

# English 1C: Writing About Nonfiction

## Course Syllabus

English 1C CRN: 30573 sec. 933, Spring 2024 Online

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## Course Communication

### Instructor Contact

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#### John Paolo Sapienza

- Office Hours: I am available MW 1:10-2:00 in my office; or by appointment via CityZoom.
- Office Location: Batmale Hall 726.
- Email: [jsapienz@ccsf.edu](mailto:jsapienz@ccsf.edu). I will respond to all course emails within 48 hours, Monday-Saturday, 8am-8pm, although often more quickly (exclusive of school holidays). Once the course begins, I prefer to get messages through the Canvas "Inbox".
- CCSF Phone: (415) 239-3394.

### Communication Plan

- I will respond to all course emails within 48 hours, Monday-Saturday, 8am-8pm, although often more quickly (exclusive of school holidays).
- Your **homework** assignments will be reviewed and I will comment on them within 48 hours of the due date unless you are informed otherwise. For **essay** assignments, I will take up to one week to evaluate them. Please note that you will receive private comments on your discussion posts, homework submissions, essays and exams. Any short quizzes will also contain feedback for self-assessment.
- I will participate in the weekly online discussions, but will not always respond to each student in the discussion. However, each of you will receive private comments on your discussion posts.
- Office Hours: I am available MW 1:10-2:00; or by appointment via CityZoom.

## **Building Community/Equity Statement**

The beating heart of this class is the discussion forum. Each week you and your classmates will analyze and discuss the issues that come up in the material for the week. Each time this class is offered, I am excited emotionally and stimulated intellectually by the thoughtfulness and creativity of your posts. Furthermore, your responses to each other help inform my understanding of the topics and how you are receiving the ideas and information presented. We learn from each other, from our varied experiences, from our different world views. As always, I look forward with great anticipation to participating in discussions with you!

To paraphrase the City College of San Francisco Office of Student Equity, I am committed to promoting inclusivity, equity, and diversity in this class. I believe that all students, of varying backgrounds, races, abilities, nationalities, identities, sexual orientations, beliefs, religions, socio-economic statuses, have the right to access higher education and receive the resources and support they need to achieve their educational and professional goals. I welcome, encourage, and hope to bring all of us to engage in diverse perspectives via respectful dialogue. My commitment is to be critically race-conscious, anti-racist, and culturally responsive in all I do, although I recognize I often fall short in my aspirations. I will always work to improve. Education is for all who enter the doors of this college, you and me together. Welcome!

## **Instructor Announcements**

I will post announcements on the "Instructor Announcements" page in Canvas throughout the semester. Canvas notifies students according to their preferred [Notification Preferences](#), as soon as the instructor creates an Announcement. I suggest you set your notifications so that you receive an email or smartphone notification whenever I send an Announcement.

## **Q&A Discussion**

Whenever you have a question about the class--anything at all--go to the Q&A link located on the Home page or by clicking on the Discussions link and finding the "Q&A Discussion" link pinned at the top. This Discussion is for you to ask for assistance from your classmates and me. Not only is it likely you will get an answer most quickly this way, but it is also likely that if you have the question, so will other classmates. Your Discussion post and whatever replies it attracts then become useful public information.

## **Course Description**

## CATALOG DESCRIPTION

### ENGL 1C - Writing about Nonfiction

A course in composition and rhetoric that helps students hone a style appropriate for upper-division work that integrates the close reading of nonfiction and the writing of expository and argumentative essays. Focus on sharpening critical thinking skills, analyzing and evaluating texts, and writing text-based prose.

## Prerequisites/corequisites/advisories

Completion of English 1A with a C or better or placement in English 1B/1C.

## Student Learning Outcomes

Upon completion of this course, a student will be able to:

- A. Construct argumentative essays with attention to audience, exigency, and constraint, synthesizing from multiple sources, including academic research.
- B. Summarize complex texts accurately and succinctly.
- C. Analyze arguments for logic, rhetorical force, and style through close textual reading.
- D. Compose prose employing a variety of patterns, as well as precise diction, with attention to style and rhetorical effectiveness.

## Class Meetings

This course is fully online with no mandatory meetings. There are optional Zoom meetings on Tuesdays from 2:10-3:00, during which I will answer questions and review material covered in the online material. These Zoom meetings will be recorded for anyone who would like to view them later.

## Course Web Site

You will use the **Canvas Learning Management system** for assignment instructions, submitting assignments, viewing classmates' work, sharing resources, and viewing grades. I

can help with the course material and with some Canvas issues. But, if you need help uploading an assignment or with the mechanics of Canvas, you should reach out to [Canvas help](#).

