For all of the classes I think the 5th week would be better as I am pretty sure we do in-class essays on the 4th week.

Let's go with 9/28 for all MW classes, then 9/29 for the TTH class; then, for the second visit, let's do 11/9 (3 classes) and 11/10.

“...When you help, you see life as weak. When you fix, you see life as broken. When you serve, you see life as whole … Fixing and helping create a distance between people, but we cannot serve at a distance. We can only serve that to which we are profoundly connected… Fixing and helping may be the work of the ego, and service the work of the soul.”

~ Rachel Naomi Remen

“It’s amazing how deeply ingrained those things are that we’ve been told and practiced, but never spent the time to think about on our own.”

~ Eliyahu M. Goldratt, The Goal

“[May I] withhold judgment, not that I might abandon it altogether but that I might discover what is good in what initially seems to lack it.”

~ Dale Cannon, Western Oregon State College
6) E-mail account
7) Periodic Xeroxing of papers for workshops and portfolios

Recommended: 1) College dictionary and thesaurus

Catalogue Description:
Three hours lecture/discussion
Instruction and practice in writing university-level expository and persuasive prose. The subject matter of the course will be thematic and variable. The focus of the course is development of proficiency in conceptualizing, analyzing and writing academic papers. Substantial writing is required. Upon completing this course, students will have learned that all writing involves a recursive process of thinking and writing strategies often referred to as peer review, invention, prewriting, drafting, revising, and editing.

Course Description:
1) Goals:
(a) Instruction and practice in writing university-level expository and persuasive prose.
(b) Development of proficiency in conceptualizing, analyzing, and writing academic papers.
(c) Practice integrating outside sources into written texts. Development of strategies for using writing as a tool in thinking and learning.
(d) Practice with processes of invention, prewriting, drafting, peer review, revising, and editing.

2) Expectations:
(a) Students begin work immediately on college-level research and writing.
(b) Students move quickly from study of their own processes to the development of finished products.
(c) Students complete three substantial writing projects that involve significant research and documentation of sources.
(d) Students will build working relationships with other student writers, in peer response groups and while working on collaborative projects.
(e) Students become proficient at writing timed, in-class response to prompts.
(f) Students will work on multiple writing projects at the same time.

3) Principles:
(a) You will learn only as much, or little, as you choose to learn.
(b) Each of you has a unique learning style, so not every assignment will appeal to everyone--but the variety should provide you with a chance to show what you're capable of doing.
(c) The more often you collaborate with your classmates--in discussion, in study groups, on papers--the richer the experience will be for you.
(d) Writing, you will discover, is always a collaborative process.
(e) You will teach yourself more than I teach you.
(f) You will learn more from each other than you do from me.
(g) All of you are capable of succeeding in this class; my job is to help you succeed.

4) Requirements:
(a) Writing and reading assignments, both in and out of class.
(b) Collaborative work with other students, including group projects.
(c) All drafts written outside class must be word-processed.
(d) Research and documentation of sources pursuant to appropriate style sheet (MLA, APA, etc.)

Expected Student Outcomes:
1) Critical Thinking: Students will achieve the following:
   a) an ability to analyze written work
   b) an ability to frame conclusions from a range of information
   c) an ability to predict outcomes based on known information

2) Communication Skills: Students will achieve the following:
a) an ability to more clearly and more effectively write academic papers
b) an ability to effectively and convincingly verbalize their ideas
c) an ability to work effectively in group processes

3) Research Skills: Students will gain the following:
a) a familiarity with research trends and directions
b) a familiarity with major databases
c) a proficiency with basic computing skills
d) an ability to discern valid research conclusions
e) ability to design, conduct and defend a research project

4) Self Development: Students will gain the following:
a) ability to cogently reflect on roles of learning on personal and intellectual growth

Evaluation: The in-class essays will be holistically evaluated by the composition team. Out-of-class essays will go through multiple drafts during the semester, with the final versions submitted (with all drafts attached) in an out-of-class portfolio at the end of the semester. The out-of-class portfolio will be evaluated by the composition team using the same criteria as used for the in-class essays. Final grades will be A through F with no pluses and minuses. Throughout the semester, you will receive abundant feedback on your papers from your classmates, often in small groups, and your teacher, often in conferences during class. If you want more feedback, schedule a conference with your instructor (see Resources below). You will have the entire semester to develop, revise and polish the three papers in your portfolio so they represent your best capabilities as a writer. To receive credit for ENGL 105, you must complete ALL assignments, whether you include them in your portfolio or not. As a class we will use the same grading criteria during our discussions that the portfolio readers use when they evaluate in-class essays and the end-of-term portfolios. Those criteria (see Grading Criteria in the First Year Writing Program below) will guide our discussions of how to revise your papers. Most writing is rewriting. And one of the goals of this class is to build your confidence and skill at rewriting. For that reason, we do not grade your drafts during the semester, only your final revisions at the end of the term. That means we evaluate the quality of your best work, not your improvement; as such, each draft you submit should reflect your best ability at that time.

Resources:
1) Writing Center: _______________, Writing Center Director’s Office is Bell Tower _____. The center is in Bell Tower _____. Writing consultants, PCs, and Macs are available. These trained student consultants are available to assist you with composing a first draft, developing your paper, editing, citing sources, and polishing your papers. Check the display in front of the Advising Center in room ____ for current schedules.

