

English 103, Spring 2023

CRN: 40229

Dr. Kacie Wills

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Office Hours:

Virtual via Zoom: Mondays 1-4:30pm, Wednesdays 1-2:30pm, or by appointment

For virtual office hours, simply email me during the allotted time and I will send you a Zoom link to meet.

Communication:

Outside of class, the best way to contact me is via email. I check my email between 8 a.m. and 5 p.m., twice a day, M-F. **Please put our course title and meeting time in the subject line of any communications.**

-Basic Information About the Class-

Classroom: C 10

Class Meeting Schedule Spring 2023:

We will meet in the classroom for ENGL 103 8-9:20am Mondays and Wednesdays.

Course Texts:

Jay Heinrichs, *Thank You for Arguing, Third Edition: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion*

Mohsin Hamid, *Exit West*

All other course materials will be accessible via Canvas or the library. If you choose to read digitally, please be sure to take notes that will help you reference specific aspects of the reading in class.

Note that course texts are also available on reserve in the library (both at LVC and the Santa Maria campus). If you have any questions about checking out and using a reserve book, please let me know.

Welcome to English 103!

English 103 is designed to fulfill the critical thinking requirement for your undergraduate degrees. In this course, we will develop critical thinking and reading skills, focusing on rhetoric, logic, argument, and close textual analysis. You will practice and demonstrate your critical thinking skills through writing a series of argumentative and analytical essays.

Student Learning Outcomes:

- Write argumentative essays using strategies of reasoning and techniques of rhetoric.
- Identify flawed thinking and evaluate credibility of arguments.

Course Overview:

- Homework (Reading and preparation for class and assignments)
- In-class Participation
- Discussion Lead
- Reading Responses (x5)
- In-class Midterm Essay
- Creative Project and Short Reflection
- 3 Out-of-Class Essay Assignments
- Final Digital Project and Presentation

Make sure you are familiar with Canvas and have reliable access to a computer and the internet.

The syllabus is subject to change, so make a habit of checking Canvas and your email regularly for any updates.

This is a university transfer-level, 3-unit class. We will meet in person for 1 hour and 20 minutes twice a week. For your reference, here is some information about how units work which I find can be helpful in planning your schedule:

- Typically, 1 unit equals 2 hours of study outside of class time. This means that a 3 unit course includes roughly 3 hours of in-person or online engagement and 6 hours of time dedicated to study, homework, reading, and assignment work per week.
- All of this means that you should be prepared for this class to take up about 9 hours of your time every week. Being prepared for the time commitment can help manage your expectations for the course and can help you determine when and how you will make time for the course requirements beyond dedicated class meeting times.

My commitment to your academic success includes a commitment to regular and substantive interaction with students in this course. I will do so in person and online in ways including, but not limited to, the following:

- Lecture and discussion engagement in class
- Individualized instruction with new learning tools
- Individualized feedback on writing in class
- Discussion Board interaction
- Canvas messaging
- Canvas announcements
- Canvas Gradebook comments and annotations
- E-mail communication
- SuccessNet referrals
- Student success office hours
- Video conferencing

Grade Distribution--total: 1000 possible points

- Essay #1, due end of Week 2: Short, reflective essay on critical thinking and problem solving in everyday life (50 points)
- Essay #2, due Week 6: Essay examining a word or phrase (100 points)
- Midterm, Week 8: In-Class Essay Analyzing Rhetorical Strategies in Comedy (100 points)
- Creative Assignment and Reflection, due Week 10: Poetry and the Expression of Loss (100 points)
- Essay #3, due Week 12: Persuasion through Empathy (150 points)
- Final Digital Project, due Week 17: JS StoryMap and Reflection (150 points)
- Final Project Presentation, Week 17 (50 points)
- Discussion Lead on a course reading/video (100 points)
- Reading Responses on any 5 reading assignments throughout the semester (100 points)
- Attendance/ Participation (100 points)

Grading Scale and Assignment Rubric:

A = 100 – 90, B = 89 – 80, C = 79 – 70, D = 69 – 60, F = 59 – 0

*PLEASE NOTE: any grade below 70% is a failing grade!

