

## English IB (Sections 15 and 24)

Instructor: Jim Sullivan  
Rivera 138: 1B-15 9:10-10:00 / 1B-24 10:10-11:00  
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**“Education is not about filling a pail, it is about lighting a fire.”  
W.B. Yeats**

**I started writing because of a terrible feeling of powerlessness. I felt I was drifting and obscure, and I rebelled against that. I didn't see what I could do to change my condition. I wanted to control rather than be controlled, to ordain rather than be ordained, and to relegate rather than be relegated.  
--Anita Brookner**

**Course Description / Objectives:** UC Riverside's three-quarter IA-IB-IC course sequence introduces a variety of writing genres while encouraging the development of critical reading, writing, and thinking skills. The second course in this sequence, IB, focuses on argument and research. Supplemented by class discussion and critique groups, assignments will require writers to develop and demonstrate the following skills:

- the ability to compose coherent, unified, and persuasive arguments;
- the ability to present arguments and debate with others in a collegial and respectful manner;
- the ability to present compelling evidence and reasoning to support an argument;
- the ability to properly document that evidence and reasoning when it comes from a source other than the writer's own thinking and experience;
- the ability to construct varied, lively, and grammatically correct sentences;
- the ability to employ dynamic, concise, and appropriate language;
- the ability to improve and clarify writing through the writing process: invention, drafting, critiquing, revising, and proofreading.

As college students attending an elite university in the United States, you will learn, write, and work within a complex web of cultures, economic systems, social organizations, and competing values. By requiring you to develop your writing skills in these multicultural contexts, UCR affirms its commitment to grounding your college education on a broad, liberal arts foundation. Through the community of writers we will create in this class, you will prepare for leadership in your personal, social, academic, and professional lives.

### Required Texts and Materials

- Axelrod, Rise B. and Charles R. Cooper. *The St. Martin's Guide to Writing*, 6<sup>th</sup> ed. (SMG)
- Schlosser, Eric. *Fast Food Nation: The Dark Side of the All-American Meal* (FFN)
- Smith, Anna Deavere. *Twilight: Los Angeles 1992*.
- an email account / access to Microsoft Word software (for email submissions)
- a blank PC compatible computer disk
- A college level dictionary and a college level thesaurus (I recommend the *Synonym Finder*)
- A portfolio binder to collect and submit all written work and research

### Grade Breakdown

Paper #1: Why My Major (1250 word minimum)	15 points
Paper #2: Social Problem Identification (1500 word minimum)	20 points
Paper #3: Speculating About Causes (1500 word minimum)	15 points
Paper #4: Concept Essay (1500 word minimum)	15 points
Portfolio	10 points
Final Exam	10 points
Quizzes	5 points
Discussion Starter (500-750 word class presentation)	5 points
Class Participation (preparation for and constructive, thoughtful contributions to class discussion, group activities, and in-class writing)	5 points

You will find all assignment instructions and grading criteria on the course web site. I will score essays and other assignments on a point system. At the end of the quarter, I will determine your grade by simply adding the total number of points earned during the quarter and applying the following scale:

A	100-94 points	C+	79-77 points
A-	93-90 points	C	76-73 points
B+	89-87 points	C-	72-70 points
B	86-83 points	D	69-60 points
B-	82-80 points	F	59 or fewer points

**Attendance:** Because this class employs discussion, workshops, and critique groups, improving your writing depends upon class attendance and participation. Attendance and tardiness problems lower your class participation grade, undermine your writing skills, and erode the classroom experience of your classmates. For this reason, I require students who miss class or arrive late to class to meet with me during office hours to review their attendance record and discuss the material the student should have studied for that class meeting. *I will not accept any assignments submissions from students who have arrived late to class or missed class until they have met this requirement.*

**Essay submissions:** You will find all requirements for paper formatting and length on each assignment's instruction sheet (available on the course web site). I will not accept papers that do not meet the stated submission requirements.

**Late Submissions:** I assign a 10% penalty per class day for any essays submitted after the start of the class period on the due date *unless a student receives permission from me prior to the due date.* A paper turned in at any time after the beginning of class on the due date receives this penalty. I do not accept late submissions of or "make ups" for writing process activities (see below), peer critiques, in-class writing, or quizzes.

**Writing Process Activities:** UCR's composition program and I believe in the importance of the writing process: invention, drafting, peer critique, revision, and proofreading. To help students learn to revise and edit more carefully, I also require each student to complete an error record (see *SMG* page correction log for each essay I evaluate. I will deduct a 10% penalty from each essay for each writing process activity that you do not *fully* complete by the assigned date and submit along with the final draft of the essay (students must submit correction logs within a week of when I return each evaluated paper).