2) Conferences: Please take advantage of my office hours and e-mail to receive assistance with your writing or other course matters. Everyone experiences problems with their writing. I strongly encourage you to schedule at least one individual conference with me during the semester, preferably toward the beginning, to discuss your individual needs and revision strategies for your essays. Do yourself a favor and arrange a conference early in the semester. You’ll be glad you did.

Policies:
1) Attendance—"An instructor may drop a student who does not attend class and has not made prior arrangements with the instructor. This may occur as early as the first class meeting" (CSUCI, Schedule of Classes, p. __). It is the student’s responsibility to notify the instructor, in advance if possible, about any missed classes. If you miss more than three class hours, you may receive a failing grade, unless there are extenuating circumstances that you discuss with the instructor at the first available opportunity.

2) Late Papers—If you keep up with the work, this class is not difficult. If you get behind, the workload may bury you. Although you won't assemble your final portfolio until late in the semester, you will nonetheless need to submit completed drafts of your individual assigned papers on the dates set by your instructor in order to receive timely and helpful feedback from the instructor and your peers.

3) Plagiarism—Plagiarism will result in a failing grade for this course. See the Policy on Academic Dishonesty in the CSUCI catalog. All work that students submit as their own work must, in fact, be their own work.
example, if a paper presents ideas of others, it must clearly indicate the source. Word-for-word language taken from other sources – books, papers, web sites, people, etc. – must be placed in quotation marks and the source identified. Likewise, work on tests and exams must be the student’s own work, not copied or taken from other students’ work, and students must comply with instructions regarding use of books, notes, and other materials. In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), cheat on tests and examinations, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course. Papers with plagiarized ideas or language will be graded “F” and must be rewritten with proper use of quotations and referencing. The grade of “F” will remain the recorded grade on that assignment. Plagiarism or cheating on tests and exams will result in an “F” on the test or exam, very likely resulting in a lower or possibly a failing final grade in the course. To complete course requirements, students must retake the test or exam during the instructor’s scheduled office hours. In cases where the cheating or plagiarism was premeditated or planned, students may receive an “F” for the course. Paraphrased material must be cited. Students are encouraged to consult with the instructor on when and how to document sources if they have questions about what might constitute an act of plagiarism or cheating.

4) **Grading**--Your final grade will not be determined until the end of the semester. It will be based on the revised papers you submit in your portfolio at the end of spring term, your in-class blue book essays, and your participation in and preparation for class throughout the semester.

**Grading Criteria in the First-Year Writing Program:**

- **Content**
  - The material challenges the intelligence and sophistication of a college-level audience.
  - A single focus is emphasized through the entire paper.
  - The focus is consistently developed with significant and interesting details, examples, and discussion.
  - Relevant outside sources are clearly introduced and integrated into the surrounding discussion.

- **Organization**
  - The focus of the paper is clearly emphasized.
  - The overall pattern is artfully conceived.
  - The focus is developed through a sequence of related paragraphs.
  - Paragraphs are purposefully organized and substantially developed with supporting evidence or detailed examples.
  - Transitions between and within paragraphs are explicit, clear, and purposeful.

- **Style**
  - Sentence structure varies according to the content, purpose, and audience.
  - The sentences are clear, logical, and enjoyable to read.
  - Word choice is precise, interesting, and appropriate to the writing task.
  - The language is mature and idiomatic.
  - The writer’s tone complements the paper’s purpose and suits the audience.

- **Mechanics**
  - Format is appropriate.
  - References to outside sources are cited and documented according to the appropriate style sheet.
  - Problems in grammar, spelling, punctuation, or usage do not interfere with communication.

Note: During the term, we will use the same grading criteria the portfolio readers use at the end of the semester. The above noted criteria will guide our discussions of how to revise your papers.

**Assignment Weights:**

1) Participation and Attendance 20%
2) In-class Essay 01 10%
3) In-class Essay 02 15%
4) Portfolio (three [3] final, polished essays and drafts): 55%
   a) Researched Service Learning Narrative/Reflective Essay
   b) Problem Definition & Solutions Proposal Essay related to course theme
   c) Argumentation Essay/Group Project from Debate
Assignments:

1) Participation – Because English 105 is primarily focused on writing and class discussion, rather than instructor lecture, attendance and preparation for class are crucial. Tardiness will not be tolerated as it is extremely disruptive to both the instructor and to your fellow students. Because it is disruptive to class and unfair for students who do prepare for and participate in Learning Log exercises in class and class discussion, students who have not adequately prepared for in-class writing prompts and class discussion (i.e. have not read the assignment(s) due for that class period or who have not brought draft papers on workshop days) will be asked to leave class and will lose that day’s participation points. All of the following comprise participation:

   a) Introductions – To facilitate developing a respectful atmosphere where all views are heard with open minds and to celebrate diversity, as modeled by the Instructor on the first day, each student will bring to class either a compact disc with a song, or read a poem or short prose. This song or short reading should evoke something about you and your concerns regarding ecology. You must provide a copy of the words to each student in the class. Before or after the class hears your selection, you will briefly orally explain its relevance to our course theme and why you selected it. This discussion should touch on your biography to date, including what you hope to obtain from your university experience. Each student will give me their written introduction, not to exceed one MLA page. Please save submissions from your peers. While you are listening, jot down questions, ideas, connections, etc. on the lyric sheet. The entire class will discuss each selection.

