**English 812: Analytical Reading and Writing (ESL)**

**Section XXX, Fall 2016**

**Day/Time and Location**

Instructor:

Office hours:

Office location:

Email:

Telephone:

Analytical Reading and Writing (ESL)—the equivalent course of English 802—is a foundation course in the General Education program. The goals of this course are to introduce you to the challenges and pleasures of college reading and writing and to help you to develop critical reading, writing, and thinking skills that are essential to academic work. By the end of the semester, your portfolio should demonstrate that you can

* identify key arguments in published texts and how they are supported;
* connect and synthesize multiple texts around an issue or an idea;
* create and defend arguments of your own through effective rhetorical strategies;
* organize ideas in a coherent and logical manner;
* demonstrate your development in the use of Standard English grammar and syntax;
* cite properly and evaluate sources in print and online;
* reflect on your own writing process.

This is a class in which there are no right or wrong answers or opinions in many cases. Academic discourse depends on weighing evidence and presenting the strongest positions on a given defined question or problem. English 812 is designed to provide you with the strongest possible foundation for intellectual abilities on which later courses will build.

The theme of this course is the “American Experience,” and we will explore this theme by first focusing on the “College Campus,” a public space on which many of you have had your first American experiences, and then focusing on “Ethnic Restaurants, Ethnic Food, and Ethnic Markets,” which signify other distinctly American experiences. Throughout the semester, we will critically read and discuss a wide variety of academic and non-academic perspectives on these topics so that you will be exposed to the kind of reading and thinking you will be doing at Temple University. These texts will also give you practice in evaluating and citing varied sources in your writing. You will also learn to write effective argumentation that integrates the course readings, class discussions, and your own research.

**Required Course Materials**

A. Course Readings—All course readings will be posted on Blackboard (Bb), and some of them require access to Adobe Reader. You must print out all readings and bring them to class with annotations in the margins. If you do not have the printed readings with you on the day we are discussing them in class, I may ask you to leave and take an absence, especially if I have warned you about this in a previous class. If you have not read and annotated the required reading, I may also ask you to leave and take an absence, again especially if you’ve been warned about being unprepared at least once before. See my policy below about class participation for more on why these policies are so important.

B. Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. 7th ed. Boston: Bedford/St. Martin’s, 2015. (available at the bookstore, located at the Student Activities Center)

In addition to hard copies, you will be submitting work online for this course, and as such, you will need to have regular access to Microsoft Word. If you do not own Word on a personal device, it will be your responsibility to convert your documents to Word before a due date. I will not accept as an excuse for late work that you do not have Word on your computer. This is your first and only warning to use Word for all submitted work. Also, please bring paper and a pen or pencil to class for in-class writing and/or note-taking; we will often do in-class writing, and I prefer that you complete these assignments on paper.

**Course Requirements**

You will complete three papers that involve evaluation of sources, argumentation, synthesis, and development of ideas. Ultimately, you will revise your three papers to be submitted in a final portfolio, and this portfolio will comprise the majority of your final grade. You will also write a reflective letter of your progress throughout the semester. All required drafts of your three papers must be turned in on time throughout the semester (dates are noted in the Course Schedule below), and the portfolio must include all of these prior drafts.

You are encouraged to revise your papers as many times as you wish. However, you can only receive instructor feedback one time on each of the first two papers. On further revisions, you are expected to use your own critical thinking abilities, developing knowledge, and developing writing skills. Your final paper plays a significant role in the assessment of your portfolio because it will represent your writing proficiency without direct instructor intervention.

Although I will not give grades on your drafts as they are submitted throughout the semester, I can give you some indication of whether each draft is passing or failing. My comments are designed to guide you in revision and to improve your writing process. You are always welcome to discuss your progress with me in my office if you are concerned about how your grade is shaping up.

I will also require you to submit all your drafts and revisions to SafeAssign on Blackboard, which checks all essays for possible plagiarism. The full plagiarism policy is stated below.

On the last day of class, you will submit a **portfolio** containing (1) final, clean versions of your **three** essays, (2) a reflective essay of 1-2 pages that describes your reading and writing experiences during the semester (placed in the left pocket), and (3) previous drafts, especially the ones I have commented on, and additional drafts you have produced along the way (placed in the right pocket).

**Individual Conferences**

We will meet three times in conference. We will arrange dates and times in class. In our meeting, we will discuss your work, and you will explain ideas you have and ask questions specific to your work. A missed appointment will be counted as a class absence, and there will be **no make-up** conferences.

**Class Participation**

It is very important that you attend and are prepared for every class meeting and conference. Successful class participation includes the following: coming to class with printed copies of the readings assigned for the day, being fully prepared to talk about the readings by having annotated them, contributing regularly to class discussions and activities, completing reading responses and other short writing assignments, if assigned, working well with others, listening well to others, being respectful of the classroom environment for learning, and not talking while others are talking. Every student has a responsibility to make others feel comfortable learning, participating, and asking questions. Successful classroom participation also includes meeting all deadlines listed in the Course Schedule below.

