Course Description: An introduction to the academic reading, writing, critical thinking, and study skills expected at the college level with the ultimate goal of producing clear, competent essays. Emphasizes the connections between reading and writing, and students read and write extensively. Seven hours of supplemental learning in a Success Center that supports this course are required.

Required and/or Recommended Background:
Eligibility for ENG 575 as determined by the Chaffey assessment process
Prerequisite(s): None  Corequisite(s): None  Advisory: None
Limitation on Enrollment: None

Required Course Materials
1. INTRO TO COLLEGE READING & WRITING (CUSTOM)
   ISBN: 9781121916128
2. The Hunger Games
   ISBN: 9780439023528
3. access to computer, printer, and online course materials (course website, additional readings, Chaffey library databases, official panther e-mail account, Moodle, and other materials)
4. poster board and other collage development materials
5. paper clips (or stapler)
6. course participation notebook

Contact Information for Other Students
1.  
2.  

Professor Melissa Utsler
melissa.utsler@chaffey.edu
(909) 652-8026
www.writinginthele.info
Office Location: CHMB-216

Advice Hours
Time(s) That Work Best For Me:

Other Times:

First Plan to Meet Up With Prof U By:

Finals Week Advice Hours:

(Official Listing of Advice Hours Information: See Part Four of the Syllabus)
## Track Your Progress: Point Breakdown for the Semester

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
<th>Your Score</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Projects (300 Points)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project One (Project One Final Draft, Three Stamped Copies of Your Project One Rough Draft, Feedback from Test Readers)</strong></td>
<td>100</td>
<td>(-20 points for missing stamped copies of rough draft)</td>
<td>As the course instructor, I assess each major project with consideration of the English department’s grading standards. In addition, I consider how well each major project demonstrates understanding and application of project concepts. Rough drafts are stamped in class on the days when you participate in peer feedback sessions. The stamps indicate that you shared copies of your work with at least three test readers, and served as a test reader for at least three other students.</td>
</tr>
<tr>
<td><strong>Project Two (Project Two Final Draft, Three Stamped Copies of Your Project Two Rough Draft, Feedback from Test Readers)</strong></td>
<td>100</td>
<td>(-20 points for missing stamped copies of rough draft)</td>
<td>One Project Only (Suggested: Save for an Emergency) Instead of submitting three stamped copies of your rough draft, you may submit the final draft of one project with a single copy of your rough draft and a Success Center tutorial form (indicating that you shared the draft with a tutor).</td>
</tr>
<tr>
<td><strong>Project Three (Project Three Final Draft, Three Stamped Copies of Your Project Three Rough Draft, Feedback from Test Readers)</strong></td>
<td>100</td>
<td>(-20 points for missing stamped copies of rough draft)</td>
<td>Reminder: All major projects are expected to be formatted according to MLA format requirements. Final drafts must be typed in order to earn points.</td>
</tr>
</tbody>
</table>
| **Course Participation Notebook (includes out-of-class assignments and in-class participation materials)** | 300 | | Out-of-class assignments (with the exceptions of the portfolio, major projects, and supplemental learning activities) are graded as parts of the course participation notebook. These compositions and other assignments are originally due on the dates listed in the syllabus. Materials submitted on time are stamped by the instructor to indicate timely completion. You are responsible for organizing and keeping all returned work after the work has been stamped. Late assignments are not stamped. In-class participation is also assessed through the course participation notebook. You are responsible for keeping and organizing your work from in-class activities; keep work from both individual and group activities. (Missed in-class activities cannot be duplicated or made up.) Resubmit all course participation notebook materials on the final class day for an overall score. Group activity work, collected and organized by the instructor throughout the semester, is also assessed as part of your final notebook score. Therefore, it is important to always write your name on group materials before submitting them. **Your course participation notebook will receive one of the following final grades:**  
(EL) Exemplary Work: 300 points = This well-organized notebook demonstrates a pattern of excellent out-of-class assignment completion and exemplary in-class (individual and group) participation.  
(AW) Appropriate Work: 240 points = This organized notebook demonstrates a pattern of appropriate out-of-class assignment completion and active in-class (individual and group) participation.  
(PN) Progress Needed: 150 points = This notebook demonstrates a pattern of late assignment completion, missing work, and/or limited in-class (group and/or individual) participation.  
(NO) No Credit: 0 points = Not Submitted or Incomplete / This folder demonstrates a pattern of mostly missing and/or mostly late work and/or extensive lack of in-class (individual and/or group) participation. |
| **Supplemental Learning Assignments** | 70 | (10 points per supplemental learning activity X 7 sessions = 70 points) | Supplemental Learning assignments are due by the dates listed on the Supplemental Learning form. Late supplemental learning activities do not earn points. 10 points earned for each required session (One Stamp + One Required Hour of Instruction = earns ten points) |
| **Final Portfolio (Required portfolio elements: updated portfolio versions of all three major projects, previously graded versions of all three projects, and the final in-class essay)** | 330 | | The portfolio versions of all three projects are reviewed with consideration of the English department’s grading standards and how well each essay demonstrates mastery of associated learning objectives. The in-class essay is reviewed for successful demonstration of the essay’s learning objectives. As discussed in class, the final portfolio earns an overall grade based on holistic assessment of the required portfolio elements. |
English Department Grading Standards:

An A paper is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.

A B paper is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.

A C paper is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppiness or monotony, significant problems with mechanics, grammar, spelling, and diction.

A D paper is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.

An F paper is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and may fail to fulfill the assignment or may be unacceptably brief.

<table>
<thead>
<tr>
<th>Final Point Total</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>990 – 1000</td>
<td>A+</td>
</tr>
<tr>
<td>920 – 989</td>
<td>A (Excellent)</td>
</tr>
<tr>
<td>900 – 919</td>
<td>A-</td>
</tr>
<tr>
<td>890 – 899</td>
<td>B+</td>
</tr>
<tr>
<td>820 – 899</td>
<td>B (Above Average)</td>
</tr>
<tr>
<td>800 – 819</td>
<td>B-</td>
</tr>
<tr>
<td>790 – 799</td>
<td>C+</td>
</tr>
<tr>
<td>720 – 789</td>
<td>C (Average)</td>
</tr>
<tr>
<td>700 – 719</td>
<td>Low C</td>
</tr>
<tr>
<td>680 – 699</td>
<td>D+</td>
</tr>
<tr>
<td>620 – 679</td>
<td>D (Below Average)</td>
</tr>
<tr>
<td>600 – 619</td>
<td>D-</td>
</tr>
<tr>
<td>0 – 599</td>
<td>F (Poor)</td>
</tr>
</tbody>
</table>
Why Take This Course? (What are the course objectives?)

Enhance your academic, professional, and personal communication skills by meeting course objectives:

1. Apply appropriate reading strategies to comprehend a variety of texts across the disciplines.
2. Identify thesis statements, main ideas, and major and minor supporting details in a variety of nonfiction readings, and incorporate these elements in one's own writings.
3. Outline, summarize, analyze, and respond to information in nonfiction reading for the purposes of discussion and writing.
4. Analyze interconnected functions of audience, purpose, and tone in readings across the disciplines as well as one’s own writing and the writing of other students.
5. Examine the presentation of information, patterns of organization, and visual aspects of layout, employed by textbooks.
6. Develop reading comprehension and vocabulary through common strategies such as reading out loud, talking to the text, thinking out loud, using context clues and structural analysis.
7. Identify rhetorical features in nonfiction readings, and incorporate uses of selected rhetorical strategies (e.g. description, exemplification, argument) in one's own writing.
8. Demonstrate an understanding of the logical relationships among the parts of readings as well as the parts of compositions.
9. Construct coherent writings with a controlling idea and paragraphs that support it.
10. Write compositions, using idea generation, planning, drafting, revising, and editing.
11. Write introductory essay paragraphs, body paragraphs with supporting sentences that relate to the topic sentences, and concluding essay paragraphs.
12. Incorporate information from outside sources, attributing quotes, paraphrasing, and differentiating between one’s own ideas and those of others.
13. Identify individual patterns of grammatical error, and apply rules of grammar punctuation, mechanics, spelling, and usage—toward proficient editing.
14. Contribute to academic dialogues through reading, writing, and critically thinking about ideas, presented in increasingly sophisticated texts.
15. Develop patterns for academic and professional success by learning about and applying various best practices of successful college students. This syllabus reflects attention to best practices of successful college students; for example, successful college students turn work in on time and participate in class regularly.
May I earn extra credit points this semester?
Each student may earn up to thirty extra credit points this semester. Many options will be announced; students may choose from these options. (Please note: The thirty point limit per student will not be changed this semester.)