For final grades of the semester, I will generally round scores above a .5 to the next full number. This decision, however, will be based on your overall performance in the class, your regular attendance and participation, and your demonstrated efforts to improve your writing.

A
91-100%
Excellent/Outstanding

A Paper: An “A” paper fulfills all the requirements for the assignment and may do so in an interesting and creative way that commands attention. The paper will be clearly and interestingly organized, demonstrate the ability to use transitions, and will include effective support. An “A” paper will not only employ excellent word choice, and use sophisticated

sentences effectively, but also it will contain stylistic devices which illuminate the material. An “A” paper looks professional but at the same time displays an authorial voice.

B

81-90%

Good/ Competent

B Paper: A “B” paper is clearly competent and has moved beyond the basics of the assignment requirements presenting a thoughtful and insightful response. A “B” paper is usually less fluent and complex in style than an “A” paper. The paper will be well organized and have good transitions between paragraphs, and the ideas within those paragraphs will be explained fully and clearly. Sentences are structurally complex enough to enhance meaning and are usually free of grammar, usage, or punctuation problems, though there may be occasional awkward phrases or errors. The vocabulary employed in the essay will generally be accurate and clear, but may not be the most effective. There is often some sense of the voice or personality of the writer and some sense of a cohesive style, but this may be occasionally disrupted. Overall, the reader can sense that the writer is engaged with the topic and has something important to say about it.

C

71-80%

Adequate/ Satisfactory/Acceptable

C Paper: A “C” paper generally fulfills its goal. A “C” paper will ordinarily have weaknesses but should not have deficiencies. This paper will have a central idea and recognizable organization. Paragraphs will contain sufficient information for the ideas to be clear, and sentences may contain only isolated errors in grammar and mechanics. Weaknesses often include a focus that is too general, too narrow, too shallow, or too predictable to allow the student any real engagement with the material leaving the paper void of any sense of the writer’s voice or personality. Also, this paper may lack necessary transitions and connections leaving the reader with questions. In general, however, this paper constitutes a satisfactory response within the context and parameters of the assignment.

D

61-70%

Significant Problems/Does Not Meet Requirements

D Paper: A “D” paper demonstrates a lack of control over both content and grammar, or a very serious deficiency in one of those areas. It may be inappropriately brief, may disregard the assignment’s demands, may have serious structural problems and may frequently drift from the topic. It may have significant and frequent mechanical errors, and transitions will be sporadic and marginally effective. A “D” paper employs simplistic or inaccurate word choice, monotonous or fragmented sentence structure, and repeated major and minor errors in grammar and usage that cause confusion or even render portions of the essay incomprehensible. Additionally, a “D” paper often looks unprofessional and may seem as if no care went into its production.

F

60% <
Unacceptable

F Paper: An “F” paper critically fails to meet the basic requirements of the assignment. It will generally also display fundamental deficiencies in both grammar and structure. It may be completely off topic or incomprehensible.

Presentation/Participation Rubric:

A: Demonstrates 1) completion and understanding of the reading; 2) the ability to support arguments with specifics from the assigned material; 3) thoughtful responses to other classmates; 4) connections to other readings or concepts in the course.

B: Demonstrates 1) completion and understanding of the reading; 2) further consideration of what it means.

C: Demonstrates completion of the reading.

D: Attendance but no participation.

F: Absence.

Accessing Grades and Feedback:

I will grade and return your work within two weeks of the original due date. I will post grades to Canvas with feedback. I will talk to you about your grade during office hours or by appointment if you have questions.

Late Policy:

Most work may be turned in late, with a 5-10% grade deduction, depending on how late the work is (1 week is 5% (half a letter grade), beyond that would be 10% (a full letter grade)). If you are having trouble meeting due dates, please reach out to me so we can come up with a work plan to help you succeed in the course.

Late work will not receive feedback and is not eligible for a revision. However, if you'd like feedback on a late assignment, you may meet with me to talk about your work during office hours.

Remember that you must turn in all major assignments in order to pass this course.

Revision Policy:

Written assignments submitted on time will receive feedback and may be revised for a higher grade. Revisions are due one week after the grade is posted. Revisions should be printed and turned in to me after class, along with the original copy with my comments. Changes should be highlighted or otherwise noted. Note: The final paper cannot be revised.

