

California State Polytechnic University — Pomona

English 2105: Written Reasoning

COURSE SYLLABUS

Mr. Michael Fauson  
ENG 2105-18 (30901) TTH 10:00-11:15 a.m.  
Location: ONLINE  
Spring 2021

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INTRODUCTION

English can, and will, help you in the workplace, allow you to present yourself to the world in a better light; it can help you to be critical of the messages that surround you, give you the means to express who you are—really, and, most personally, allow you to materialize your own thoughts and reflect upon them. Language mastery is not mere memorization of grammatical rules or irregular spellings, but a means to enter, and contribute towards the ongoing conversations of our world. Because a field of study does not place direct emphasis on language is not a rational outlook for dismissing the capabilities of English mastery. I hope that your work will instill an intimate sense of worth within yourself and that you leave this class as an adept, more capable to brave our world.

COURSE MATERIALS

- *The Norton Field Guide to Writing with Readings* (5<sup>th</sup> Edition)
- *Additional materials to be distributed via Blackboard*

OBJECTIVES

- Engage each other in lively, deep, and substantive discussions which reveal diverse points of view, sometimes concerning even the most *seemingly* mundane of topics
- Express personal views clearly and effectively to an audience with substantive detail
- Form clear and coherent arguments while responding *appropriately* to the views of others
- Constructively critique all writing, including your own, your peers', and published authors
- Proofread for clarity and correctness, including grammar, mechanics, and style
- Write lucid, well-organized essays that address purpose, audience, and situation

COURSE ACTIVITIES

**Participation:** We are here to enter into a *dialogue* regarding key issues, readings, and ways of writing and communicating. Our interactive environment depends on you! So ***formally speak up!*** We must think and respond to each other in depth (even in a virtual classroom setting).

**Grammar Quizzes:** Grammar is essential in order to appeal to the ethos of culture; a paper which is full of errors is similar to going to court in flip-flops, shorts, and a t-shirt. We must write appropriately for our audiences and respect their expectations, particularly at this early level. Thus, expect grammar quizzes to be challenging and useful.

**Essays:** ENG 2105 is geared toward **successfully producing** formal academic writing that is well thought, well researched, and well suited. Summarization is not desirable. Rather, we must use our various texts to help us, as writers, better present our own unique ideas. This is a key distinction. Do your words truly express your thoughts? Or merely the thoughts of another?

## BASIC EXPECTATIONS

- **Participation** – All students, rather than a select few, must regularly participate during class discussions for full credit so that our environment remains interactive and elucidating.
- **Materials** – This class uses a single text (as well as other materials which will be accessible through Blackboard).
- **Late Work** – Assignments are due by their deadline. There are *no exceptions* except in the case of **documented emergencies** which must be discussed with me. **Not turning in your final essay results in a fail.**
- **Academic Honesty** – Plagiarism will result in a **failing grade** on your work or in the course. Plagiarism is quoting or stating someone else's ideas or work without proper citation. You can actually plagiarize yourself. Please refer to the university handbook for more information.
- **Courtesy** – Be respectful towards the thoughts and opinions of others. We are here to discuss and analyze, not necessarily to offend and argue.

## Grading Breakdown:

Essays:	30%
Grammar Quizzes:	20%
Assignments:	15%
Final Essay:	20%
Participation (contribution to discussion):	15%

## Grading Scale by %

100-94 = A	76-74 = C
93-90 = A-	73-70 = C-
89-87 = B+	69-67 = D+
86-84 = B	66-64 = D
83-80 = B-	63-60 = D-
79-77 = C+	59-0 = F