   b) Debates (Group Project) – Teams of students will debate topics relating to the class theme. Subsequent to the debates, students will, as a group, develop their arguments into a well-researched and properly documented and supported thesis-driven essay. It is highly recommended that groups delegate duties pursuant to members’ strengths and weaknesses. The entire team may research and debate the topic in front of the class, or the group may divide up research and presentation duties as deemed appropriate and fair by each group. Your group will work collaboratively to compete in the class debate, and you will share research, writing and presentation responsibilities. If someone in your group is not pulling their weight, please let me know, and I will have the whole group complete Peer Evaluation Forms. Research on your debate topic should include original interviews, campus polling, anecdotal evidence, observation, etc., as well as library sources. After hearing the opposing team’s argument in class, you will want to share sources with them in order to further address the counter-argument section of your group papers. You may also choose to change your written essay position on the topic at any point during the semester. The Debate will be based on The Open Space of Democracy and Saving Place and will be developed into a Persuasive Argumentation paper. Some ideas for Debate are: The purpose of the debate is to become engaged with and to take a stand on an issue and defend your position. We will conduct in-class brainstorming sessions to come up with additional topics. Course readings should be used as support.

   c) Prewriting Learning Log – As part of your participation grade, for each reading assignment, you will make a one-page entry in your Learning Log notebook. Please draw a vertical line down the middle of each Learning Log page. At the top of the left side, jot down the main point and your personal observations relative to it. Additionally, on the left side, at the bottom of the column, note a new word or concept from the reading and the page number on which it appears. Each class session, several students will be asked to present this new information in the form of a question for the class to discuss. On the right side, note specific quotes or ideas which grab your attention and/or which may be of use to you when writing your essays or when discussing in groups. Additionally, in this Learning Log, you will be asked to write freely in class about reading assignments, class discussions, essay topics, etc. This log may be periodically collected for review, but is primarily for the student’s benefit in forming and developing ideas. Respond to these types of questions: What is it that I think about this subject? How did I arrive at what I think? What are my assumptions, and are they valid? How can I work with facts, observations, inferences, and so on, in order to convince others of what I think? You need not fill the page, but you must have one entry for each Electronic Coursepack and textbook reading assignment. Use one notebook for in-class work and out-of-class reading.

   d) Peer Feedback – Good writing is never a product of only one mind. Writers draw on a variety of experiences and influences in order to work through the writing process. An important influence is feedback from a diverse audience - your teacher and your peers. The workshop allows you to gather a variety of responses and make choices about how you will revise your work as a result. As a reader, you'll
discover what styles of writing you most enjoy and how to better appreciate good writing. You'll gain critical reading skills which will help you write more clearly and thoughtfully.

Writing involves risk. Responding to writing involves careful, critical, sensitive communication. I hope that as we get to know each other, we will learn to challenge and to support and encourage each other. This classroom should be a place in which we all feel comfortable sharing our work and are all open to thoughtful feedback. It's important to note that there's a difference between providing critical feedback that is useful and feedback that amounts to a general judgment negative or positive about a piece of work. Similarly, there's a difference between disagreeing with an idea or comment and shutting down or criticizing the person who made the comment. All work has the potential to be improved, and all ideas have the potential to be thoughtfully reconsidered. You'll be asked to look critically at each piece by your peers and think about how it could be improved. Unsupported comments will not be accepted. Neither will comments that are hurtful, condescending, or otherwise non-useful. Not only are you evaluated pursuant to your coming to class with drafts and revisions, but also you are evaluated pursuant to your efforts in assisting your peers with their writing (workshop responses). You will be assigned to a group of three to four other students for each assignment. You are required to complete a thorough written response for your group members. Periodically, Workshop Response Forms will be provided to assist you in this task. We will discuss the process for responding to drafts in more detail, and you will get a list of questions and/or criteria for each assignment.

- You must include copies of peer reviews you received with your portfolio packets, so do not discard them, even after you've completed the revision.

e) Service Learning – The hours you spend serving the community at your site and responsibly and respectfully representing the University count toward your participation grade.

f) Library Research and Presentation – On the dates specified in the class calendar, we will meet in the library rather than the classroom. Library staff graciously agreed to assist you with reference questions, and to host a teaching session in their classroom. During this visit, each student will find at least 2 articles in favor of and 2 articles opposed to his or her team’s debate topic. Individual team members may not present the same articles. Each member of the team will be required to read all articles found by his or her teammates, but need only prepare a Learning Log entry for the four (4) they found. Students will also use Library visits to enhance their Annotated Bibliographies for their group projects. These library visits are planned to provide you an opportunity for assistance with any research you may need to perform. Please come prepared with reference questions/goals.

2) In-class Essay 01 – Topic will be announced one week before the essay is written. You will have one hour to write and revise the essay.

3) In-class Essay 02 - Topic will be announced one week before the essay is written. You will have one hour to write and revise the essay.