Is Late Work Accepted?  
Your work is considered late if it is not submitted on the day it is due.

You may turn in one major project (Project One, Project Two, or Project Three) up to one week late without penalty. Otherwise, a late major project is accepted up to two weeks late with a 20 point penalty. After two weeks, a late major project is accepted with a 50 point penalty. Late major projects, received within two weeks of the final class day, may not receive feedback in time for portfolio revision.

Supplemental Learning activities only earn points when completed and stamped by the appropriate due dates.

Course Participation Notebook: The second page of this syllabus features information about the ways that patterns of late work and/or missing in-class activities influence your course participation notebook score.

You are responsible for planning ahead and making sure you allow enough time to bring printed (not digital) versions of your work to class. Digital work (e-mailed, laptop, disk, etc.) does not earn points.

No work, including the final portfolio, will be accepted after the final class day.

What if students miss class time?
Missing class time is detrimental to your success in the course. You remain responsible for the information you miss, and it is not possible to make-up missed in-class activities.

How may students receive assistance at Chaffey College?
Chaffey College features a number of invaluable resources for students; as a Chaffey College professor, I am happy to help you locate appropriate campus resources for your needs and interests. To get started, please consider:

Student Success Centers
Chaffey College has created a network of Student Success Centers – offering free tutorials, workshops, learning groups, directed learning activities, and computer/resources access – to assist students in their academic development and success.

Success Center services will be offered at all 3 Chaffey locations:

Chino Campus Success Center  
Multidisciplinary Success Center  
(CHMB-145) 909-652-8150

Fontana Campus Success Center  
Multidisciplinary Success Center  
(FNFC-122) 909-652-7408
### Rancho Campus Success Centers

<table>
<thead>
<tr>
<th>Success Center</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Success Center</td>
<td>(BEB-101) 909-652-6907/652-6820</td>
</tr>
<tr>
<td>Math Success Center</td>
<td>(Math-121) 909-652-6452</td>
</tr>
<tr>
<td>Multidisciplinary Success Center</td>
<td>(Library) 909-652-6932</td>
</tr>
</tbody>
</table>

A current Chaffey College photo ID card is required for all Success Center services. Walk-ins are welcome, and advanced appointments are available for most services. Call the centers or consult the college website at [www.chaffey.edu/success/](http://www.chaffey.edu/success/) for more information. Online appointments: [https://chaffey.mywconline.com](https://chaffey.mywconline.com).

### Career Center

The Career Center helps Chaffey College students find meaningful careers. The program offers career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and career related workshops. The Career Center is located on the Rancho Cucamonga Campus in MACC-203. Please call (909) 652-6511 for more information.

### Disability Programs and Services

Chaffey College’s Disabled Students Programs and Services, or DPS, serves an estimated 1500 students across all Chaffey campuses. DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. For more information please contact the DPS general phone line at (909) 652-6379.

### EOPS and CARE

Extended Opportunity Programs and Services (EOPS) is designed to ensure student retention and success through academic support and financial assistance for eligible students. Cooperative Agencies Resources for Education (CARE) is a program that serves a limited number of EOPS students who are single heads of household parents. It provides additional support services beyond those available through EOPS. The ultimate goal is completion of a certificate program, an associate degree, and/or transfer to a four-year college. Call (909) 652-6345 for more information.

### Veterans and Eligible Family Members

Chaffey College’s Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 or [vrc.staff@chaffey.edu](mailto:vrc.staff@chaffey.edu) for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in AD-125 on Chaffey College’s Rancho Cucamonga campus.

