I teach to inspire curiosity. To provoke it, instill it, awaken it, even re-awaken it. Curiosity is the engine of inquiry, a catalyst of self-awareness, the train-whistle-in-the-dead-of-night that calls you irresistibly to a new adventure.

It seems impossible, to me, to be a student of any kind and lack a basic curiosity about the world around you. When I meet someone who appears to care about nothing in particular, I ask myself, “How did this happen?” It is as if this person had lost a limb. Something is missing.

Ignite curiosity, give it breathing room and the tools to thrive, and you have given birth to a lifelong learner.

Everything begins with a question. A question you ask I will challenge you to answer yourself. An answer you offer I will question. Certainties you lay at my feet I will kick away with skepticism. Doubts you raise I will help you explore. My objective is to show you how to hone more penetrating questions, fuel sharper examination, generate deeper understanding.

Wait...this is a writing class? Precisely.

Clear writing begins with clear thinking. In my class, you will discover that the Socratic Method drives everything we do, from one-on-one conferences to writing and homework assignments, from group work to class discussions, which I call Socratic Seminars. Even reading assignments couple questions about content with questions about how you read the content. You will be challenged to think about how you think so that you begin to think more clearly about everything.

Not so curiously, this study takes place in an environment I call a Safety Zone for Learning. You will play a role in establishing the parameters for our class, but its broad definition is the freedom to make mistakes without fear of judgment or ridicule. Every question is welcome. Silence is not. I encourage you to take risks, be courageous, stretch yourself.

I have an unshakeable belief that each student in every class I teach has the capacity to grow and improve.

That means you.
What is English 101 all about?

English 101 is a foundation course in critical reading and writing skills required of those students intending to transfer to a university. Through their readings and discussions of selected works, students learn to identify problems, examine possible solutions, recognize unstated assumptions and values, appraise evidence, evaluate arguments, draw inferences, and test conclusions. Through their writing, students learn to analyze, synthesize, organize information logically, and propose original ideas. Lecture 3 hours.

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of English 120 or ESL 151. Transfer credit: CSU, UC (USC CAN ENGL 2)
The work essays, reading, critiques, tweets

Essays & Homework
The bulk of your work in this class is writing. You will write a total of six (6) essays, four out-of-class essays, and two timed in-class essays. If you miss Peer Editing Day, I will allow you to submit your essay for a grade, but it will be penalized with a 20% point deduction.

You will have an opportunity to re-write two essays for a higher grade.

Any work turned in late will be penalized with a 10% point deduction per day.

Feedback on Your Essays
I will follow the essay rubric posted on our Moodle page when I review and grade your essays. I strongly advise you to print out this rubric and keep it handy when you write your drafts.

If you are not accustomed to expansive comments and a thorough critique of your writing, you will be by the end of this semester. If I make the same comments from one essay to the next, I will assume you are not paying attention.

Group Work
You’ll be assigned to groups at the beginning of the course, and in your group you’ll collaborate in a variety of activities, including, but not limited to: peer editing, Socratic Seminar preparation, and class discussions.

Your group will become your support network to help you understand the readings, essay assignments, homework and other in-class work. Exchange contact information with members of your group and stay in touch!

Midterm
There isn’t one. Woo hoo!

Research Paper
I prefer to assign shorter essays, using the same rigorous research methods, in-text citations and MLA format as you would in a longer research paper. However, your final essay of the semester will require you to find your own primary sources to supplement the material I provide.

Social Media
We will use technology and social media in this class, including Twitter and Pearltrees. You’ll also have the opportunity to decide which social media you’d like to use for our class discussions. It’s about connecting to our reading.

Final Exam
You will have the opportunity to read an essay of my choosing outside of class, and we will take a part of the last class meeting to discuss your reactions and thoughts. The exam itself will consist of writing an in-class essay in response to one of at least two prompts. I may also include a bonus question for extra credit.

Rubric and Grading
Please see my essay rubric attachment.

You will have the chance to establish rubrics for grading on some assignments. You probably don’t want to be absent on that day...
Privileges and responsibilities

Smart Phones and Tablets
Bring ‘em if ya got ‘em. We’ll be using them in class. You read that correctly: We will use technology in our class.

But when we don’t, please use common sense. If you receive a text from your boss, you gotta respond. Go ahead, just do it quickly. If you hear from your BFF about after-class stuff, it can wait.

Plagiarism
Plagiarism involves both presenting the work of another as your own (even unintentionally), and using another’s work without acknowledging that person’s contribution (even unintentionally).