Absence Policy:

This is a discussion course, and your attendance and participation are vital. Failure to actively participate in class in whatever format will count as an absence. If you have an excused absence (college sponsored activity or medical excuse with documentation), you can make up work done that day if you arrange it with me. The Allan Hancock English Department policy on absences is you can miss 2 hours per class unit. In other words, for ENGL 103, a 3 unit class, you may be asked to drop or may fail the course if you miss 6 hours of class instruction.

If you are unable to attend class regularly, it is your responsibility to officially withdraw from the course. I, however, also reserve the right to drop students who are no longer participating in the class.

Dropping a Course:

The last day to drop a class with a refund: February 3, 2023

The last day to drop without a record: February 5, 2023

The last day to drop with a W: April 21, 2023

If you are considering dropping the class, please look into the impact of dropping here: <https://www.hancockcollege.edu/admissions/impact.php?locale=en>

Academic Integrity:

If you have any questions about conducting and integrating research, or about the difference between paraphrasing, quoting, and plagiarism, please see me. Plagiarism of sources (and of entire papers) is not only academically dishonest but also a crime and will result in failing the paper and/or failing the entire course.

The consequence for violating academic integrity in my class is a zero on the assignment.

Intellectual Property:

I hold the copyright to all my PowerPoints, presentations, handouts, writing assignments, syllabus, and any other materials I may distribute through the semester. You may not share, circulate, or upload any of my materials anywhere without my express, written consent. This includes uploads and shares to piracy sites like Coursicle etc. Additionally, students are not allowed to make any audio or visual recording of our class at any time apart from a documented need through the Learning Assistance Program (statement courtesy of Dr. Alina Romo).

-Resources for you-

Accessibility:

Allan Hancock College has a Learning Assistance Program (LAP) to help students with all varieties of learning challenges and/or disabilities. LAP offers academic and disability counseling, learning disability assessment and services, learning strategies and study skills training, adaptive technology and computer lab, and services for students who are deaf or hard of hearing, among others. If you think you may need their help, please look online: <https://www.hancockcollege.edu/lap/index.php>

Academic Resource Center (ARC):

The Academic Resource Center located in Building L is an incredible resource for Hancock students. In the ARC you will find The Writing Center and The Tutorial Center; both resources are free and available to all students on campus.

- The Tutorial Center “provides free on-site group and one-on-one tutoring in most academic subjects for all AHC students who apply. All students receive one hour of tutoring per week for each class in which they are enrolled.” These sessions are facilitated by peer tutors. Students who are members of groups, like CANTRIO, EOPS, and LAP have even more free hours.
- The Writing Center “provides one-on-one writing support to all AHC students for any reading and writing assignment. The Writing Center also offers writing skills workshops, support materials, and computers for students to work on writing assignments. Students who wish to access the Writing Center’s services must enroll in the free, noncredit BASK 7015, CRN 21006 Reading and Writing Lab course. Students can enroll during their first visit to the center or in advance through myHancock.” FYI: The Writing Center is staffed by AHC faculty, including me on occasion! Sessions are held both face-to-face in the ARC and in real-time on Zoom, which you can access through their homepage. The Writing Center also has a "chat" box that you can access during business hours if you have questions; the staff will help find you the answers you need.

Basic Needs:

- Food Share Because We Care: The student-only food share at the Santa Maria Campus takes place every Thursday at 1:30 p.m. and is located on the patio on the south-side of The Mechanics Bank Student Center (Building G). These student-only food shares have shorter lines and wait times than the public food shares. The Lompoc Valley Center food share is held on Thursdays at 2:30, located outside of Building 2.
- The lunch locker is designed for students to have access to non-perishable food items on Monday-Wednesday, and Friday. Thursday's the students can take advantage of the Food Share Because We Care. Lunch Locker is accessible to students in both the Lompoc and Santa Maria campuses:

Santa Maria, 8 a.m.-4 p.m. in the Student Center room G105

Lompoc, 8 a.m.-12 p.m. in Room 2-116

- From 8-10:30 a.m. every 3rd Saturday of the month, students and community members can pick up free non-perishable food and produce by driving through entrance #5 on College Drive Road and follow the signs to the drive-through pick-up between bldg. F and bldg. G.