4) Portfolio – All essays will be MLA or APA format. The student will include the three (3) final drafts of out-of-class papers that best represent his or her writing and research skill. Save all drafts and workshop response forms, as they too are part of the portfolio. Your final portfolio is due the final week of classes. Because the scoring team begins reading portfolios immediately, no late portfolios can be accepted. Portfolios are collections of an artist’s or writer’s representative work. Your portfolio will include all the drafts demonstrating that the work is yours—not “borrowed” from other texts, students or the internet. If you can’t demonstrate the work is your own, if you lose earlier drafts, or if the instructor is not familiar with either your drafts or your final papers, your final portfolio may not be accepted.

a) You will submit your portfolio during the final week of classes to your instructor in a manila folder with pockets (the bookstore stocks these in several colors). In one pocket will be the 3 final papers your portfolio grade will be based on. In the other pocket, you will put all the drafts of those papers. It's essential to save (on disk or hard copy) every draft of a paper you work on. The portfolio scoring team will not usually look at the drafts, but your instructor will and may exclude your portfolio from being graded if it is not deemed complete.

b) Your three final papers to be scored by the faculty team will include your student ID number (not your name), your teacher's name or the course and section numbers, the type of assignment (e.g., narrative/reflective), and the date.

c) On the outside of your Portfolio folder, clearly write your student ID number, your instructor’s name, the course name and section number.
d) Portfolios will not be returned, so you should make sure you have copies of everything you are submitting. The English Department keeps portfolios on file for one semester after the completion of the course; after that, they may be discarded.

e) As the summer reading program selection, The Open Space of Democracy, and the course text, Saving Place, provide insights into ecology, wilderness, nature, sustainability, politics, religion, and personal and historical reflections of primarily Northern-American citizens, this course will ask you to examine your own cultural, political, spiritual, and familial influences relative to these concepts and your Service Learning experience. From these selections and your own research and experience, you will think critically about conflicts and potential resolutions for issues that emerge in American democracy and economic policy; for example, how did your Service Learning, guest speakers, readings, field trips etc., affect your understanding of such issues as Environmental Racism, Ecology, definitions of Nature, Wilderness, Environment...? Your critical thought and insights on the course theme should be evident in your writing. Additionally, the course is designed to encourage students to develop a degree of grace and personal style that will make their writing more interesting and engaging to their readership. Students will learn to gear their written text toward an audience of their academic peers.

f) Annotated Bibliography (Group Project): Group research projects are intended to give you experience working collaboratively with your peers on a project of your own design. After determining your issue or problem, your group will identify possible sources of information, including interviews with people on campus or in the community, articles in campus and local newspapers, information about other how other groups deal with the problem, readings from your other classes, internet sources, etc. If your group wishes to poll the campus or community, you’ll need to develop a questionnaire, test it out in class, revise it, administer the questionnaire, and gather your data. Groups will probably begin writing up their reports before they finish collecting data. It is important to keep good records of your sources because you must credit all sources (whether in print or conversation). To get feedback from the class, your group will make an oral presentation of your findings during the related debate session. The class will ask questions, make suggestions, and perhaps even direct you to other sources. Sources your group gathers for this assignment may prove useful in various individual papers as well as for your group writing assignment.

i) Service Learning Narrative/Reflective Essay with Research: Students will choose one of several different Service Learning opportunities: visit a specified/approved elementary school and assist a teacher by working with individual students, tutor California Conservation Corps (CCC) students who are working toward completing their high school graduation requirements, assist at the Camarillo or Oxnard Boys & Girls Club, work with Café on A & C.A.U.S.E., volunteer with the Pleasant Valley Neighborhood for Learning, or ________________________. Your Service Learning Community Partner must be approved by me and must be an official CSUCI/Community Partnership. All students will complete and turn in a Student Learning Plan as well as their Narrative/Reflective essay. Students will engage respectfully with these partners and their clients as representatives of CSUCI, demonstrating professionalism and leadership. In workshops and at home you will be working through several drafts of this essay. In the first draft, vividly describe the experience physically, emotionally, spiritually, and intellectually: What did you and others say? What reactions did you observe? You'll need to be very observant In order to do a good job on this first section of the essay. You will need to scan or insert a picture from this experience into your essay, so bring a camera. In the second draft, you will develop your thoughts by analyzing your response to and impressions of this experience. You will reflect on Service Learning and how it affected your perceptions of the University’s surrounding community. You will comment on whether your thinking about the experience has changed since you began writing about it. Reflect on your initial reactions to the visit and on what you think and feel in retrospect, as you write. What surprised, excited, puzzled, troubled, angered, or simply interested you? What reasons might there be for the way things are? What kinds of solutions can you imagine for some of the problems you see? What questions might you ask someone the next time you go? What might you want to check out through further research? As you prepare revised drafts of this essay, return to the Learning Outcomes for the course and for Service Learning (below) to analyze your synthesis of the experiences more fully.

(1) Learning Outcomes: a) Consider your personal connection to the Characteristics of a CSUCI Graduate: Informed (about human society and natural world), Empowered (to evaluate problems,
take action, and communicate opinions), Creative (with independent thinking), Dedicated (to social justice and responsible participation). Did your Service Learning experience bring new insight as to what is expected from you in the academy? b) Contemplate your identity in the context of the community you serve and the service you provide. Can/should a person operate without a community focus? c) Demonstrate your understanding of the term, efficacy, particularly as it relates to writing. Can words lead to action? What happens when there is action without reflection? Or, reflection without action? d) Consider the term, apathy. Is social justice achievable? Does democracy always result in a dissatisfied minority? e) Evaluate how critical thought may be enhanced by personal involvement. f) Discover personal contribution (assets you bring) to the experience. How does service benefit the student, the organization, and your university?

(2) We will discuss and reflect on Service Learning in more depth in class, and we will have several representatives from various sites come to class prior to your service sessions to prepare you for the task and to address your questions and concerns. Before the end of the semester, you will revisit your site and revise your paper again based on that second experience. (The final essay including research excerpted from your APA report, should be 4-6 pages MLA style sheet). See class calendar for draft due dates/workshops.