**Attendance and Lateness**

You are permitted a total of two absences throughout the semester without having your grade affected. If you have more than two absences, you will have a lowered final grade (a reduction of one half letter grade (e.g., from B to B-) for each absence beyond the second absence). If you miss more than four classes (5 absences), you will automatically fail the course. I will notify you when you have missed your fifth class so that you can go see your advisor about withdrawing for the course or making arrangements to take it again in a future semester. I will also try to notify you when you are at the limit and have missed four classes, but even if I do not notify you at four, your fifth absence is automatic failure.

I do not distinguish between “excused” and “unexcused” absences. When you are ill, you should stay home and take care of yourself. If you have an emergency and something serious is happening, you should contact me and be in touch with your advisors and the Dean of Students or other university administrators; you will probably need to consider whether or not to remain in the class.

Please also note that lateness is considered a serious problem in this class, too. If you are not yet in class when I take attendance, you will be marked as late. Two late marks will equal one absence. Leaving early is equivalent to a lateness or absence, depending on how much class you miss. If you miss a class, you are still responsible for catching up with the work from that day; check with a peer first and then with me if you need additional clarification on anything you missed.

Late work is unacceptable. If you have an emergency and you let me know in advance, I may accept a paper draft late. However, the penalty for submitting late work (if I accept it at all) is that I will not give you full feedback on your draft. Thus, when you turn in late work, you are penalizing yourself in the revision process, thus impacting your final portfolio grade.

**Class Etiquette**

No food, phones, or other mobile devices should be on your desk or in your hands during class time unless pre-approved by me due to an emergency. Absolutely no texting is allowed—I will dismiss you from class if you are caught texting and you will receive an absence or will be marked late depending on when the dismissal occurs. No laptops should be open during discussion unless we have spoken about it ahead of time and I have approved you using one for a specific reason.

I expect that we will treat each other with respect and kindness. We are all here to learn and work with others, and any activity that runs contrary to the spirit of learning and collaboration will not be tolerated. Sometimes you may hear a position that you do not like or with which you do not agree, but as long as you express your disagreement in a respectful manner, you will be encouraged to do so.

**Grading Policy**

You must receive a C- or above to pass this course and complete your Gen Ed requirement for Analytical Reading and Writing. The majority of your final grade will be determined by the grade on your portfolio, and this grade is holistic and is decided by me and a panel of other First Year Writing instructors. We use this portfolio review system of multiple instructors to ensure that all students are graded fairly and that grading standards are applied consistently across all sections of English 812. If your final portfolio is not of passing quality, you will not pass the course, although a passing portfolio alone does not guarantee that you will pass the course.

It is vital that you show your work throughout the semester in your portfolio—any portfolio that only includes three essays or any portfolio for which an instructor has not seen previous drafts along the way is very likely to be judged as not passing because it does not reflect the process that is so important in this course. Refer to the “Portfolio Grading Standards” (included in Course Readings), which will be used to evaluate your work; we will also discuss these standards in class.

Your course grade will be determined by the following grade breakdown:

A. Portfolio: 70%

B. Quizzes: 10%

C. Homework: 10%

D. Participation (both verbal and non-verbal [i.e., attention]): 10%

**Disability Policy**

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215- 204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

**Student and Faculty Academic Rights and Responsibilities**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: <http://policies.temple.edu/getdoc.asp?policy_no=03.70.02>.

**Policy of Academic Honesty** (Excerpted from the *Temple University Statement on Academic*

*Honesty for Students in Undergraduate Courses*, slightly modified)

A. Plagiarism

Plagiarism is the unacknowledged use of another person's labor: another person's ideas,

words, or assistance. In general, all sources must be identified as clearly, accurately, and thoroughly as possible. Academic cheating is, in general terms, the thwarting or breaking of the general rules of academic work and/or the specific rules of individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course that was done for another; helping others to plagiarize or cheat from one's own or someone else's work; or actually doing the work of another person.

B. Penalties for Academic Dishonesty

If you plagiarize in my class, you will **fail** **the course** and will be reported to the University as being academically dishonest. This policy is **not negotiable**. If you are uncertain about what constitutes plagiarism, ask BEFORE you hand in the work. It will be too late afterwards.

The following rules will help you to avoid plagiarism:

1. Whenever you use **others’ ideas** or **information**, you need to acknowledge the sources in your main text and to list the complete publication information of the sources in your Works Cited page.

2. If the **language** comes from another writer, quotation marks are necessary in addition to a correct citation. In other words, the language in your paper must be either your own or a direct quote from the original author.

Changing a few words or phrases from another writer’s work is not enough to make the writing “your own.” The writing is either your own or the other person’s; there are no in-betweens.

3. **Do not receive others’ help** in writing and revising your essays except for the help of a tutor of the University Writing Center. If your portfolio shows help from a person other than the Writing Center tutor, it will receive a failing grade.

