

California State University, Fullerton
Advanced College Writing – English 301
Fall 2024

Instructor: Adrian Agacer

Office: LH 514

Office Hours: MW 1:00-2:00 pm, F 10:00-11:00 am (Zoom)

Email: aagacer@fullerton.edu

Course Info: 301-12 (21636) 11:30-12:45 (H426)

Required Texts:

Ruszkiewicz, John J. *How to Write Anything: A Guide and Reference with APA Update 5th Ed.* Boston: Bedford/ St. Martin's, 2021

Required Materials:

- Binder or notebook to hold your semester's work
- Blue Books, available in the campus bookstore
- Access to a reliable printer
- Laptop/Computer and Internet Access

Course Goals and Description:

Catalog Description

Prerequisite: ENGL 101. Writing expository prose for non-English majors. Precision in rhetoric and development of individual style by concentration on matters of diction, audience, emphasis and persuasion. Earning a "C" (2.0) or higher grade in English 301 will satisfy the University's undergraduate, upper-division writing requirement for certain majors. A grade of 'C-' or below will not satisfy the Upper-Division Writing Requirement.

Course Description

As a Writing in the Disciplines* course, English 301 provides students with opportunities to refine their skills as college writers and to expand their knowledge of academic and professional writing conventions. The course centers on academic reading and writing strategies for both general and specialized audiences within individual majors/disciplines. Therefore, students will read and write in multiple disciplines and toward a variety of rhetorical contexts. Honing their research and argumentation skills, students will shape material for specific audiences and polish final drafts individually and collaboratively. Students will practice critical thinking using their discipline's modes of proof and learn to find, evaluate, and ethically cite relevant sources. Students will also study their fields' social contexts, conventions, and values in order to communicate effectively.

STUDENT LEARNING OUTCOMES

1. **Rhetorical Focus:** Write formally and informally, in-class and out-of-class, for a variety of audiences and purposes.
2. **Ethical Research:** Using the appropriate major's customary citation style, ethically cite and communicate information from a variety of discipline-appropriate sources.
3. **Persuasive Arguments:** Compare, evaluate, synthesize, and communicate carefully, objectively, and persuasively the relative merits of alternative or opposing arguments, assumptions, and cultural values. Integrate this evaluative work into a persuasive argument.
4. **Organization and Focus:** Organize, focus, and communicate one's thoughts clearly and effectively to address a rhetorical situation.
5. **Language and Design:** Employ consistent features of equitable and fair language and design that effectively develop paper's purpose.
6. **Collaboration:** Develop writing through inclusive collaboration, constructive peer feedback, and respectful discourse.

Course Policies and Requirements:

Participation and Attendance

In this class, you will develop your reading and writing skills in a highly structured setting, so coming to class is very important! I take attendance every class meeting, at the beginning of class, so make sure that you are here on time and ready to participate. Please note that I do not distinguish between excused and unexcused absences. After 6 absences, your attendance grade will drop.

Class Participation

Class participation means that you come to class prepared by having any reading or writing assignments completed. We will begin each class session with a short in-class writing assignment based on the assigned readings. Readings are an integral part of this course. Due dates are listed on the course outline, and I will remind you in class. **No late work will be accepted.** If you must miss class the day a writing assignment is due, please email me the assignment *before* the due date. If you are having any difficulties with the course or with understanding an assignment, it is your responsibility to seek assistance by making an appointment with me; I am always here to help. ***There are no make-ups for in-class activities or assignments.***

Assignments

All assignments are submitted via Canvas, except for Final Drafts

Essays:

The class will be primarily focused on planning, drafting, researching, and revising your essays. The **first essay** is a “Concept” essay where you will explain a concept/theory from your discipline/major. The **second essay** is a “Rhetorical Analysis” essay where you will analyze the rhetoric of a peer-reviewed article in your field. This essay will be a group assignment, but each group member will turn in their own essay. The **third and final essay** is an “Argumentative” essay where you will discuss and resolve an issue in your discipline/major.

