Instructor: Bonnie A. Spears    (909) 652-6945        bonnie.spears@chaffey.edu

Office Hours in Office BEB-214:
TTh 9:30-10:00 a.m. and T 12:00-12:30 p.m.

Office Hours Online*:
TWTh 7:00-8:15 p.m.
*During online office hours, I will be responding to email and discussion board questions. You will receive a response that same evening, usually within half an hour of submitting your question. Outside of online office hours, email and discussion board questions will receive a response within 48 hours (typically much sooner, especially during the weekdays :-). You are also welcome to schedule a brief chat session during online office hours.

PREREQUISITE:
English 1A or equivalent with a minimum grade of C

TEXTBOOKS:
1. English 1B Open Textbook* (online textbook/free)

2. Purdue OWL MLA Formatting and Style Guide (online resource/free)
   https://owl.english.purdue.edu/owl/resource/747/01/

   (ISBN 9780618871711, $15)

* Chapters from the English 1B Open Textbook will be made available on Moodle as they are assigned and will be provided as individual .pdfs which can be read online or printed :-).

COURSE CONTENT AND READING ASSIGNMENTS:
English 1B is a college-level writing course. It assumes adult student participation. We will be reading and discussing selections in which the subjects, language, and events may be deemed
offensive by some people. If any language or subject matter is so offensive to you or otherwise so problematic that it interferes with your performance in the course, please contact me via email or arrange to meet with me during my office hours on campus, and I will provide an alternate assignment if possible.

**COURSE DESCRIPTION AND OBJECTIVES:**
Using primarily non-fiction, students will integrate critical thinking skills with effective written analysis and argument, distinguish between deductive and inductive reasoning, write and critique essays using research strategies, and produce a minimum of 6,000 words. Upon completion of English 1B, the students will be able to:

1. Evaluate college-level materials from a variety of sources for main idea, thesis, and deductive reasoning.
2. Recognize inferences as well as inductive and deductive reasoning.
3. Analyze evidence in support of claims.
4. Draw and articulate sound inferences about the intention of the writer based on observations of diction and style (including mood, tone and figurative language).
5. Comment on the effect of diction, metaphor, and connotative and denotative language.
6. Recognize the influence of style and voice on purpose.
7. Determine both stated and unstated assumptions.
8. Distinguish between fact and opinion based on an understanding of the nature of the "fact."
9. Identify and analyze the structure of arguments, evaluate their validity, refute objections, and identify common fallacies of language and thought.
10. Construct sound arguments by avoiding logical fallacies, supplying sufficient support for claims, using outside sources, employing correct citation and documentation, and using various diction levels and stylistic approaches.
11. Identify and analyze the structure of arguments underlying the texts read.
12. Write essays (totaling at least 6,000 words) that effectively employ such writing strategies as analysis, synthesis, and summary and that emphasize such writing tasks as causal analysis, advocacy of idea, persuasion, evaluation, refutation, interpretation, and definition.

The purpose of this course is to enhance reading, thinking, and writing skills beyond the English 1A level. While English 1A may have addressed some elemental aspects of proficient college writing, this class will target some of the more sophisticated aspects of the writing process and focus on the analysis of argumentative discourse and on writing analytical and argumentative essays. Students will also refine their writing skills by constructing sound arguments, avoiding logical fallacies, supplying sufficient support for claims, using and documenting sources correctly, employing appropriate diction and style, and using writing strategies such as analysis, synthesis, summary, causal analysis, persuasion, refutation, and definition.

**STUDENT LEARNING OUTCOMES FOR ENGLISH 1B:**
What should any student be able to do by the end of the course?

- write essays that synthesize information to support analysis or argument
- support an argumentative thesis with persuasive evidence and reasoning
- demonstrate mastery in evaluating, integrating, and documenting sources.
ASSIGNMENTS:
Class assignments will require at least six hours of outside preparation per week. This course will not be less work than a face-to-face class, and most likely you will find you have more reading to do than in a face-to-face class. In addition, since there is a minimum writing requirement of 6000 words, a large portion of your workload will consist of writing, writing, and more writing in the form of three researched argument essays and other writing assignments as well as readings, sentence skills exercises, and quizzes. Students who do not turn in all writing assignments will be counseled to drop the class. All of the assigned essays must be turned in for a student to receive a passing grade in the class.