**Plagiarism:** Do not present the work of others as your own. If you plagiarize, you will earn a zero for the assignment, and I will refer your case to appropriate campus disciplinary authorities. Because UC Riverside has a strict plagiarism policy (please review it on the course web site), this serious academic offense will jeopardize your academic career. Develop your own voice and prepare yourself for professional life by learning to recognize plagiarism. Always submit original work and properly document any references you make to the thoughts, ideas, or language of others. If you feel overwhelmed by an assignment, reach out to me as early in the process as you can. You have my office hours, email address, and cell phone number: use them. I want to support your effort to develop your own voice as a writer in any way that I can.

**Course Web Site:** I will post course notes, useful web links, assignment instructions, and course announcements on the course web site ([http://homepage.mac.com/jim\\_sullivan/1B.html](http://homepage.mac.com/jim_sullivan/1B.html)). You will find grades on the course Blackboard (at [ilearn.ucr.edu](http://ilearn.ucr.edu)). Please keep me up to date on your email and telephone contact information.

**Revisions:** A student may revise one of the first two papers (*Why My Major?* and *Social Problem Identification*). If you submit your revision with a 250 word (minimum) explanation of why and how you revised the essay, I will substitute the grade on the revised essay for the original grade. I do not provide detailed comments on this optional revision essays. The optional first revision is due by February 28.

**Conferences:** I believe that direct, one-to-one interaction with the instructor provides an invaluable perspective on a student's writing for both the student and the instructor. With this in mind, I require two mandatory conferences during the semester, hold at least four office hours a week, and encourage you to use email and the phone to communicate actively with me about your writing.

## Course Calendar: 1B Winter 2004

Complete all reading, study, or writing assignments before the class meeting on the date under which those assignments appear. Your preparation for class should begin with reading the “Course Notes” for that class meeting. These will highlight key study issues and often describe the writing process activities you must complete for class. **For most classes, you will also have to read an op-ed piece from the *Los Angeles Times* or *New York Times* assigned to you by a classmate.**

<b>Week 1: An Introduction to Argument in American Contexts</b>
<b>Wednesday January 7</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Carefully review course syllabus and web site / complete writer’s inventory and email it to instructor</li> <li><input type="checkbox"/> Read and study <i>SMG</i> Chapter 19: 623-638</li> </ul>
<b>Friday January 9</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study instructions for Paper #1</li> <li><input type="checkbox"/> Complete invention and research activities for Paper #1 ( in “Course Notes”)</li> <li><input type="checkbox"/> Read and study <i>SMG</i> Chapter 21: 655--692</li> </ul>
<b>Week 2: My Major and its Context</b>
<b>Monday January 12</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study <i>SMG</i> Chapter 6: 237-263</li> <li><input type="checkbox"/> Complete research and planning activities for Paper #1 (in “Course Notes”)</li> <li><input type="checkbox"/> Sign up for discussion starter and course record assignments</li> </ul>
<b>Wednesday January 14</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study <i>SMG</i> Chapter 22: 693-702</li> <li><input type="checkbox"/> Compose a full-length draft for paper #1; bring two cover sheets (see assignment instructions) and one copy of draft to class. Bring electronic copy of draft to class on a PC compatible disk (you will email your draft to me DURING class).</li> </ul>
<b>Friday January 16</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study “Critical Reading Guide” for Paper #1 (in “Course Notes”)</li> <li><input type="checkbox"/> Complete peer critique (“critical reading”) for paper #1</li> <li><input type="checkbox"/> Read and study <i>Twilight</i> “Introduction,” “Prologue,” and “The Territory”</li> </ul>
<b>Week 3: <i>Twilight: Los Angeles 1992</i></b>
<b>Wednesday January 21</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study “Here’s a Nobody” in <i>Twilight</i></li> <li><input type="checkbox"/> Read revision guidelines for Paper #1 (in “Course Notes”)</li> <li><input type="checkbox"/> Submit final draft of paper #1 in portfolio along with all invention and research activities, drafts, and peer critiques. Bring the final draft to class on a disk as well (you will submit a backup copy to me via email DURING class).</li> </ul>
<b>Friday January 23</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study “War Zone” pages 83-134 in <i>Twilight</i></li> <li><input type="checkbox"/> Read Paper #2 assignment instructions (on course web site); complete invention activities (in “Course Notes”).</li> </ul>
<b>Week 4: Conference #1 / Paper #2 Identifying a Social Problem</b>
<b>Monday January 26</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study the rest of “War Zone” in <i>Twilight</i></li> <li><input type="checkbox"/> Find 5 journal sources / write annotated bibliography entries for 3 journal articles (bring to class)</li> </ul>
<b>Wednesday January 28</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study “Twilight” section of <i>Twilight</i></li> <li><input type="checkbox"/> Find 5 book sources / write annotated bibliography entries for 3 books (bring to class)</li> </ul>
<b>Friday, January 30</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study “Justice” section of <i>Twilight</i></li> <li><input type="checkbox"/> Find 5 web sites / write annotated bibliography entries for 3 web sites (bring to class)</li> </ul>
<b>Week 5: <i>Fast Food Nation</i></b>
<b>Monday February 2</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study <i>FFN</i> “Introduction”</li> <li><input type="checkbox"/> Complete planning activities for paper #2 (in “Course Notes”)</li> <li><input type="checkbox"/> Paper #1 Error Record and Correction Log due</li> </ul>
<b>Wednesday February 4</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compose a full-length draft for paper #2; bring two cover sheets (see assignment instructions) and one copy of draft to class. Bring electronic copy of draft to class on a PC compatible disk (you will email your draft to me DURING class).</li> </ul>
<b>Friday February 6</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete peer critique (“critical reading”)—email copy to Jim / bring hard copy to class</li> <li><input type="checkbox"/> Read and study <i>FFN</i> “Founding Fathers”</li> </ul>