## HOLISTIC ESSAY GRADE DESCRIPTION

- A** The writing expresses a clear point of view and makes an *exceptional* use of *specific* textual or other evidence to develop it fully. It displays an excellent, *in-depth* understanding of texts, issues, or themes under consideration with *great detail* in its summation. The writing also shows *creativity* or *originality* in the connections it draws or approaches it takes (often *going beyond* ideas or issues discussed in class). The paper is well *organized*, is clearly *focused*, *adheres* to the structural criteria covered during the course, and is *practically free* of grammatical errors.
- B** The writing expresses a *reasonably clear* point of view, generally developing it with *appropriate* textual and other evidence and *some detail*. The essay displays a *good understanding* of the issues under consideration, though *additional development* and *detail* (i.e. a more detailed exposition of *summation*) would enhance the writing. The paper is *reasonably focused* and coherent, though there may be *slight* problems with *mechanics*, *usage*, *grammar*, and *essay structure*.

- C** The writing expresses a *main idea*, but its focus may *need sharpening*. The development is *general* (not specific), and there may also be noticeable problems with the structural *organization* of ideas, the use of *detail*, the *clarity or coherence* of the writing, and/or the *mechanics*.
- D** There are *serious problems* with the *articulation* of the main idea, the use of *detail*, the *development* or coherence of the writing structure, and/or the *mechanics*.
- F** The paper is *unacceptable, incoherent*, or does not address topics *appropriate* to the course.

## EXTENDED COURSE OUTCOMES

- Write, read, and think analytically.
- Analyze texts from a rhetorical perspective.
- Use that analysis to inform one's own writing, producing rigorous, clear, and logically cohesive writing.
- Demonstrate skills in organizing, handling evidence, and revising to produce logically and stylistically compelling analyses and arguments.
- Demonstrate skill in elementary inductive and deductive processes, as they are manifest in particular instances of symbolic action (e.g., particular instances of giving examples, making comparisons, defining, classifying, accounting for cause(s) and effect(s)).
- Identify and revise some common fallacies of language and thought and also, but more critically, test the degree of reasonableness of such fallacies in specific rhetorical situations.
- Distinguish premised from unpremiered assertions, informed from uninformed beliefs, and well-informed, well-premiered stances from ill-informed, poorly premised stances in one's own writing and in others' writing.
- Delineate and consider in the readings and in one's own writing the effects of the actions being recommended and the stylistic choices being made—and by such consideration to revise more thoughtfully, not only for felicity and efficiency but also for increased responsiveness to the various contexts and communities within which we live.

## TIPS & RESOURCES

- **Office Hours:** If you struggle at any point or have *particular needs*, contact me during office hours. I am here to help and am more than willing to answer questions and review your writing.
- **University Writing Center:** The UWC is located on the second floor of the library in room 2919.
- **Students with Tutoring Mandate:** Students who are required to attend Writing Center tutoring must complete all 10 sessions in order to satisfy EO1110 or face a deduction of a full letter grade.
- **E-mail & Blackboard:** It is a college-wide policy *to check your school e-mail at least once a day* as you will be notified of changes and messages via e-mail. I will post documents, links, and materials on Blackboard, so check the site for updates and assignments. Also, please utilize my email mmfauson@cpp.edu as it is the official method for quick and available communication.
- **Just Start Writing:** Writing takes practice (as do most skills). Therefore, the more you write the better you will become. If you are stuck on an assignment and do not know what to say, just start writing. Write anything. *Freewriting* helps the mind generate ideas.
- **Prewrite First:** Before you begin a paper, *think* about it—a lot! Your previous instructors may have introduced you to the concept of *brainstorming*. I like to think of *brainstorming* as a synonym for *thinking*.

- **Student Success and Support:** I am committed to meeting the needs of all students. To arrange class-related accommodations, please see the Disability Resource Center (<https://www.cpp.edu/~drc/>). I am also happy to discuss ways of expanding access in the classroom that are not only mandated by law. If you face challenges securing consistent food or housing, please look into the Broncos Care Basic Needs Program (<https://www.cpp.edu/~basicneeds/index.shtml>). If your physical or mental health needs attention, Student Health & Wellness Services (<https://www.cpp.edu/~health/>) and Counseling & Psychological Services (CAPS: <https://www.cpp.edu/~caps/index.shtml>) are available. And, if there's something else that I can do to help you be successful in this class, please reach out to me.

