English 101
It Is All Argument!
Spring 2014

This is an intensive research and argument based English course. Each Unit is a progression and builds on the previous unit.

Professor Fatema Baldiwalla
Email: fbaldiwa@glendale.edu
Office Location: Tutoring Center
Office Hours: Half hour after class
Course Title: It is all Argument!
Course Number: 1289
Days and Hours of Class: T/TH 7:35 am-9:00am

Teaching Philosophy:
CONNECTIONS EVERYWHERE AND DECIPHERING PATTERNS

I learn language by reading voraciously. I learn persuasion, unity, and clarity by writing creatively. I learn critical thinking through research and argument.

I teach my students through stories. I show them how words are bent, twisted, melded and molded. I teach Language. Not language in a vacuum, but language as a powerful tool if utilized right can open doors that one never though could be opened. I teach my students that language has a structure. There is structure within sentences, which then translates to structure within a paragraph, and then structure within an essay.

I show my students patterns in different kinds of writing. I hope that by doing this they can translate what they learn, deciphering patterns, into other walks of their life. Knowing that everything in life is somehow connected. That everything in life has a pattern.

Course Rationale & Objectives

Through their reading and discussion of selected prose works, students learn to identify problems, examine possible solutions, recognize unstated assumptions and values, appraise evidence, evaluate arguments, draw inferences, and test conclusions.

Students also receive instruction in research and MLA documentation and are required to complete a fully documented research paper.

Course Entry Expectations:
Skills Level Ranges:
Reading 6; Writing 6; Listening/Speaking 6; Math 1

Prior to enrolling in this course, the student should be able to:
1. Organize and write thesis-based essays;
2. Use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;
3. Critically analyze selected prose works dealing with important contemporary issues.
4. Summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions.
5. Gather and organize information through library research, demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work as specified by the English 120 rubric.

Course Exit Expectations:

1. Read critically and write critical, thesis-based essays from the rhetorical perspective of example, comparison/contrast, analysis, definition, and argument;
2. Organize, develop, and revise original writing using appropriate tone, style, and semantics;
3. Understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;
4. Analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;
5. Examine values, identify bias and prejudice, and objectively summarize the views of others
6. Prepare a research paper using proper documentation and format

Student Learning Outcomes:

Reading: Critically read materials from a variety of perspectives in order to draw logical interpretive conclusions based on textual evidence.

Writing: Write thesis-based essays that demonstrate critical thinking skills through a variety of rhetorical and analytical strategies appropriate to the academic context, and that incorporate appropriate tone, style, evidence, and semantics.

Research: Prepare an essay organizing, synthesizing evaluating, and applying research materials, employing quotation, paraphrase, and summary as effective
Course Objectives:
- Reading: Critically, Use of reading strategies. Identification of main ideas/author’s argument.
- Writing and Formats: Emphasis on research. Writing Process: revision and proofreading tips, introduction to document formats (academic: MLA style, in-text citation and works cited). Writing in different structures.
- Speaking/Communication: Discussions, individual and group projects, presentations, and Ted speech discussions, in class debates.

Course Description:
This will be a research focused intensive writing class. There will be a progression of work that interconnects reading, writing, and thinking exercises that link to class work. Emphasis will be on research. Specific emphasis shall include the exercise of logical thought and clear expression, the development of effective organizational strategies, and the appropriate gathering and utilization of evidence.

Before a research paper is due they will utilize library databases for peer reviewed readings pertinent to their research topic. They will also work in groups and collaboratively before the final research paper is due.

Besides writing research papers, it is important that students learn different structures of argument. They will be introduced to the eight types of structures, and will write weekly essays that demonstrate awareness of that structure for that week.

This Semester is divided into 3 writing units:
- Visual literacy - print advertisements
- Cultural literacy - film and music videos
- Political/Social literacy - Debates on a hot topic

Three Final Essays
- Essay #1: Semiotic Analysis of Advertisements
- Essay #2: Semiotic Analysis of Culture through film and music videos
- Essay #3: Combined Analysis and refutation essay

Group Work:
You will be working mostly in groups for which you will get a grade for participation and completion of group exercises. You will also work in groups during the class debate.