(3) Prior to narrating the experience, you will complete a 2-3 page report (APA style sheet) on the organization you are visiting; research will be necessary to complete this portion of the assignment (literature you obtain from site supervisors, Mission Statement, Internet articles, interviews, etc.) This researched information should then be incorporated in your Narrative/Reflective essay to contextualize the place you are assisting and to minimize preconceived notions and misconceptions.

(4) The report paper (before first narrative draft) is intended to serve as a quick introduction to the essentials of research writing: selecting a subject, researching several sources (including internet and printed), summarizing your findings, citing your sources and reporting to your audience what you have learned. It is not necessary that your paper argue for or against anything. Your opinions on the subject are not relevant to the primary report. The purpose of the report is, simply, to tell an audience of your peers, in your own words, what you have found out during the course of your research. Be wary of just summarizing or restating another’s words. Explain what the organization does, how it does it, for whom and why in your own words. Any information you quote or paraphrase must be properly cited.

(5) Writing research shows that people learn best when their reading, writing, and thinking relate to challenges and needs within their communities. In this course, you will have the opportunity to interact with and provide a valuable service to CSUCI Community Partners, and in the process, you'll learn to value the lives, memories, and words of people much different than you. You will spend approximately 6-8 hours this semester Outside of class time on Service Learning to assist you in cultivating an awareness of the ethical and moral insight needed for participation in the human community.

(6) With your permission, your final draft should be shared with the Site Supervisor to provide the organization with valuable feedback and to increase the student’s awareness of writing for an audience. Permission forms will be distributed and collected in class for this purpose. You, as the author, have the right to refrain from completing the form if you wish. However, doing so does, in some ways, limit your learning of the complete writing process.

“Unless man is committed to the belief that all mankind are his brothers, then he labors in vain and hypocritically in the vineyards of equality”. ~ Adam Clayton Powell Jr.

ii) Problem-Solving Essay –The course is designed to advance student grace and personal style, making writing more interesting and engaging to their readership. What problem relating to either internal or external environments do you wish others would pay more attention to? Your essay should both inform readers about the problem (contextualize the issue) and address a specific question of academic import. Each person’s submission should differentiate itself from the others in the class, so make every effort
to identify and define a problem others may not perceive as such. This writing assignment emerges from the course theme (ecology) and the course texts must be used as support for your problem definition and/or solutions proposals. In a problem/solution essay, be sure to first convince the reader precisely what the problem is and why it is a problem. Then you should progress toward convincing the reader your proposed solutions are mature, researched, well-rounded, etc. Remember, there are most likely multiple solutions to the problem, and as such, the more angles you pursue the more critical thought you will exhibit. (4-6 pages – MLA style sheet). See class calendar for draft due dates/workshops. Research will be necessary in order to meet the paper’s objectives which are: Define and clarify the problem you select to write about; use your research to persuade your reader that a problem exists and needs a solution; and, propose the next step or stage in solving the problem. Remember, working through the weaknesses in your proposed solutions reflects critical thought (prism approach). This essay is an individual assignment.

iii) Group Inquiry/Research Project and Persuasive/Argument Essay emerging from Debate - As a group, you will investigate and debate a topic relating to ecology. This group thesis-driven report will be 4-6 pages in APA style sheet format and will require research. Remember, library research is just one of many acceptable forms (interviews, investigation as to how things are done on other campuses, information from other classes, observation, anecdotes, polling, etc). If your group wishes to use polling, you’ll need to develop a questionnaire, test it out in class, revise it, administer it and analyze the data. As with problem/solution, this paper will ask you to define the problem you are exploring, but now you will argue for a position/solution. This genre recognizes a need to take a stand. Class discussion, library visits, course readings and brainstorming sessions will prepare you for the task. Students will practice exploring ideas, conveying information, thinking critically about ideas in published works, and adopting an arguable position about complex and substantive topics. Students will also develop skill in organizing an essay, using logical reasoning to support a thesis, and expressing ideas clearly through appropriate language choices. Counterarguments must be presented and debunked. I will suggest and you may propose topics in class on the day the class votes on topics and forms groups. Course readings and other research should be used as support for the position you are arguing. However, simply reporting on what you find is not university level expository writing; you must also evaluate your sources and make a case for their reliability (biased? reputable?). Prior to completing the first draft, which will be 4-6 pages (APA format), you will debate your group’s topic in class. This task will ask you to address an opposing viewpoint and convincingly argue against it. Class discussion, debate, readings, research and brainstorming sessions will prepare you for the writing task. See class calendar for draft due dates/workshops. Your first draft must meet the minimum requirements and have a Works Cited page. Groups prepare and perform debate presentations, and each group may then decide whether or not they wish to complete a group essay or individual ones. You will share researching and writing responsibilities, so delegate work evenly. For this assignment, no individual submissions will be accepted; learning to write collaboratively is a valued, transferable skill.

Note: In-class and Out-of-class papers will become more challenging as the semester progresses. They will provide experience with various kinds of writing, all of it intended to be read by an academic audience--university faculty, staff and students--the primary audience you will be writing for over the next few years.

How to Succeed in this Course:
1) Come to class on time.
2) Complete all assigned readings and be prepared to write about and to discuss them in class.
3) Bring this syllabus to class each day, and note any changes to it in writing on your copy.
4) Bring all texts and coursepack readings to class each day.
5) Know when assignments are due and turn them in on time.
6) Keep all of your work.
7) Check your e-mail, Electronic Course-pack, and Blackboard frequently.
8) Ask questions – this practice is encouraged and never frowned-upon.
9) Prepare all of your own written work and properly cite any source material.
**Disabilities Statement:** Students who have disabilities or special needs and require accommodations in order to have equal access to classrooms must register with the designated staff member in Student Affairs.