Plagiarizing constitutes intellectual theft and/or fraud. The consequences of plagiarizing in this class will adhere to the Glendale College policy for academic honesty (http://gcc.glendale.edu/policies&regulations/BPweb/BP6133.htm), and may include failing the assignment, being dropped from the course, or failing the course.

Students with Disabilities
All students with disabilities requiring accommodations are responsible for making arrangements in a timely manner through the Center for Students with Disabilities.

“Talk to the Prof”
Office hours (M&W 9:30-10 a.m.) are for you. It’s time I set aside to meet with you to talk about class, college, life, the next episode of Scandal on ABC. Make an appointment in The Learning Center. I hope to see you.

I am also asking you to establish contact with me by email (hibach@glendale.edu) before the second class meets.

Tell me what you hope to get out of my class, and if you can identify an area of your writing that needs work, tell me what it is and I’ll pay special attention to it.

Workshops: Library & Learning Center
Your final grade is determined in part by your completion of three mandatory workshops either at the GCC library or at the Learning Center. These workshops are part of your homework grade.

You must attend all three workshops by March 21, 2014.

Workshops attended for other classes in past semesters do not count toward this requirement. All workshops are free and a great resource to use as a GCC student.

Please make sure to sign up in advance for the workshops and arrive early, as space is limited.

“Our lives are defined by opportunities, even the ones we miss.”

F. Scott Fitzgerald
How you’ll be graded
let’s get right to the point...

I use points to determine your final grade.
You will write four essays based on readings. These essays will account for the bulk of your grade.

In-class essays, Peer Editing Journals, Evidence/Interpretation Logs (E/I Logs), homework assignments and quizzes will also be assigned points. From time to time, I may offer extra credit opportunities.

**ESSAYS (400 points)**
1: Quote Integration, 100 points
2: Zimmerman Verdict, 100 points
3: Income Inequality, 100 points
4: GMOs, 100 points

**IN-CLASS ESSAYS (50 points)**
Two in-class essays: 25 points each

**PEER EDITING JOURNAL (60 points)**
Four Peer Editing Journals: 15 points each

**EVIDENCE/INTERPRETATION LOGS (100 points)**
Five Evidence/Interpretation (E/I) Logs: 20 points each (option to add logs)

**SOCRATIC SEMINARS (70 points)**
Weekly Socratic Seminars: 5 points each X 14 weeks = 70 points

**SOCIAL MEDIA (60 points)**
Weekly links, responses and discussion: 5 points each X 12 weeks = 60 points

**HOMEWORK ASSIGNMENTS (~60 points)**
Approximately 9 homework assignments: 5 or 10 points each, with option to add

**WORKSHOPS (30 points)**
Three workshops: 10 points each

**QUIZZES (20 points)**
Four quizzes...when you least expect them

**FINAL EXAM (30 points)**

**EXTRA CREDIT (10 points maximum)**

**TOTAL POINTS**: 890 (including extra credit)

A = 801 and above
B = 712 to 800
C = 623 to 711
D = 534 to 622
F = 533 and below

(Subject to updating and change as needed)
To show or not to show, that is the question.

ah, attendance

Class attendance is required and expected. Because important course work is done during each class, your presence is absolutely essential to passing this course.

If you are absent twice without an excuse, this is the equivalent of missing two weeks out of a 16-week class. I have the option of either lowering your grade or dropping you. If you think you are in danger of missing too many classes, send me an email and let’s try to figure out a solution. An excused absence is defined as an absence notified in advance of the class you intend to miss. Acceptable absences include a death in the family, illness or a pre-arranged absence that you have discussed with me. Because this is an evening class, please commit to these hours and do not schedule anything that conflicts with our once-a-week meeting.

Attendance on Peer Editing days is mandatory

You must bring six (6) copies of your draft essay with you to class: one for each member of your group, and one to turn in to me. If you miss this day without an excuse, you will not be permitted to submit the assignment.

The fuss about Peer Editing is to ensure that you write the best essay possible before you submit it to me for a grade. First drafts are called first drafts for a reason! Please take another instructor’s class if you do not wish to comply with this rule.

If you are absent, you are responsible for obtaining handouts, assignments, notes from your peers, and anything else required to complete the course work. Most of the class materials are available on our class Moodle page.

You will be graded on participation, and attendance is part of your participation. If you are tardy it is your responsibility to inform me so that I don’t mark you absent. It is also your responsibility to keep track of your absences. I will not give you a warning when you’ve reached the limit.

The deadline to drop to receive a “W” and not a letter grade is the end of 12th week.