Individual Work:
You will be required to do Dialectical journals and/or graphs on the assigned reading. You will get a grade for this. Since half of the semester will be devoted to studying various structures of writing, after each structural unit, you will demonstrate your understanding of that particular structure by writing a 1-2 page paper that is an example of that particular structure.

Teacher for the Moment
Each student will get to teach on a topic listed below. See Handout (Given on Week 2).

The student should be ready to give a 3-5 minute lecture on the topic. Followed by an activity or demonstration of topic. This could be done in pairs too.

Final Class Presentation:
On the final day of class there will be a presentation. I will be grading you on your presentation style.

Portfolio:
The Portfolio is a compilation of your work this semester. You will include all the work you have done during this semester and we will have a Portfolio Workshop near the end of the semester. You will also write a Reflective Preface in which you think about your writing over the semester and how it has changed. It is a chance for you to use that critical thinking you’ve learned and apply it to your own work. Keep all of your work!

Submission of work:
There will be a five day open window for work to be submitted on Moodle as well as a hard copy to the instructor on due date of the three final essays. If there is still an issue contact me through email before due day of class. Late work will not be accepted.

Required Reading
Readings for Writers, 14th Edition
Authors: Jo-Ray McCuen-Metherell/Winkler
ISBN13: 9781111837068

A Writer’s Reference, 7th Edition
Authors: Diana Hacker and Nancy Sommers
ISBN10: 0312601433

Recommended Reading
- Thank you For Arguing
  Author: Jay Heinrichs
  ISBN-10: 0385347758

No need to yell... Be SMART!
Learn how to always win by learning the art of persuasion.
CAMPUS RESOURCES

- **Academic Counselling:**
  San Rafael Building, 2nd Floor; Tel: (818) 240-1000 ext 5918
- **Admissions and Records:**
  Administration Building, 1st Floor, Room 143; 818 240-1000 ext 5910
- **Assessment Testing Center:**
  San Fernando Complex (SF 112) 818 240-1000 ext 5329
- **Associated Students:**
  Student Center – SC 212
- **Athletic Department:**
  818 240-1000 ext 5377
- **Bookstore:**
  Store Manager: Paul Blackwell
  Primary: 818-242-1561
  Secondary: 818-240-1000, ext. 3014
- **Campus Police:**
  Emergency: (818) 409-5911 or Dial 4000
  (818) 409-5925 or Dial 5925
- **CalWORKS**
  Email: calworksprogram@glendale.edu
  818-240-1000 ext 5846
- **Career Center**
  San Rafael - 2nd Floor
  (818) 240-1000; ext. 5407 or 5408
- **Center for Students with Disabilities**
  818.240.1000, extension 5905
  Fax: (818) 240.2345
- **Clubs and Organizations:**
  Tzoler Oukayan
  818.240.1000. Ext. 3033
- **Labs**
  English Lab:
  Second floor of the Administration Building in room AD 238
  ESL Lab:
  SG 135 & SG 129B
  (818) 240-1000 ext. 5398
- **Computer Labs:**
  San Gabriel Lab: first floor of the San Gabriel building
  San Rafael Lab: third floor of the San Rafael building.
- **EOPS:**
  (818) 240-1000 ext. 6900
- **Financial Aid:**
  SF 110
- **Health Center**
  1st floor of San Rafael Building
  818-551-5189
- **International Student Program**
  S.R. Bldg., 2nd Fl
  (818) 240-1000, Ext. 5439, 6645 & 5440
- **Library:**
  818 240-1000 extension 5577
- **Math Discovery Center:**
  818 240-1000 Extension 5362
- **Scholarship:**
  Room 202 of the J.W. Smith Student Center (818) 240-1000 extension 5591
- **Student Employment Services:**
  The Job Placement Center
  San Rafael Building, 2nd Fl.
  818-240-1000 ext. 5194
  Fax: 818-241-5455
- **Student Outreach Services:**
  SM 266 (818) 240-1000 extension 5591
  Fax: 818-240-1345
- **Tutoring Center and Writing Center:**
  AD 232
- **Veterans Center:**
  (AD 143) or Veteran Resource Center
  AD 145C
  818 240-1000 ext 5910
  Fax: (818) 240-1345

### Ask a buddy, before you ask me

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### DARE GREATLY!