## Tentative Class Schedule - Assignments and Readings by Week

Week 0
<ul style="list-style-type: none"><li>• <b>Initial Diagnostic Essay</b></li><li>• Syllabus</li></ul>
Week 1
<ul style="list-style-type: none"><li>• Résumés and Job Letters</li><li>• "I Would Like to Work for You" by Unknown (online)</li><li>• <b>Discussion #1</b></li></ul>
Week 2
<ul style="list-style-type: none"><li>• Memoires</li><li>• "Us and Them" by David Sedaris</li><li>• <b>Discussion #2</b></li></ul>
Week 3
<ul style="list-style-type: none"><li>• Editing and Proofreading</li><li>• "People Like Us" by David Brooks (online)</li><li>• <b>Discussion #3</b></li></ul>
Week 4
<ul style="list-style-type: none"><li>• Arguing a Position</li><li>• "Kids' Stuff" by Michael Chabon</li><li>• <b>Discussion #4</b></li></ul>
Week 5
<ul style="list-style-type: none"><li>• Assessing Your Own Writing</li><li>• Getting Response and Revising</li><li>• "Throwing Like a Girl" by James Fallows</li><li>• <b>Discussion #5</b></li></ul>
Week 6
<ul style="list-style-type: none"><li>• <b>Grammar Quiz #1</b></li><li>• Reflections</li><li>• "Rural&gt; City&gt;Cyberspace: The Biggest Migration in Human History" by Nicholas Carr</li></ul>
Week 7
<ul style="list-style-type: none"><li>• "Is Google Making Us Stupid?" by Nicholas Carr</li><li>• <b>Discussion #6</b></li></ul>
Week 8
<ul style="list-style-type: none"><li>• <b>Essay #1</b></li><li>• Quoting, Paraphrasing, and Summarizing</li><li>• Mixing Genres</li></ul>

<ul style="list-style-type: none"> <li>• "A Piece of Steak" by Jack London (online)</li> </ul>
Week 9
<ul style="list-style-type: none"> <li>• Collaborating</li> <li>• Comparing and Contrasting</li> <li>• <b>Discussion #7</b></li> </ul>
Week 10
<ul style="list-style-type: none"> <li>• <b>Grammar Quiz #2</b></li> <li>• Writing as Inquiry</li> <li>• "Ever Wonder if You Could Kill What You Eat?" by Makenna Goodman (online)</li> </ul>
Week 11
<ul style="list-style-type: none"> <li>• Quoting, Paraphrasing, and Summarizing</li> <li>• "The Dark Side of Science" by Heather Douglas</li> <li>• <b>Discussion #8</b></li> </ul>
Week 12
<ul style="list-style-type: none"> <li>• <b>Essay #2</b></li> <li>• Narrating</li> <li>• "Shooting an Elephant" by George Orwell (online)</li> </ul>
Week 13
<ul style="list-style-type: none"> <li>• Guiding Your Reader</li> <li>• Defining</li> <li>• "The Strange Economics of Engagement Rings" by Matthew O'Brien</li> <li>• <b>Discussion #9</b></li> </ul>
Week 14
<ul style="list-style-type: none"> <li>• "The Short Happy Life of Francis Macomber" by Ernest Hemingway (online)</li> <li>• <b>Discussion #10</b></li> </ul>
Week 15
<ul style="list-style-type: none"> <li>• <b>Grammar Test</b> (replaces lowest/missed grammar quiz score)</li> <li>• "Anti-Intellectualism: Why We Hate the Smart Kids" by Grant Penrod</li> </ul>
Week 16
<ul style="list-style-type: none"> <li>• <b>Final Essay</b></li> </ul>
Week 17
<ul style="list-style-type: none"> <li>• Final grades posted to Broncodirect</li> </ul>