be used directly in your paper. Note that the essay needs a minimum of eight sources.

4) While much of the material in this writing assignment comes from other writers, your audience needs your guidance to follow your reasoning. Your own thinking narrows the topic, identifies sources, selects information and passages, and organizes the information. Your own writing introduces the argument, opens paragraphs, provides transitions, explains how one piece of information relates to another, and how all the information supports your position. Do not underestimate the time and mental labor required for this task.
Research Paper Checklist

This checklist is designed to help you avoid errors that can cost you points. The list does not represent the most important qualities of a good research paper, but these are formal elements that you can fairly easily check. The most important features of your research project remain, as always, the knowledge you gain through the process of research and the presentation you make to your readers.

- Title
- Introduction clearly establishes central focus of essay
- All direct quotations are clearly marked (and cited).
- Block form for quotations longer than three lines
- Page numbers
- PROOFREADING

MLA Documentation:

- In-text citations whenever necessary (literally, whenever possible)
- note punctuation for parenthetical citations: "...quotable language" (23).
- Citations in the body of your paper need to lead us to the source AS LISTED. IF you don’t refer to the source in the sentence or paragraph containing the found information, each citation should refer directly to author's name or title as alphabetized in the Works Cited list.

Works Cited list:

- format and all information as required by MLA standards
- alphabetized entries
- comprehensive: all sources used are listed
## Standards and Criteria for Research Paper, English 1A

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<thead>
<tr>
<th>Content</th>
<th>Structure</th>
<th>Documentation</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A 90 - 100</strong></td>
<td>Topic falls well within the parameters of the assignment. Thesis is very strong and engages complexity. All information used in developing thesis is reliable. Development is complete and satisfying. Argumentation is very persuasive, using a variety of strategies, including effective handling of counterarguments.</td>
<td>Introduction powerfully engages reader's attention, establishes topic, and states thesis clearly. Body paragraphs are well structured and organized within the essay to maximize persuasive effect. Transitions help to advance the argument. Conclusion leaves the reader with a strong sense of the importance of the subject at the same time that it reiterates the essay's position.</td>
<td>Essay follows MLA documentation in every respect. Citations are placed and punctuated accurately, gracefully and precisely directing the reader to the source as listed in “Works Cited.” Page numbers are given whenever possible. Quotations are well chosen, clearly marked, framed, and cited. All references to found information are cited. The “Works Cited” list is complete and is formatted and punctuated perfectly.</td>
</tr>
<tr>
<td><strong>B 80 - 89</strong></td>
<td>Topic falls within the parameters of the assignment. Thesis is strong. Most information used in developing thesis is reliable. Development is generally satisfying. Argumentation is effective and addresses counterarguments.</td>
<td>Introduction engages reader's attention, establishes topic, and states thesis. Body paragraphs are structured effectively and organized logically within the essay. Transitions are effective. Conclusion effectively reiterates the essay’s position.</td>
<td>Essay follows MLA documentation closely. Citations are placed and punctuated accurately, directing the reader to the source as listed in “Works Cited.” Page numbers are given whenever possible. Quotations are clearly marked and cited. All references to found information are cited. The “Works Cited” list is complete and is generally formatted and punctuated according to MLA guidelines.</td>
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Standards and Criteria for Research Paper, English 1A (continued)

<table>
<thead>
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<th>C</th>
<th>70 - 79</th>
<th>Topic falls within the parameters of the assignment. The essay contains a tenable thesis. Most information used in developing thesis is reliable. Development is adequate. Argumentation is reasonable, though it may neglect counterarguments.</th>
<th>Introduction establishes topic and states thesis. Structure and organization of Body paragraphs are adequate. Transitions are not always effective. Conclusion reiterates the essay’s position.</th>
<th>Essay follows MLA documentation in the most important ways. Citations direct the reader to the source as listed in “Works Cited.” Page numbers are given whenever possible. Quotations are clearly marked and cited. All references to found information are cited. The “Works Cited” list is complete; format and punctuation make the list useful to the reader.</th>
<th>Writing style is effective. Conventions of Standard American English are generally observed throughout the essay, though there may be a few errors. The student succeeds in expressing ideas and attitudes. The tone remains respectful of other points of view.</th>
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<td>D</td>
<td>60 - 69</td>
<td>Topic does not fall within the parameters of the assignment. Thesis is absent or untenable. Information used in developing thesis is unreliable. Development is not adequate. Argumentation is generally weak.</td>
<td>Introduction fails to establish topic or state thesis. Structure and organization of body paragraphs are weak. Transitions are absent or illogical. Conclusion fails to reiterate the essay’s position.</td>
<td>Essay fails to follow MLA documentation. Citations fail to direct the reader to the source. Page numbers are missing from citations. There is some vagueness in documentation of source material. Information for sources in the “Works Cited” list is not complete; format and punctuation errors make the list difficult for the reader to identify sources.</td>
<td>Writing style is weak. Errors in the conventions of Standard American English interfere with clarity and with the overall effectiveness of the essay. The tone does not always show respect for other points of view.</td>
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<td>F</td>
<td>0 - 59</td>
<td>Essay’s thesis and argument are not the student’s own work (plagiarism). Essay is Grossly underdeveloped.</td>
<td>Structure appears haphazard. Paragraph breaks are absent or arbitrary.</td>
<td>Some found information is not cited (plagiarism). Some quoted language is not marked as such (plagiarism). One or more sources of information appear to be missing from “Works Cited” (possibly plagiarism).</td>
<td>Errors at the sentence level overwhelm the content throughout the essay.</td>
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