- **Moodle**
  Log on to the college website at http://www.glendale.cc.ca.us
  Click on “Online Classes.”
  Click on “Log In.”
  Enter your 7-digit College I.D. #
  Enter your password. If you have not used WEB CT before, your password is
  Your date of birth, without any punctuation.
  Example: April 15, 1972 is entered as 041572
  English 101 should appear as a link. Click on it to view class website.
  If this class does not appear on your list of classes, notify your instructor. You may have added late or you may need to pay your fees.

### Class Deadlines

- **Deadline to drop to receive a W**
  12th week of class
- **Date and time of final exam**
  Tuesday June 10th
- **Make-up Policy (only if it is an excused absence): One week after due date**
  **Tardy: 3 Tardy will constitute an absence**

### Electronic Devices

Electronic devices are welcome but must be used for class purposes.

### Academic Dishonesty Policy

- see website: http://www.glendale.edu/index.aspx?page=2596. If a student is caught engaging in Academic Dishonesty that student will be dealt with due process, and even with expulsion

### Students with Disability Policy

- All students with disabilities requiring accommodations are responsible for making arrangements in a timely manner through the Center for Students with Disabilities.
- **Center for Students with Disabilities:**
  818.240.1000, extension 5905
  Fax: 818.240.1345
Class Schedule
Divided into two parts

Subject to change as teacher sees fit.
Detailed Agendas will be posted on Moodle weekly.

Tuesdays: Writing (Research Paper Basics)
Thursdays: Readings (Structures)

Please keep checking Moodle for the latest course schedule, homework and assigned TED Talk.

Week 1:
Welcome. Introductions. Overview of syllabus and study skills. Syllabus quiz next week.

Week 2:
Tuesday: Reading Critically
Thursday: Narration

Week 3:
Tuesday: Visual rhetoric
Thursday: Description

Week 4:
Tuesday: The Writer’s Voice
Thursday: Narrative/descriptive Essay

Week 5:
Tuesday: Library-evaluating sources
Thursday: Illustration and Example
Essay #1 Due: Visual Rhetoric/advertisements

Week 6:
Tuesday: Incorporating sources
Thursday: classification and division

Week 7:
Tuesday: Organizing Ideas
Thursday: Process

Week 8:
Tuesday: Thesis- Introduce debate Topic
Thursday: Compare and contrast
Essay 2 Due: Cultural Rhetoric/ Film or Music video

Week 9:
SPRING BREAK

Week 10:
Tuesday: Problem Solution/Causal argument
Thursday: The research paper

Week 11:
Tuesday: Developing Good Paragraphs
Thursday: In-class debates

Week 12:
Tuesday: MLA
Thursday: In-Class Debates:

Week 13:
Tuesday: Sentence structures
Thursday: Sentence Structures
Rough Draft 1 of Essay 3 due

Week 14:
Tuesday: The Editing Process
Thursday: Practice Editing
Rough Draft 2 of Essay 3 due

Week 15:
Tuesday: Final Presentation
Thursday: Final Presentation
Final of Essay 3 due

Week 16:
Tuesday: Grades will be given
Thursday: Portfolio Check and Reflections

Week 17:
Tuesday: June 10th Final Exam

Personal Goals For The Class

RUBRIC

Final (Essays): 50%
Portfolio: 10%
Classwork and Group Participation: 10%
Individual work: 10%
Final Presentation: 10%
Teacher for the Moment 10%
Workshop attendance (3). Extra Credit 3%

Grading

A: 91% – 100%  B: 81% – 90%
C: 71% – 80%  D: 61% – 70%

I used to hate writing assignments, but now I enjoy them. I realized that the purpose of writing is to inflate weak ideas, obscure poor reasoning, and inhibit clarity.