Please take advantage of this resource: there is no shame in being hungry. If you need food at other times, visit www.foodbanksbc.org

- Additionally, AHC's Basic Needs Program is used to help students who face a basic need insecurity, including food insecurity, housing insecurity, and other emergency or crisis situations. Don't drop out because you can't pay the bills; apply for emergency funds from the college and succeed!

Connect with the Basic Needs Initiative in Building G Room 101 for resources to help support you. The BNI can help connect you with food & housing resources, emergency grants, and other supports that may benefit your situation. If you or someone you know at Allan Hancock College is experiencing any type of financial hardship or basic need insecurity, use the contact information below to get in touch with someone to provide support. Call or Text: (805) 250-3587, Email: basicneeds@hancockcollege.edu

Mental Health:

Students experiencing personal problems or situational crises during the semester are encouraged to contact Student Health Center Counseling (805) 922-6966 ext. 3212 for assistance, support, and advocacy. In the event of an emergency, please always call 911 first. Mental health support at AHC is free and confidential.

Information is also available online:

<https://www.hancockcollege.edu/studenthealth/counseling.php>

Diversity and Inclusion:

Diversity and inclusion are central to the core values of Allan Hancock College. Allan Hancock students, staff, and faculty “operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts, and experiences. Our culture is supported by a philosophy that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning, and services through open and honest communication. [We recognize] that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and creativity while providing positive images for all students.”

See <https://www.hancockcollege.edu/about/mission.php>

The Humanities and Academic Freedom:

English is a traditional humanities discipline. Studying writing and research is valuable for many reasons: it imparts cultural knowledge and can lead to personal insight; it reveals and inspires creativity; it encourages critical thinking and problem solving as well as honing writing skills; it fosters aesthetic appreciation; it promotes moral reflection and empathy through identification with characters; and it is necessary to democratic citizenship. The humanities are what make and keep us human.

Academic freedom and free speech are central to your college experience. Questioning, encountering, challenging, discussing, thinking, and reflecting upon ideas and beliefs that often

differ from our own will occur in this class. As a result, sometimes we might disagree. This does not mean we have a right to disrespect our fellow classmates, however. When communicating with others in and beyond our classroom at AHC, be courteous and kind and practice empathy.

If you need any help during the term, please do not hesitate talk to me!

Course Schedule

Note: All reading assignments are “due” by their assigned date on the course schedule. For example, before the scheduled class time on 1/25, you should have read “A Study in Scarlet” on Canvas. Be sure to take notes on any Canvas reading and bring your book to class when reading is assigned from *Thank you for Arguing* or *Exit West*.

Course Intro: Sherlock Holmes, Induction and Deduction

Week 1

M 1/23 Course introduction and syllabus overview; intro Essay #1

W 1/25 Read “A Study in Scarlet” chapters 1 and 2 (Canvas); in class sign up for discussion lead; Essay 1 Review

Week 2

M 1/30 Read *Thank You for Arguing* ch. 1 (on Canvas); Watch Sherlock ep. 1 in class

W 2/1 **Bring a draft of Essay #1 to class for Peer Review**

Essay #1 Due to Canvas by Friday at 11:55pm

The Power of Language

Week 3

M 2/6 Read excerpts from *Cultish* ch 1(Canvas); in class intro Essay #2
Discussion Lead: Jasmin Deras

W 2/8 Read excerpts from *Cultish* ch. 2 (Canvas)
Discussion Lead: Nathaniel Shearer

Week 4

M 2/13 **Library Orientation**; Read excerpts from *Cultish* ch. 3 and pt. 2 chapter 1(Canvas)
Discussion Lead ch. 3: Brian Ceja
Discussion Lead pt. 2 ch. 1: Jasmin Perez

W 2/15 Read *Thank You for Arguing* ch. 13 and 14

Week 5

M 2/20 **No Class—College Closed today**

W 2/22 Read excerpts from *Wordslut* ch. 2 and 3 (Canvas); Read *Thank You for Arguing* ch. 15
Discussion Lead Ch. 2: Valerie Rustriango
Discussion Lead Ch. 3: Isabella De Jong