**Classroom Etiquette:** Classroom discussion is not just encouraged; it is required. We must all be conscious of respecting each other. I will not tolerate rude behavior (interrupting, using abusive language, talking to neighbors while another “has the floor,” etc). Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. Please turn off all cell-phones, beepers, or other disruptive devices prior to entering the classroom. Food or beverages are welcome in class.

<table>
<thead>
<tr>
<th>Class Calendar:</th>
<th>Note: calendar, activities, and due dates subject to change as deemed necessary. It is your responsibility to check on announcements made while you were absent.</th>
<th>Note: items in this column are due on the date on this row (i.e. textbooks and materials due 9/2/04)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Date</strong></td>
<td><strong>In-class Activities</strong></td>
<td><strong>Assignments Due</strong></td>
</tr>
</tbody>
</table>
| 8/29/05 | a) In-depth review of syllabus and course requirements  
b) Instructor Introduction  
c) Visit by Service Learning Personnel | Come to class prepared to participate |
| 8/31/05 | a) Several Introductions  
b) Review and discussion of textbooks  
c) Writer profile (cluster)  
d) Service Learning sign-up  
e) Workshops preferred times questionnaire  
f) Visit by Service Learning Personnel | a) Purchase all required texts and materials and bring them to class  
b) Decide upon Service Learning choice and begin researching the organization  
c) Read/scan pgs 1-32 of *Penguin Handbook*  
d) Learning Log |
| 9/5/05 | a) LABOR DAY – NO CLASS | a) Read/scan CH 1 *Researching and Writing Across the Curriculum (RWAC)*  
b) Learning Log |
| 9/7/05 | b) Several Introductions  
c) Detailed discussion of first essay assignment  
a) In-class writing and group discussions based on readings and Learning Log entries | a) Electronic Course-pack readings A and B  
b) Learning Log  
c) Reading due even though class not meeting |
| Week of ______ | First Service Learning Experience | a) *Remember to park on street if visiting a school*  
b) Bring notepad, camera, and paperwork for site supervisor signature |
| 9/12/05 | a) Several Introductions  
b) 1st In-class essay topic presented  
c) Pre-writing prompts to practice In-class Essay genre | a) Research Report on Service Learning Organization due  
b) Electronic Course-pack reading C and D |
<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/14/05</td>
<td>c) NO CLASS ~ Service Learning can be today, or you may use these hours to catch up on schoolwork to make time for SL</td>
</tr>
<tr>
<td></td>
<td>a) 4 copies of First draft of Service Learning Essay</td>
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<tr>
<td></td>
<td>b) In-class Essay 01 Draft</td>
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<tr>
<td>9/19/05</td>
<td>a) In-class Essay 01</td>
</tr>
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<td></td>
<td>a) Bring large Blue Book</td>
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<tr>
<td></td>
<td>b) Complete Learning Log due</td>
</tr>
<tr>
<td>9/21/05</td>
<td>a) Several Introductions</td>
</tr>
<tr>
<td></td>
<td>b) Class vote to narrow debate topics from 6 to 3</td>
</tr>
<tr>
<td></td>
<td>c) Debate teams assigned – 6-7 to each topic (3-4 pro/3-4 con)</td>
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<td></td>
<td>d) Detailed discussion of Problem/Solution essay assignment</td>
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<td></td>
<td>e) Free-write on how best to “problematize” debate topic</td>
</tr>
<tr>
<td></td>
<td>a) 4 copies of second draft of Service Learning Essay</td>
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<tr>
<td></td>
<td>b) Students come to class with suggested topic for first debate</td>
</tr>
<tr>
<td></td>
<td>c) Electronic Coursepack readings O &amp; P</td>
</tr>
<tr>
<td></td>
<td>d) Learning Log</td>
</tr>
<tr>
<td>9/26/05</td>
<td>a) CLASS MEETS IN LIBRARY</td>
</tr>
<tr>
<td></td>
<td>b) Pro/Con teams discuss strategy</td>
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<tr>
<td></td>
<td>c) Debate format/rules presented and class discussion of the above</td>
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<td></td>
<td>d) Class will move to Library courtyard once articles are found</td>
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<tr>
<td></td>
<td>a) Read scan Ch 4 of RWAC</td>
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<tr>
<td></td>
<td>b) Electronic Coursepack readings S (2 essays) &amp; T</td>
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<td></td>
<td>c) Learning Log</td>
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<td></td>
<td>d) In Library, find 2 excerpts/articles from an academic journal or other reputable source in favor of your topic</td>
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<tr>
<td></td>
<td>e) In Library, find 2 excerpts/articles from an academic journal or other reputable source which speaks out against your topic</td>
</tr>
<tr>
<td>9/28/05</td>
<td>a) In-class Debate 01</td>
</tr>
<tr>
<td></td>
<td>a) Revised/polished Service Learning Essay (Coach collects)</td>
</tr>
<tr>
<td></td>
<td>b) Learning Log on Library articles</td>
</tr>
<tr>
<td>10/3/04</td>
<td>a) Peer Workshop (arguable thesis &amp; audience)</td>
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<td></td>
<td>b) Peer workshop on In-class Essay 01</td>
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<tr>
<td></td>
<td>c) 8 students conference with Coach on Problem/Solution essay drafts</td>
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<tr>
<td></td>
<td>a) 4 copies of Problem/Solution Essay from Debate 01</td>
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<tr>
<td></td>