## Textbooks

- *A Rhetoric of Argument (RA)*, 3<sup>rd</sup> Brief ed., by Jeanne Fahnestock and Marie Secor. The CCSF English Department has received permission from the authors to provide a digital pdf version of the text to you for **no charge**. Find the files for selected chapters in pdf format at the top of the Modules section on Canvas under the heading: English 1C Textbook Resources (directly above Module 0). You can also purchase the book from the CCSF Bookstore, or from an online vendor as an ebook or hard copy.
- *Looking for Spinoza: Joy, Sorrow, and the Feeling Brain, (LFS)* by Antonio Damasio. Purchase from the CCSF Bookstore, or from an online vendor as an ebook or hard copy.
- *No Two Alike: Human Nature and Human Individuality, (NTA)* by Judith Rich Harris. Purchase from the CCSF Bookstore, or from an online vendor as an ebook or hard copy.

## Field Trips

None.

## Course Technology

### Canvas

You will use the **Canvas Learning Management system** for assignment instructions, submitting assignments, viewing classmates' work, sharing resources, and viewing grades. I can help with the course material and with some Canvas issues. But, if you need help uploading an assignment or with the mechanics of Canvas, you should reach out to [Canvas help](#).

### Zoom Video Conferencing

If you wish to meet with me and you are unable to come to campus, we can meet in my Zoom room (use the CityZoom link in the Canvas navigation sidebar).

### Required Software

- [Adobe Reader](#)

- [Update your browser](#)

## Course Logistics

**Important Dates** [Find the following dates in the [Instructional Calendar](#) or in the online Schedule of Classes by hovering over the deadlines link next to your class listing.]

### Dropping the Class

- First of all, I do not want you to drop the class. Please contact me immediately if you have any headwinds that are blowing so hard they are threatening to knock you off course.
- I will work with you to come up with a plan that will enable you to stay in the course and succeed. However, if you find yourself still needing to drop the course, be aware that the date when you drop the class can variously affect your transcript and finances.
- If you decide to discontinue this course, **it is your responsibility to officially drop it** to avoid getting no refund (after 10% of course length), a W symbol (after 20%), or a grade (after 60%). Typically, I only drop students myself at the beginning of the semester, if they are a no-show or miss several assignments in a row, in order to make room for other students who want to add.
- In order not to be dropped as a No-Show, you will need to complete the Check-in Discussion by the end of the seventh calendar day after the class begins.
- In order not to be dropped after your initial activity in the course, you must also participate in the Nature vs. Nurture Discussion by the end of the fourteenth calendar day after the class begins.

### Pass-No Pass (P/NP)

The P/NP option is not offered for English 1C.

### Attendance

Students who do not log-in to an online class after the second week and participate in a learning activity may be dropped from the class. It is strongly advised that if you need to miss more than one class/homework deadline in a row that you contact me to avoid being dropped from the

class. With good communication, we can avoid any confusion and many undesirable events. When in doubt, contact me and let me know what is going on so I can tell you exactly what accommodations are available, if needed.

## Late Policy

- All assignments are due by 11:59 p.m. Pacific Time on the due date.
- Late **Discussion posts and other written assignments** are penalized slightly (as indicated by the rubric for the assignment). When completed in a timely manner, such assignments are more valuable to your learning and performance in the class, and the learning of your classmates.
- Late **Essay** assignments are penalized by 10%, if submitted within one week of the due date; however, you are allowed one late essay pass during the semester, no questions asked. To avoid penalty, this one allowed late essay must be turned in within one week of the due date (or perhaps longer if circumstances warrant).

## Grading

### Methods of Evaluation

Each week you will complete graded **homework** assignments. Most of these are Discussion posts and Study Questions based on the reading assignments. There are also six **essay** assignments during the semester, which make up the bulk of your grade (see chart below).

### Exams

There is no midterm exam, but there is a final exam. This will be an essay exam based on course material from the textbook, course readings, and the class lectures. If the exam is missed, a zero will be recorded as the score.

### Grading Policy

Visit the “Grades” in Canvas to keep track of your grades. I grade regularly throughout the semester and post grades and comments on the online Canvas gradebook.

[How do I view my grades, teacher comments, and an assignment rubric as a student?](#)

Grades will be assigned as follows:

| Assignment  | Points toward the final grade  | Description   |
|---|--|---|
| Homework assignments: study questions, quizzes, peer evaluations, Discussions (cumulative). | Typically 10 points each (they will total approximately 20% of your final grade) | Most of these assignments are Credit/Half Credit/No Credit. Or, as I think of it: Good Work!/Try Harder!/Did Not Turn In. Effort counts as much as accuracy or quality for these. While the essays make up the backbone of your course grade, consistently completed homework can easily raise or lower your final grade. |
| Academic Summary Essay  | 50   | The first essay assignment: it is also the shortest (500 words) and counts the least toward your final grade. Please note that you do <u>not</u> submit a draft for this assignment.  |
| Rhetorical Analysis Essay Draft   | 50   | Four to six pages (1000-1500 words), a rhetorical analysis.   |
| Rhetorical Analysis Essay   | 150  | Five to seven pages (1200-1700 words), an advanced rhetorical analysis.   |
| Academic Definition Essay Draft   | 50   | Four to six pages (1000-1500 words), focusing not only on denotative meaning but also connotative.  |
| Academic Definition Essay   | 150  | Five to seven pages (1200-1700 words), focusing not only on denotative meaning but also connotative.  |

|   |     |   |
|---|-----|---|
| Academic<br>Analysis/Argumentation<br>Essay | 300 | A research driven essay of eight to twelve pages (2000-3000 words), ideally linked to a topic within your academic major. |
| Final Exam                                  | 50  | An essay focusing on themes and concepts we have discussed throughout the semester.                                       |