ATTENDANCE POLICY:
This is a fully online class. Since this class is an online writing/learning community, attendance and participation expectations are high. You are expected to participate fully in online activities and assignments, to engage regularly in online discussions, to submit drafts and final versions of your work on time, to participate actively and regularly in the group projects, to respond to my e-mail messages asking for updates on your progress with your work, and to respond to your group members' email and posts. Logging into the class Moodle site less than twice a week constitutes an absence. Failing to complete at least two assigned discussion board posts a week also constitutes an absence. Failing to login to the site and failing to participate in online activities will have a significant negative impact on your course grade. More than 3 absences may result in being dropped for non-attendance.

DISCUSSION BOARD:
Links to the Discussion Board are located in the Course Tools menu on the left side of the class home page as well as within each week's assignment page. Your login information for the Discussion Board is as follows:

- **Username:** the first part of your Panther email (up to the @ sign :-)  
  Example: John Smith's Panther email is jsmith9999@panther.chaffey.edu. His username would be jsmith9999.
- **Password:** student
  Note: This password can be changed after you access the Discussion Board.

 NOTE: If you experience any difficulty logging in to the Discussion Board, please contact me for assistance at bonnie.spears@chaffey.edu.

HELPDESK:
For assistance with your Moodle course, please visit the Distance Education Help page (http://libguides.chaffey.edu/distance_ed). Contact the Distance Education Office at 909-652-6975. Help desk assistance is available Monday through Thursday, 8:00 a.m. to 7:00 p.m., and Friday, 8:00 a.m. to 4:00 p.m. You can also email the HelpDesk at OnlineEd@chaffey.edu.

LATE WORK:
All written work is due by the assigned date and time. Midweek assignments are due Wednesday by midnight; end of the week assignments are due Sunday by midnight. Late posts, responses, exercises, quizzes, and other individual or group activities will be NOT be accepted and will NOT receive credit. Essays will be accepted up to one week late, but each late essay will be penalized 5% of the essay’s score for each Sunday/Wednesday deadline it is late. For example, if
an essay is due on Sunday and you turn it in on Monday, Tuesday or Wednesday, 5% will be deducted from the essay’s score. If the essay is turned in on Thursday, Friday, Saturday, or the following Sunday, 10% will be deducted from the essay’s score. Similarly, if an essay is due on Wednesday and you turn it in on Thursday, Friday, Saturday, or Sunday, 5% will be deducted from the essay’s score. If the essay is turned in on Monday, Tuesday, or the following Wednesday, 10% will be deducted from the essay’s score. Late essays will not be accepted more than one week after their due date.

PLAGIARISM:
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 and/or failing the course. 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.

POSSIBLE POINTS*:
Essay 1: Claim of Fact 150 _____
Essay 2: Claim of Policy 200 _____
Essay 3: Claim of Value 150 _____
Discussion Board Posts/Responses (5 points each) 140 _____
Miscellaneous Exercises/Quizzes (5-25 points each) 115 _____

*Instructor may change/add/subtract points during the semester. Online grade reports will be updated at least every other week during the semester beginning in Week 2.