<td>b) Electronic Coursepack reading Q (2 essays)</td>
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<tr>
<td></td>
<td>c) Learning Log</td>
</tr>
<tr>
<td>10/5/05</td>
<td>a) Discussion and in-class writing on assigned readings</td>
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<td></td>
<td>a) Read scan pgs 327-345 in Penguin Handbook</td>
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<tr>
<td></td>
<td>b) Electronic Course-pack reading R</td>
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<tr>
<td></td>
<td>c) Learning Log</td>
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<tr>
<td>10/10/05</td>
<td>a) Peer Workshop (substantive revision)</td>
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<td></td>
<td>b) 8 students conference with Coach on their essay drafts</td>
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<td></td>
<td>c) In-class discussion and writing on class themes</td>
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<td></td>
<td>a) Electronic Coursepack reading F (2 essays)</td>
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<td></td>
<td>b) Read scan pgs 501-504 in Penguin Handbook</td>
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<td></td>
<td>c) Read scan Ch 8 pgs 271-308 and scan/refer to 316-337 in RWAC</td>
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<tr>
<td>Date</td>
<td>Notes</td>
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<td>------------</td>
<td>----------------------------------------------------------------------</td>
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</tbody>
</table>
| 10/12/05 7 | a) Peer Workshop on textual evidence  
              b) In-class discussion and writing on class textbook readings  
              a) 3 copies of revised Debate 01 essay  
              b) Read/scan pgs 55-74 in *Penguin Handbook*  
              c) Read/scan CH 6 pgs 143-165 and scan/refer to 190-214 in *RWAC*  
              d) Learning Log |
| 10/17/05 8 | a) Pre-writing prompts on Electronic Course-pack readings  
              b) Group discussions centered around themes/connections  
              a) Read/scan Ch 9 pgs 339-357 and scan/refer to 358-370 in *RWAC*  
              b) Electronic Course-pack reading G  
              c) Learning Log |
| 10/19/05 8 | a) Peer workshops on both essays  
              b) 8 students conference with Coach on their essay drafts  
              a) 2 copies of revised draft of Service Learning Essay  
              b) 1 copy of revised draft of Problem/Solution essay based on Debate 01 (Coach Collects)  
              c) Learning Log |
| 10/24/05 9 | a) Class vote to narrow Debate 02 topics from 6 to 3  
              b) Debate teams assigned – 6-7 to each topic (3-4 pro/3-4 con)  
              a) Come to class with suggestions for 2nd debate topic  
              b) Read/scan pgs 102-120 in *Penguin Handbook*  
              c) Electronic Coursepack reading E (4 essays)  
              d) Learning Log |
| 10/26/05 9 | a) CLASS MEETS IN LIBRARY  
              b) Pro/Con teams discuss strategy  
              c) Debate format/rules presented and class discussion of the above  
              d) Class will move to Library courtyard once articles are found  
              a) Electronic Coursepack reading H (2 essays)  
              b) In Library, research 2 excerpts/articles from an academic journal or other reputable source in favor of your topic  
              c) In Library, research 2 excerpts/articles from an academic journal or other reputable source which speaks out against your topic  
              d) Learning Log |
| 10/31/05 10| a) In-class Essay 02 topics presented  
              b) Pre-writing exercises to prepare for Essay 02  
              c) Group discussions centered around themes/connections  
              a) **Remember to vote!!!**  
              b) Electronic Course-pack reading I  
              c) Learning Log |
| 11/2/05 10 | a) Peer Workshop on Essay 02 draft  
              b) Revision and Documentation strategies exercises  
              a) Read/scan Ch 7 in *RWAC*  
              b) Learning Log  
              c) In-class Essay 02 Draft |
| 11/7/05 11 | a) In-class Essay 02  
              a) Bring large Blue Book  
              b) Completed Learning Log due |
| 11/9/05 11 | a) In-class Debate 02  
              a) Learning Log on Library Articles |
<table>
<thead>
<tr>
<th>Week of</th>
<th>Second Service Learning Experience</th>
<th>a) <strong>Remember to park on street if visiting a school</strong></th>
<th>b) <strong>Bring notepad, camera, and paperwork for site supervisor signature</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>11/14/05 12</td>
<td>a) Peer workshop centered around thesis and support based on Debate 02 essays</td>
<td>a) Electronic Course-pack reading D and E</td>
<td></td>
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<tr>
<td></td>
<td>b) Different groups conduct peer workshop centered around cohesiveness and style</td>
<td>b) Read/scan Ch 5 pgs 107-119 in RWAC</td>
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<td></td>
<td>c) 8 students meet with Coach to discuss essay(s) and revision strategies</td>
<td>c) Read/scan pgs 345-368 in Penguin Handbook</td>
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<td>d) Learning Log</td>
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<td></td>
<td>e) 3 copies of Debate 02 essay</td>
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<tr>
<td>11/16/05 12</td>
<td>a) Class discussion and writing on Coursepack readings</td>
<td>a) Electronic Coursepack readings J &amp; K</td>
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<td></td>
<td>b) Learning Log</td>
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<tr>
<td>11/21/05 13</td>
<td>a) Peer workshop on In-class Essay 02</td>