A=90-100% of possible points

B=80-89%

C=70-79%

D=60-69%

F/FW=0-59%

**ESSAY GUIDELINES:** There will be two due dates for each essay assignment (except the Academic Summary Essay). The first will be for a draft, the second for a completed essay. Outlines, free writing, and other notes do not count as a rough draft. Think of the draft as a finished essay, but one that you will work on further in response to peer feedback. The draft will be peer evaluated by your classmates and your completed revision will be due as indicated. Typically, you will have two weeks to write a draft, and then two more weeks to revise, after the peer evaluation.

**Final Note on Grades:** There are a lot of points given out during the semester. Rather than worrying about missing a few here and there, the better idea is to keep working on new assignments. If you are prioritizing, you should turn in as many assignments as possible, and you should realize that Final Versions of Essays count by far for the most points (see “Grading” in the Syllabus link on our Canvas Home Page). Effort matters, and so does your progress in improving your skills.

Note: An “F” grade at the end of the semester indicates that a student attended, participated and completed the course but failed to master the course curriculum.

An “FW” grade indicates the student stopped attending a course after the “last day to withdraw” deadline and subsequently did not submit any work or participate in any exams. Please check



with your counselor and financial aid advisor for possible implications of the FW grade on residency and financial aid status.

## Academic Accommodations for Students with Disabilities

CCSF welcomes diversity in the classroom. Collaborative learning is built upon the opportunity for diverse individual contributions. This includes accommodating students with a variety of approaches to learning. Please do not hesitate to reach out for help if you need it. Moreover, individuals with established disabilities have a legal right to reasonable accommodations. Students with disabilities who need academic accommodations should request them from the [Disabled Students Programs and Services \(DSPS\)](#) located in the Rosenberg Library, Room 323 on the Ocean Campus. Telephone: 415-452-5481 (V) 415-452-5451 (TDD). DSPS is the campus office responsible for verifying the disability-related need for academic accommodations, assessing that need, and for planning accommodations in cooperation with students and instructors as needed and consistent with course requirements.

## Contact

**Phone:** (415) 452-5481

**Email:** [DSPSAcom@ccsf.edu](mailto:DSPSAcom@ccsf.edu)

They will respond within 24 hrs M-F. Friday, weekend, and holiday communication is generally responded to by the next business day.

## Standards of Conduct

Students who register in CCSF classes are required to abide by the [CCSF Student Code of Conduct](#). Violation of the code is the basis for referral to the Student Conduct Coordinator or dismissal from class or from the College. See the [Office of Student Affairs](#).

Collaborating on or copying of tests or homework in whole or in part will be considered an act of academic dishonesty and result in a grade of 0 for that test or assignment. I encourage students to share information and ideas, but not their work.

This semester, I'm also emphasizing that using text written by a generation system as one's own is not permitted (e.g., entering a prompt into an artificial intelligence tool such as ChatGPT and using the output in a paper).

See these links on Plagiarism:

[Encourage Academic Integrity and Prevent Plagiarism.](#)

## Expectations

### Student Expectations

You will succeed in this course if you meet the following expectations:

- Complete all assignments. Please let me know as soon as you can if you are having trouble finishing assignments on time.
- Complete discussion posts and replies within the given time frame. Our discussions are much more vibrant when we all participate!
- Complete all essays, projects and exams on time (although you should remember that you are allowed one late essay per semester without penalty, up to one week late).
- Think critically about the weekly topics. What is surprising? What is new to you? How does it contrast or compare with what you already know? Are your expectations being reinforced, or challenged? Did any new ideas or realizations occur to you?
- Do your own work. Do your best work.

### Instructor Expectations

Here is what you can expect of me:

- I will respond to your email or message within 24 hours during the week, unless I inform you otherwise.
- I will treat you and your ideas with respect.
- I will encourage you to do your best work.
- I will nudge you to follow your own interests and tailor your assignments to focus on those interests as much as possible.
- I will grade your homework assignments and Discussion posts and replies most often within 48 hours. (If you have posted late work, it may take longer.) Comments and grades for essays and exams will be done within a week.
- You will see your grades in the Canvas Gradebook.
- And finally: **Welcome to the class!** We aim to accomplish a lot this semester and it is not just learning about the skills of reading, writing, and researching. It even goes beyond critical thinking and analysis. Our reading, writing, and discussion will lead to reflection and introspection. So I expect we will grow as individuals and community members, as well, myself included. Of course, much depends on how much one puts into the endeavor. I hope that all of you will throw yourself into the course as

wholeheartedly as I do; if so, we will all prosper together.