**Course Schedule**

*This schedule is subject to change. All changes will be announced in class and posted on Blackboard.*

Week 1 (Aug. 30, Sept. 1)

T Introduction of course objectives, requirements, and policies

In-class writing

Th Readings: Nathan, “Preface” (ix-xi), “As Others See Us-- Getting to Know

American Students” & “Relationships and Friendships” (67-77)

Week 2 (Sept. 6, 8)

T Discussion of Essay Assignment #1

Video: “Ethnography and Participant Observation: Part 1” (Gibbs)

Workshop: In-class Exercise on Ethnographic Observation

Review of Basics on Writing an Academic Essay

Review of Portfolio Grading Standards

Th Readings: Nathan, “Classroom Life” & “Worldliness and Worldview” (77-89)

Week 3 (Sept. 13, 15)

T **Due: Ethnographic Observation Notes** in class

Readings: Stahl, “The Truth: Americans Reveal What They Really

Think of International Students,” “Why Aren’t Americans and

International Students Becoming Friends?” and “Americans are Self-

Centered but Friendly?”

Workshop: Comparing Observations and Asking Reflective Questions

Th Reading: Rosengarten, “We Are What We Eat: We Are a Nation of

Immigrants!”

Workshop: Review of MLA Documentation I (Hacker and Sommers107- 133)

Week 4 (Sept. 20, 22)

T **Due: Essay #1** (Bring two copies to class, and submit your essay to SafeAssign.)

Workshop: Popular vs. Scholarly Sources & Peer Review

Th **Due: Written Peer Review of Essay #1** (Bring two copies.)

Library Workshop I – (Room 130 – Paley Library)

Workshop: Review of MLA Documentation II (Hacker and Sommers 133-173)

Week 5 (Sept. 27, 29)

T **Due: Revision of Essay #1** (Bring a hard copy, and submit your revision to

SafeAssign.)

Reading: Lu and Fine, “The Presence of Ethnic Authenticity” (538-543) Workshop: Review of Fragments and Run-on Sentences (Hacker and Sommers

42-47)

Th Readings: Julian, “From Mexico Con Mucho Gusto Mexican-Style Dishes May

Not Resemble the Originals, but Americans Love Them”

& Andrews, “A Tasty Melting Pot”

Week 6 (Oct. 4, 6)

T Readings: [Esposito](http://www.smithsonianmag.com/author/shaylyn-esposito/), “Is Spaghetti and Meatballs Italian?” & Ransom, “[The Difference between Authentic Japanese Sushi and Sushi around the World](http://www.sushifaq.com/sushiotaku/2013/11/15/difference-authentic-japanese-sushi-sushi-around-world/)”

Discussion of Essay Assignment #2

Th Conference (1) – Class Cancelled (Discussion of Revision of Essay #1)

Week 7 (Oct. 11, 13)

T Reading: Stern, “Fast-food Chains Adapt to Local Tastes”

Workshop: Conciseness (Hacker and Sommers 4-7)

**Quiz #1**

Th Workshop: Review of Punctuation (Hacker and Sommers 57-77)

Presentation: Research Proposals for Essay #2 (1)

Week 8 (Oct. 18, 20)

T Presentation: Research Proposals for Essay #2 (2)

Th **Due:** **Essay #2** (Bring two copies to class, and submit your essay to SafeAssign.)

Peer Review

Week 9 (Oct. 25, 27)

T Library Workshop II – (Room 130 – Paley Library)

Workshop:Parallelism (Hacker and Sommers 7-8)

Th **Due**: **Written Peer Review of Essay #2** (Bring two copies.)

Reading: Barbas, “‘I’ll Take Chop Suey’: Restaurants as Agents of Culinary

Cultural Change” (669-686)

Discussion of Essay Assignment #3

Week 10 (Nov. 1, 3)

T **Due: Revision of Essay #2** (Bring a hard copy, and submit it to SafeAssign.) Readings: LaBan, “The New Chinatown” & Kwast and Kim, “Putting Mexican

Cuisine on the Table: Cultural Dimension of Cuisine as Connection

Point”

Th Reading: Manning, “Carving an Official Cambodia Town out of South

Philadelphia”

**Quiz #2**

Week 11 (Nov. 8, 10)

T Conference (2) – Class Cancelled (Discussion of Revision of Essay #2)

Th Reading: Saverino, “The Ninth Street Market and South Philadelphia”

Presentation: Research Proposals for Essay #3 (1)

Week 12 (Nov. 15, 17)

T Presentation: Research Proposals for Essay #3 (2)

ThConference (3) – Class Cancelled (Discussion of Outline of Essay #3—Bring

your outline.)

Week 13 (Nov. 22, 24)

**Fall Break** and **Thanksgiving** Holiday (No Classes)

Week 14 (Nov. 29, Dec. 1)

T Readings: Zajic, “Why You Should Shop at Ethnic Grocery Stores”

Th **Due: Essay #3** (Bring two copies to class, and submit your essay to SafeAssign.)

Peer Review

Week 15 (Dec. 6, 8)

T Discussion of Portfolio Review: Reflective Letter

Th **Last Day of Class**

**Portfolios Due** (Bring your portfolio to class, and submit it to SafeAssign.)