<td>a) 3 copies of revised Debate 02 essay</td>
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<tr>
<td></td>
<td>b) 8 students meet with Coach to discuss Debate 02 essay</td>
<td>b) 2 copies of revised Service Learning essay</td>
<td></td>
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<tr>
<td></td>
<td>c) Peer workshop on revised Service Learning essays</td>
<td>c) Electronic Course-pack reading L</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>d) Learning Log</td>
<td></td>
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<tr>
<td>11/23/05 13</td>
<td>NO CLASS/MAKE UP FOR S/L HOURS – Happy Thanksgiving!</td>
<td>a) Enjoy your turkey (or tofurky) ☺</td>
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<td></td>
<td></td>
<td>b) Revise Debate 02 essay</td>
<td></td>
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<tr>
<td>11/28/05 14</td>
<td>a) Writing Prompts on reading assignments and research articles</td>
<td>a) Electronic Course-pack readings M and N</td>
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<td></td>
<td>b) Writer Profile</td>
<td>b) Read/scan pgs 179-222 in Penguin Handbook</td>
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<td></td>
<td></td>
<td>c) Read/Scan Ch 5 pgs 120-125 in RWAC</td>
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<td>d) Learning Log</td>
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<td></td>
<td>e) 1 copy of Revised Debate 02 essay (Coach collects)</td>
<td></td>
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<tr>
<td>11/30/05 14</td>
<td>a) Peer workshop on Portfolio strategy</td>
<td>a) Bring all essays (Blue Book and take home) to class</td>
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<td></td>
<td></td>
<td>b) Read/scan pgs 33-55 in Penguin Handbook</td>
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<td>c) Learning Log</td>
<td></td>
</tr>
<tr>
<td>12/5/05 15</td>
<td>a) Portfolios submitted for peer and instructor review and comment (only 3 essays – decide before class)</td>
<td>a) Compile Portfolio</td>
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<tr>
<td></td>
<td>b) Final Portfolio review/checklist</td>
<td>b) Read/scan pgs 233-270 and 281-307 in Penguin Handbook</td>
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<td></td>
<td></td>
<td>c) Final Learning Log</td>
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<tr>
<td>12/7/05 15</td>
<td>a) Learning Log returned</td>
<td>a) Turn in final, complete Portfolio</td>
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<td></td>
<td>b) Free write on individual writing development throughout the semester</td>
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<tr>
<td>12/10-12/16</td>
<td>PORTFOLIOS HOLISTICALLY SCORED – Grades reported 12/22/05</td>
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<tr>
<td>Finals Week</td>
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</table>
Assigned Readings in addition to class texts (see Electronic Coursepack and BlackBoard)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Title</th>
<th>Author</th>
<th>Pages</th>
<th>Notes</th>
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<tbody>
<tr>
<td>A.</td>
<td>Becoming an Active College Reader</td>
<td>Santi V. Buscemi</td>
<td>31-51</td>
<td>reading only; no excercises</td>
</tr>
<tr>
<td>B.</td>
<td>Introduction</td>
<td>Paul Rogat Loeb</td>
<td>1-13</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>“The Optimism of Uncertainty”</td>
<td>Howard Zinn</td>
<td>63-72</td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td>“The Clan of One-Breasted Women”</td>
<td>Terry Tempest Williams</td>
<td>368-377</td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td>“Jesus and Alinsky”</td>
<td>Walter Wink</td>
<td>149-160</td>
<td></td>
</tr>
<tr>
<td>F.</td>
<td>“The Green Dream”</td>
<td>Mark Hertsgaard</td>
<td>254-263</td>
<td></td>
</tr>
<tr>
<td>G.</td>
<td>“The New York Poem”</td>
<td>Sam Hamill</td>
<td>321</td>
<td></td>
</tr>
<tr>
<td>H.</td>
<td>“Beyond Hope”</td>
<td>Paul Rogat Loeb</td>
<td>322-327</td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>“Hoping Against Hope”</td>
<td>Nadezhda Mandelstam</td>
<td>341-343</td>
<td></td>
</tr>
<tr>
<td>J.</td>
<td>“From Hope to Hopelessness”</td>
<td>Margaret Wheatley</td>
<td>348-351</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Citation page for The Impossible Will Take A Little While</td>
<td>Paul Rogat Loeb</td>
<td>iv</td>
<td>for Works Cited page</td>
</tr>
</tbody>
</table>

Developing Critical Thinking Skills: Critical writers are critical readers.

- Challenge the thinking of writers you read.
- Challenge the lecture you are listening to.
- Use the material you read to challenge your own ideas.
- Consider how your audience may debate your main point(s).

Some things to think about:

“Never doubt that a small group of thoughtful, committed citizens can change the world, indeed, it’s the only thing that ever has.”

~ Margaret Mead

“When we help, we become aware of our own strength. But when we serve, we don’t serve with our strength; we serve with ourselves, and we draw from all of our experiences. Our limitations serve; our wounds serve; even our darkness can serve. My pain is the source of my compassion; my woundedness is the key to my empathy.”

~ Rachel Naomi Remen

"[T]here is garbage in your head; if you don't let it out onto paper, it really will infect everything else up there. Garbage in your head poisons you. Garbage on paper can safely be put in the wastepaper basket."

"a person's best writing is often all mixed up together with his worst."

First: "[s]trip away the rubble"

Second: "throw away much more than you keep."

Third: "[e]very word omitted keeps another reader with you. Every word retained saps strength from the others."

~ Peter Elbow