Week 6

M 2/27 Read excerpts from *Wordslut* ch. 5 and 6 (Canvas); Read *Thank You for Arguing* ch. 16
Discussion Lead Ch. 5: Monet Delacruz
Discussion Lead Ch. 6: Sydney Elwell

W 3/1 **Bring a draft of Essay #2 to class for Peer Review**

Essay #2 Due to Canvas by Friday at 11:55pm

Flight from Facts and Comedic Expression

Week 7

M 3/6 *Thank You for Arguing* ch. 9 and 21; Read “Why People ‘Fly from Facts’” (Canvas) and “Team Science” (Canvas); Dr. Troy Campbell
Guest Lecture in Class

W 3/8 Watch Taika Waititi video (Canvas); *Thank You for Arguing* ch. 19
In class watch Bo Burnham’s *Inside* and outtakes

Discussion Lead Taika Waititi: Mariana Torres Ramos

Week 8

M 3/13 Individual Conferencing join via Zoom:

W 3/15 **Midterm: In-class Essay**

Spring Break 3/20-3/24

Empathy and Persuasion

Week 9

M 3/27 Individual Conferencing join via Zoom:

W 3/29 Read Chang's *Obit* poems, select at least 7 to read (Canvas); In class: watch literature and empathy TED talk
Discussion Lead Obit poems: Alex Arevalo

Week 10

M 4/3 Read *Thank You for Arguing* ch. 8; Read excerpts from *Empathy Exams* p. 1-26 (Canvas)
Discussion Lead: Ay'Keen Richardson

W 4/5 Read excerpts from *Empathy Exams* p.27-56 (Canvas)
Discussion Lead: Cristina Barbosa

Creative Project and Reflection Due to Canvas by Friday at 11:55pm

Week 11

M 4/10 Read *Thank You for Arguing* ch. 28; Read excerpts from *Empathy Exams* p. 57-68 and 133-149 (Canvas)
Discussion Lead 57-68: Emanuel Valencia

Discussion Lead 133-149: Miguel Chavez

W 4/12 Read excerpts from *Empathy Exams* p. 91-109 and 161-183 (Canvas)
Discussion Lead 91-109: Cody Funkhouser
Discussion Lead 161-183: Sithlali Hernandez

Week 12

M 4/17 Read *Thank You for Arguing* ch. 29; Read excerpts from *Empathy Exams* p. 185-218 (Canvas)
Discussion Lead: Cruz Ortiz

W 4/19 **Bring Draft of Essay #3 to class for Peer Review**

Essay #3 Due to Canvas by Friday at 11:55pm

Using Literary Techniques to Examine Critical Issues: Identity, Space, Immigration

Week 13

M 4/24 Read Massey (Canvas); Read *Exit West* ch.; 1
In class: watch tutorial on JS StoryMap (**Bring a laptop if you can—if not, I'll have extras to hand out**)
Discussion Lead Exit West ch. 1: Janae Davis
Discussion Lead Massey: Cattie Preciado

W 4/26 Read *Exit West* ch. 2 and 3; find and read one article for your project
In class: Work on JS StoryMap (**Bring a laptop if you can—if not, I'll have extras to hand out**)
Discussion Lead ch. 2 Exit West: Emely Garcia
Discussion Lead ch. 3: Faith Dye

Week 14

M 5/1 Read *Exit West* ch. 4 and 5; find and read one article for your project
Discussion Lead ch. 4 Exit West: Evette Estevz

W 5/3 Read *Exit West* ch. 6 and 7; find and read one article for your project
In class: Work on JS StoryMap (**Bring a laptop if you can—if not, I'll have extras to hand out**)

Week 15

M 5/8 Read *Exit West* ch. 8 and 9; find and read one article for your project

W 5/10 Read *Exit West* ch. 10 and 11; find and read one article for your project
In class: Work on JS StoryMap (**Bring a laptop if you can—if not, I'll have extras to hand out**)

Week 16

M 5/15 Finish *Exit West*

W 5/17 **In class: Peer Review JS StoryMap (Bring a laptop if you can—if not, I'll have extras to hand out)**

Final Project Due to Canvas by 11:55pm Friday

Finals Week

Final Presentations: Monday May 22 8-10am