Reading Assignments:

Reading assignments will consist of reading selections from *How to Write Anything* and pdfs posted on Canvas as noted in the course outline. All assigned readings and accompanying assignments must be completed before the beginning of class.

In-Class Journals:

Most class meetings will begin with in-class writing that will respond to a prompt or question that I will provide, which will occasionally be a reflection on the class’ readings. We will write for approximately 10 minutes, followed by a class discussion. You will write these in-class journals in a blue book.

Reading Response Journals:

Reading responses in this class are informal reader responses to the assigned readings. Your responses must be at least 2 pages. Each response paper should contain a minimum of two paragraphs developing your reactions, questions, opinions, and/or further ideas on the readings. Instructions will be discussed further during the first week of class, and guidelines will be posted on the class website. Late Responses will not be accepted. These reading responses, along with the journals, will count for a total of 8% of your final grade.

Peer Review and Conferences:

All essays will go through peer review. On the day of your first draft is due, you must have a copy of your paper to share with another student. Giving and accepting constructive feedback is a very important part of writing, so it is essential that you bring in a complete draft and be prepared to share your thoughts and ideas with your classmates.

Along with peer review, there will be one one-on-one conference meeting where you will meet with me and discuss their writing. Attendance is mandatory.

Group Presentation:

For your second essay (Rhetorical Analysis), your group will present your group’s article and discuss the rhetorical devices used in the article and the respective discipline in general.

Annotated Bibliography:

For your final essay, you will write an annotated bibliography prior to writing the essay. This will require you to find, read, and annotate sources that you will use for your final essay.

Late Paper Policy:

Assignments are due on or before the due date and time indicated. They must be turned in by the beginning of class, and I do not accept **any** late assignments. If you miss assignments, including in-class assignments, consider those points subtracted from your final score. If you know that you are going to be absent from class the day an assignment is due, you may turn it in to the English department office before class begins with a time stamp proving that you completed the assignment on time.

Grades

Essay #1 (Concept): 100 pts

Essay #2 (Rhetorical Analysis): 150 pts

Essay #3 (Argumentative): 175 pts

Reading Response Journals: 100 pts (10 pts each)

Participation & In-Class Journal: 100 pts

Conference: 25 pts

Annotated Bibliography (for Essay #3): 100 pts

Group Presentation: 50 pts

Total of 800 pts

720-800 A

640-719 B

560-639 C

480-559 D

479-Below F

I will not use +/- grading.

Academic Dishonesty:

Plagiarism is the failure to appropriately cite the source of any written or oral information. In other words, it means stealing someone else's words (either intentionally or accidentally) and passing them off as your own. Academic dishonesty also includes any "cheating" by getting too much help from others in written assignments or borrowing assignments from students who have previously taken the course. We will review ways of avoiding accidental plagiarism by going over the APA documentation style. All work in this class must be your own. Incidents of academic dishonesty will be dealt with according to university policies, which means you will not get credit for the assignment and Judicial Affairs will be notified. Serious incidents may result in failing the course as well as other punitive action. Please review the university policy and learn guidelines for avoiding plagiarism at <http://www.fullerton.edu.deanofstudents/JudicialAffairs>.

Special Needs:

Please let me know during the first week of class if you require special accommodations. CSUF requires students with disabilities to document their disabilities with Disabled Student Services, located on the first floor of Gordan Hall in GH-101. You may find more information about DSS online at <http://www.fullerton.edu/disabledservices> or by calling 657.278.3117.

