What textbooks and materials will I need for the course?

Flash drive to courier files; bring to every class.  
Must have access to a computer, the Web, and BB Vista 24/7, including weekends  
Two two-pocket folders for essay submissions (no inside brads or clips)

What will I learn?

Students learn to write essays that contain sophisticated, original ideas and are organized, articulate, and logical as well as creatively written. Emphasis is on analytical reading and thinking, clear writing, and the reasoned support of ideas. You will read and analyze published essays, practice research strategies, and evaluate both the viability of sources and their relevance to your project; you will also gain proficiency in MLA formatting, and gain experience writing argument, opinion, and narrative essays. The “argument essay” contains formal language and outside research that is incorporated into the essay, while other essays you will write use an informal tone and are written from a more personal perspective, incorporating memory, emotion, and opinion as well as outside research.
Through the reading of essays written by some of the world’s best essayists, you learn to recognize and use themes, thesis statements, supporting ideas, transitions, topic sentences, and a host of creative stylistic elements and tones in your own writing.

Here are the official learning outcomes provided by the English Department:

**STUDENT LEARNING OUTCOMES FOR ENGLISH 100:**

**Writing Outcomes:**
- Students will be able to articulate logical and sophisticated ideas in essays that are organized, coherent, logical and well developed while using proper grammar.

**Reading Outcomes:**
- Students will be able to identify major and minor supporting details, identify structural elements, such as transitions, thesis statements and topic sentences, and be able to discuss and summarize the main ideas in a text.
- Students will be able to evaluate argument structures and scrutinize argument conclusions based on the facts, assumptions, inference, and overall logic.

**Research Outcomes:**
- Students will be able to effectively use the library, conducting research via online and textual databases, periodicals, books, and reference materials.
Students will be able to evaluate research in order to assess its relevance and use that research effectively in their papers.

**What are the prerequisites and do they matter?**

This is crucial. Prerequisites are English 99 or ESL 199AC with a grade of “C” or better, or appropriate English or ESL placement score. The ability to use English grammar and punctuation correctly is essential and does affect your grade. If a student knows these skills need improvement, or if the instructor recommends outside help, immediate tutoring is strongly recommended. To arrange free on-campus tutoring sessions, phone the Tutorial Center at 714-432-5559.

**How can I successfully complete the course?**

Be aggressive about homework and be prepared for class. This could make the difference between fail and pass, between the B and the A. Buy your text books immediately, do the reading, and finish and post the first assignments on time.

Don’t let the pressure freak you out. Ask for help.


If you show me proof that you are, in fact, engaged in a professional English skills tutoring situation, this will be a deciding factor if you are on the edge between one grade and another.
I will be available for conferences by appointment before class. Take advantage of this opportunity to get feedback and tips on your writing.

Meanwhile, you will have many opportunities and ways to earn or improve your grade, including having “class buddies,” first and final drafts of essays, peer reviews, reading and group discussion, reading your essays aloud in workshops, research and writing on topics that interest you, homework assignments, and in-class writings and PowerPoint presentations.

This class is highly interactive. Be positive about what you can accomplish and enjoy the opportunity to be heard, and the laughter, while learning.

How is this “hybrid” course different?

Good question. One of the realities about a hybrid course is that you must attend an on-campus meeting plus roughly an equal number of class hours online doing reading and assignments—PLUS HOMEWORK. The time you spend inside the online classroom is tracked by Blackboard Vista, so your commitment has to be sincere. (However, simply being online isn’t a guarantee that you’ll pass the class—you must complete the work outlined in the Schedule.)

Homework and essay-writing are in addition to class hours. Generally, plan to spend two to four hours per class hour on homework. For example, a summer course meets weekly on campus for 4.5 hours plus 4 hours online. Students would spend an additional 17 to 34 hours per week on assigned work, depending on the grade goal.

This course requires you, the student, to assume greater responsibility for your own learning than a traditional classroom-based course. This is not a “work-at-you-own-pace” course, so students must be disciplined and have dedicated study habits to do well. Simply attending the on-campus meetings or participating online is insufficient to pass the course; you must do both. There are specific deadlines and due dates that you must meet, and many assignment notes are delivered to you via the course email, so it is imperative that you log into the course a minimum of four days a week, especially on weekends.

What are the approximate course requirements?