### Student Health Services

Student Health Services is dedicated to assisting students to achieve and maintain optimum physical, mental and emotional health. We are committed to providing quality healthcare at a reasonable cost. All currently enrolled full and part time Chaffey College students on the Rancho Cucamonga Campus or any off campus site may utilize the services of the Student Health Office. Please have your Chaffey ID ready.

- Rancho Campus    MACC-202 (909) 652-6331
- Chino Campus     CHMB-105 (909) 652-8190
How may I become involved with campus activities?
Chaffey College offers a variety of opportunities for campus involvement, including student clubs (Student Activities Office: (909) 652-6590), visual and performing arts programs (School of Visual and Performing Arts: (909) 909/652-6066), and athletics events (Athletics Department: (909) 652-6290).

One Book, One College: The One Book, One College Committee strives to create a community of readers across the curriculum at Chaffey College and within the communities it serves. Each year, the committee selects a college book and creates a diverse series of related events. Students are encouraged to participate in these activities to enrich their educational experience at Chaffey.

How does the college ensure a high-quality educational environment?
Chaffey College Code of Conduct: Students are responsible for reading published information about the Chaffey College Code of Conduct which is available in the newest edition of the student handbook. Please consult with Professor Utsler and/or other appropriate college personnel if you have related questions and/or concerns while a student at Chaffey College.

Please note that participation is assessed (and participation points awarded) with consideration of student professionalism and code adherence.

Academic Integrity: Violations of the Student Academic Integrity Code, including plagiarism, will not be tolerated in Chaffey College English courses. Plagiarism is defined as the misrepresentation of the published ideas or words of another as one’s own. At the discretion of the professor, plagiarism or other violations may result in zero points for the assignment. Additionally, the professor may file a Student Academic Integrity Form documenting the violation and may seek other sanctions. The complete Student Academic Integrity Code appears in the Chaffey College Student Handbook.

Faculty Success Center: Chaffey College features a number of success centers, designed to promote continued academic development of students and professional development of faculty. Through the Faculty Success Center, Chaffey College professors have opportunities to continue developing instructional strategies for their professional toolboxes.

Institutional Research: The following information appears on the website for the Office of Institutional Research: “The Chaffey College Office of Institutional Research provides useful and ‘user-friendly’ data, reports and presentations to Chaffey College administration, staff, faculty and students. The office provides data and information relevant to: short and long range planning and decision making, institutional effectiveness and accountability, student learning outcomes and student success, program and services review, and federal and state-mandated reporting.”

Core Competencies: Chaffey College as an Institution
1. communication
2. critical thinking and information competency
3. community/global awareness and responsibility
4. personal, academic, and career development

Student Learning Outcomes: English 575
1. Apply appropriate reading strategies suited to the text
2. Write an essay including a thesis and supporting evidence.
3. Analyze interconnected functions of audience, purpose, genre, tone, and role
**Student Learning Outcomes: All English Department Classes**
Understand the relationship between purpose and audience in a text. [This works for analyzing a reading or writing a paper.]

Apply the elements of the reading process (prereading, active reading, reviewing, responding, etc.) to any reading assignment in the academic and professional spheres.

Apply the elements of the writing process (inventing, drafting, revising, editing, proofreading, etc.) to any writing assignment both in the academic and professional spheres.

Respond critically to reading assignments using reflection, analysis, and synthesis.

Reflect on and evaluate one’s own progress as a reader, writer, and critical thinker.

**The Honors Program**
The Honors Program provides an intellectual and cultural community for students at Chaffey College. Program benefits include smaller classes, creative and challenging coursework, academic enrichment activities, and scholarships. Students also have opportunities to present research at scholarly conferences, build social responsibility through community service, and receive ongoing personalized academic advisement as well as support during the transfer process. Students who complete the Honors Program may take advantage of our transfer agreements with prestigious institutions like UCLA. Visit [http://www.chaffey.edu/honors](http://www.chaffey.edu/honors) or SSA-122 for more information and admission requirements.

**Course Content**
Course materials are offered as student invitations to engage in critical thinking, active learning, and thoughtful dialogues in academic, professional environments. The course may contain controversial and/or mature content. Ideas, presented in course readings, should not be interpreted as the opinions of the instructor, the Chaffey College District, the College, or any officer or employee thereof.