Emergency Procedures:

Please take the time to familiarize yourself with the campus emergency procedures. You can find information at:

http://www.fullerton.edu/emergencypreparedness/ep_students.html

Class Schedule

Section I: Class Introduction

	Class Work	Homework (due on day of)
Week 1		
Monday 1/22	Introduction and Syllabus APA Format Basics	
Wednesday 1/24	Discuss Reading Short Diagnostic essay	Get Textbook and Materials Read <i>HTWA</i> (4-8) Read Nagano's "Research Article Titles" (on Canvas) RR Journal #1 Due
Week 2		
Monday 1/29	APA Overview	Read <i>HTWA</i> (pg. 9-25 & 428-446)
Wednesday 1/31	Discuss Reading Introduce Essay #1 Research Overview	Read <i>HTWA</i> (pg. 38-64) RR Journal #2 Due

Section II: Concept Essay

Week 3		
Monday 2/5	Abstract and Thesis	Read <i>HTWA</i> (pg. 276-279) Find and Read Relevant Article for Essay #1
Wednesday 2/7	Discuss Reading Example Concept Presentation	Read Deleuze's "What is a Minor Literature" (on Canvas) RR Journal #3 Due
Week 4		
Monday 2/12	Abstract Workshop	Essay #1 Abstract Due Read <i>HTWA</i> (pg. 280-293)
Wednesday 2/14	Peer Review Discuss Reading	Essay #1 Rough Draft Due

Section III: Rhetorical Analysis Essay

Week 5		
Monday 2/19	NO CLASS	
Wednesday 2/21	Essay Reflection Introduce Essay #2	Essay #1 Final Draft Due Read "Bruno Latour,

	Group/Presentation Signup Discuss Reading	Post-Truth Philosopher” and “Rhetorical Analysis Overview” RR Journal #4 Due
Week 6		
Monday 2/26	In-Class Rhetorical Analysis Research Methods (Types of)	Email Article for Approval (Due 2/28) Read Latour’s “Why Has Critique Run out of Steam” (on Canvas)
Wednesday 2/28	Inductive and Deductive Reasoning Group Research	RR Journal #5 Due Read HTWA (180-204)
Week 7		
Monday 3/4	Discuss Reading	Read What Use is Freud RR Journal #6 Due
Wednesday 3/6	Rhetoric Group Activity Abstract Group Activity	Essay #2 Abstract Due
Week 8		
Monday 3/11	Peer Review	Essay #2 Rough Draft Due
Wednesday 3/13	Essay Reflection Presentations	

Section IV: Presentations

Week 9		
Monday 3/18	Presentations	
Wednesday 3/20	Presentations	Essay #2 Final Draft Due

Section V: Argumentative Essay

Week 10		
Monday 3/25	Introduce Final Essay	
Wednesday 3/27	Discuss Reading Argumentative “Forms”	R e a d H T W A (p

		g . 8 5 - 1 1 3) & “ R e f l e c t i o n s o n K i n e s i o l o g y” R R J o u r n a
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<u>SPRING BREAK 4/1-7</u>		
Week 11		
Monday 4/8	Discuss Reading and Argumentative form ppt	R e a d “ C h a l l e n g e s i n P r o m o t i n g R a c e D i a l o g u e

		s ” (o n C a n v a s) RR Journal #8
Wednesday 4/10	Discuss Reading	R e v i s i t H T W A
Week 12		
Monday 4/15	Introduce Final Essay and Annotated Bibliography	Aull and Ross’ “From Cow’s Path to Conversation” (on Canvas) RR Journal #9
Wednesday 4/17	Annotated Bibliography Activity Conference Signup	Annotated Bibliography Due (4/21)
Week 13		
Monday 4/22	Conferences	Discuss Abstract/Proposal
Wednesday 4/24	Conferences	Discuss Abstract/Proposal

Week 14		
Monday 4/29	Discuss Reading	Abstract/Proposal Due Read hook's "Revolution of Values" (on Canvas)
Wednesday 5/1	Discuss Reading	Read hook's "Theory as Liberatory Values" (on Canvas) RR #10 Due
Week 15		
Monday 5/6	Peer Review	Essay #3 Rough Draft Due
Wednesday 5/8	Peer Review Semester Reflection	In-Class Journals Due
Finals Week		
Wednesday 5/15 11 AM-12:50 PM	Final Essay Due	Final Essay Due