The course is based on earned points for assignments, free-writings, reading responses, essays, presentations, and participation. **Total possible points: 1000**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Quizzes (6 at 30 points each)</th>
<th>Posts</th>
<th>Peer Reviews</th>
<th>Participation</th>
<th>PowerPoint Presentations</th>
<th>Freewrites</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay #1</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>Essay #2</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>210</td>
</tr>
<tr>
<td>Essay #3</td>
<td>150</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Essay #4</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Please note: Students are given an opportunity, on a volunteer basis, to earn extra credit for reading their essay draft aloud and allowing the class to discuss the pros and cons of the essay, which helps everyone write a better essay. “Penalty points” can be assessed for not having the assigned reading material in class, for not doing the reading, and for having more than two absences.

What is the grading scale?

A = 90% – 100%  B = 80% – 89%  C = 70% – 79%  D = 60% – 69%  F = 59% or less
What are the course policies concerning deadlines, how to submit work, etc.?

All in-class submissions (homework, freewrites, and essays) must be in MLA format with a section #. Use double-spaced Courier 12 point font, 5-space indents, and one-inch margins. All online submissions must be single-spaced with a double space between paragraphs.

No email submissions of final-draft essays are permitted. Final-draft essays must be double-saced in Courier and presented in a two-pocket folder with all supporting and prior work on the essay including peer reviews. Points will be deducted if required items are missing. Required elements within the essay should be “coded” per instructor direction.

I reserve the right to ask students to clear their essays through an electronic plagiarism software program. Plagiarism is a serious issue and will not be tolerated.

Deadlines

Short version: be on time. Work ahead. In case of emergency, email me before the deadline.

Essay deadlines: Final draft essays must be submitted at the start of the required on-campus class whether the student attends class or not.

Unexcused late essay submissions are automatically docked 10% off earned points. Essays will not be accepted after one week. There are no exceptions to the deadline for the final essay.

Online deadlines: Assignments must be posted by 10pm on the date due. Peer reviews, replies to postings, quizzes, etc., must be posted by 10pm on the date due, and the computer will not accept them at 10:01pm. This is enforced after week 1.

Reading homework: Do all reading. Students must be active in discussions and prepared with questions/comments about the reading every day. Points can be deducted from your final grade for not being prepared on every page of the reading.

Don’t get tangled up in outside problems. Set a goal to focus on course responsibilities. Tell your loved ones, boss, and friends about your goal and ask for their cooperation. You can request free counseling in the Health Office. Come to class. Do the reading. Participate. Do your best.
WARNING #1: Class assignments, group work, free-writes, quizzes, and reading preparedness may not be made up.

WARNING #2: Coming to class without all of the textbooks will result in a deduction of 20 points each time after week 1. One time could cost you a full letter grade at the end. All class texts are on reserve in the Library; simply ask to read them, copy the readings, etc.

**What are the course policies concerning attendance, tardies?**

WARNING #3: Work is not an excuse to be absent or leave early. Do not ask; the answer is no. This is Department policy. Please schedule routine medical appointments so as to avoid missing class.

If you leave at the break you will be counted absent.

Chronic unexcused lateness may be counted as an absence.

You can miss two class meetings during a 16-week semester (online, on campus, or any combination) without penalty. After two absences, you must voluntarily conference with me. At the third absence, you could lose up to 50 points or be dropped depending on your conduct and work completed to date. (Losing fifty points will cost you a full letter grade at the end of the semester.) A fourth absence will result in being dropped/failing the course.

Summer courses: One class meeting may be missed without penalty. If a second class is missed, the student will be dropped/failed.

WARNING # 4: If a major life issue occurs, contact me immediately and let me know about it. This could mean the difference between a pass, fail, or drop. Provide proof of any emergency or excused absence.

WARNING #5: Withdrawing/dropping to avoid an F is a student’s responsibility.

**What if I disrupt the class?**

Do not misconstrue my happy demeanor as meaning I don’t believe in rules. The rules and policies of this course provide parity and foster learning and will be enforced.

This is a college level class and college level conduct is expected. Please be respectful to your classmates and to me. Practice focus, awareness, and courtesy. Do not talk over others; it’s disruptive. If you disrupt the class you will receive a warning; if you continue to disrupt class, you will be asked to leave class indefinitely and I will file a complaint with the Dean of Students.

The class is upbeat. If you have a chronic bad attitude or an inability to curb your talking, there are other courses perhaps better suited to your educational expectations.

**Final thoughts**

This course is geared to students who want to meet their educational goals, such as fulfilling a degree requirement or mastering writing skills for the job or higher education. I will do my part to get everyone motivated and enjoying the learning experience. Things are pretty upbeat in my classes. The old “positive attitude” is alive and well. Academic curiosity is rewarded. Positive participation is rewarded. Dedication to academic striving is rewarded. If any student has worries about assignments, grades, behaviors of students, or any legitimate concern, email or speak to me.