<b>Week 6: Speculating about Causes</b>	
<b>Monday February 9</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study <i>FFN</i> “Your Trusted Friends”</li> <li><input type="checkbox"/> Submit final draft of paper #2 in portfolio along with all invention and research activities, drafts, and peer critiques. Bring the final draft to class on a disk as well (you will submit a backup copy to me via email DURING class).</li> </ul>
<b>Wednesday February 11</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study SMG Chapter 9: 407-436</li> </ul>
<b>Friday February 13</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study <i>FFN</i> “Success”</li> <li><input type="checkbox"/> Complete Invention and Research Activities: 437-444</li> </ul>
<b>Week 7 Conference #2</b>	
<b>Wednesday February 18</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Planning and Drafting activities: 446-449</li> <li><input type="checkbox"/> Compose a full-length draft for paper #3; bring two cover sheets (see assignment instructions) and one copy of draft to class. Bring electronic copy of draft to class on a PC compatible disk (you will email your draft to me DURING class).</li> <li><input type="checkbox"/> Read and Study <i>FFN</i> “Why the Fries Taste So Good”</li> </ul>
<b>Friday February 20</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paper #2 Error Record and Correction Log due</li> <li><input type="checkbox"/> Complete Peer Critique of Paper #3 (based on “critical reading guide on <i>SMG</i> 469)</li> <li><input type="checkbox"/> Read and Study <i>FFN</i> “On the Range”</li> </ul>
<b>Week 8: Mad Cows and a Maddening Economy</b>	
<b>Monday February 23</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit final draft of paper #3 in portfolio along with all invention and research activities, drafts, and peer critiques. Bring the final draft to class on a disk as well (you will submit a backup copy to me via email DURING class).</li> <li><input type="checkbox"/> Read and Study <i>FFN</i> “Cogs in the Great Machine”</li> </ul>
<b>Wednesday February 25</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and Study <i>SMG</i> Chapter 7: 293-324</li> </ul>
<b>Friday February 27</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study <i>FFN</i> “The Most Dangerous Job”</li> <li><input type="checkbox"/> Complete Invention and Research activities: 325-333</li> </ul>
<b>Week 9: Proposing a Solution</b>	
<b>Monday March 1</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Planning and Drafting Activities: 273-276</li> <li><input type="checkbox"/> Compose a full-length draft for paper #4; bring two cover sheets (see assignment instructions) and one copy of draft to class. Bring electronic copy of draft to class on a PC compatible disk (you will email your draft to me DURING class).</li> </ul>
<b>Wednesday March 3</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study <i>FFN</i> “What’s in the Meat”</li> <li><input type="checkbox"/> Complete Peer Critique for paper #4</li> <li><input type="checkbox"/> Error Record and Correction Log for paper #3 due</li> </ul>
<b>Friday March 5</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit final draft of paper #4 in portfolio along with all invention and research activities, drafts, and peer critiques. Bring the final draft to class on a disk as well (you will submit a backup copy to me via email DURING class).</li> </ul>
<b>Week 10: Portfolios</b>	
<b>Monday March 8</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and study <i>FFN</i> “Global Realization”</li> <li><input type="checkbox"/> Portfolio Project Draft Part 1</li> </ul>
<b>Wednesday March 10</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reading TBA</li> <li><input type="checkbox"/> Portfolio Project Draft Part 2</li> </ul>
<b>Friday March 12</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reading TBA</li> <li><input type="checkbox"/> Portfolio Submitted</li> </ul>

**FINAL EXAM:** Monday, March 15, 8-11 AM, Location TBA

I reserve the right to modify this calendar during the course of the quarter. If I do make any changes, I will announce them in class and on the course web site: [http://homepage.mac.com/jim\\_sullivan/1B.html](http://homepage.mac.com/jim_sullivan/1B.html)