All assignments will count toward the final grade in the course, and I will make every effort to apply the same grading standards throughout the semester. I will, however, take into account any significant improvements in your writing when figuring the final grade for the course. Each student's work will be evaluated independently, not on the basis of a curve. Grades will be based on a total accumulation of points according to a standard scale:

97-100% A+ 77-79% C+
93-96 A 70-76 C
90-92 A 67-69 D+
87-89 B+ 63-66 D
83-86 B 60-62 D-
80-82 B- 0-59 F

TUTORING:
If you find your progress impeded by problems with mechanics, it may help to investigate the tutoring services offered by the Language Success Center located in BEB-101 (909-652-6907/652-6820) and by Smarthinking online at https://services.smarthinking.com/login/login.php:
Username: StudentID.Chaffey (1234567.chaffey)
Password: Birthdate (mmddyy)

Remember too that I am available if you are having trouble with an assignment, a concept, an essay, a reading selection, etc. Please feel free to stop by my office on campus during office hours on campus or to post questions to the Q&A area of the Discussion Board any time.

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**English 1B Overview of Tentative Reading Assignments and Due Dates**

Note: Reading assignments should be completed before beginning the assignments and activities for each week.

In addition to the *English 1B Open Textbook*, the *Purdue OWL MLA Formatting and Style Guide*, and *Fun Home*, we will also make use of various online articles and Web sites. **Note:** The dates listed here are for major writing assignments. Posts and responses to the Discussion Board will be due weekly. Additional short writing activities, quizzes, and group work will be assigned weekly. Specific information about reading and writing assignments will be available on Moodle each week. **Schedule is subject to change.**

Week 1
- Course Introduction
- Food Overview

Week 2
- *English 1B Open Textbook* Ch 1: Approaches to Argument, The Toulmin Model, Claims of Fact
- Articles/Videos on Factory Farming

Week 3
- *English 1B Open Textbook* Ch. 2: Finding and Evaluating Sources, Defining Key Terms
- *Purdue OWL*: Works Cited
- Articles/Videos on Food Waste

Week 4
- *English 1B Open Textbook* Ch. 3: Taking Notes, Using Sentence Forms to Write about Arguments, Avoiding Plagiarism
- *Purdue OWL*: MLA In-Text Citations
- Articles/Videos on Food Expiration Dates

Week 5
- *English 1B Open Textbook* Ch. 4: Organizing, Drafting, Revising, and Editing
- *Purdue OWL*: MLA Format
- Articles/Videos on School Lunches

Week 6
- *English 1B Open Textbook* Ch. 5: Claims of Policy, Support, Opposing Views  **DUE:**
- Essay 1 (Claim of Fact)

Week 7
- *English 1B Open Textbook* Ch. 6: Warrants
- Articles/Videos on Food Insecurity

Week 8
- *English 1B Open Textbook* Ch. 7: Induction, Deduction, Logical Fallacies
Week 9  
*English 1B Open Textbook* Ch. 7: Induction, Deduction, Logical Fallacies
Articles/Videos on Food Safety

Week 10  
*English 1B Open Textbook*: Review Ch. 3 and 4  
*Purdue OWL*: Review MLA Format
Articles/Videos on Soda Tax and Obesity

Week 11  
*Purdue OWL*: Review MLA Format  
DUE:  
Essay 2 (Claim of Policy)

Week 12  
*Fun Home* Ch. 1
Articles/Videos on Reading Graphic Novels

Week 13  
*English 1B Open Textbook* Ch. 8: Claims of Value
*Fun Home* Ch. 2-3
Articles/Videos on Reading Graphic Novels

Week 14  
*Fun Home* Ch. 4-5
Articles/Videos on Reading Graphic Novels

Week 15  
*Fun Home* Ch. 6-7

Week 16

Week 17  
DUE:  
Essay 3 (Claim of Value)

The significant writing assignments of this class will focus on two topics: food and fun (*Fun Home*, that is :-)). During the first portion of the semester, you will be considering various food-related topics ranging from factory farming to food safety and writing claims of fact and policy about these issues.

During the last portion of the semester, you will be reading, discussing, and evaluating the graphic memoir *Fun Home: A Family Tragicomic* by Alison Bechdel. The book is not difficult reading, although not everyone may be familiar with the "graphic novel" format. *Fun Home* is a work of nonfiction which focuses on Bechdel's relationship with her father both before and after his death. Although we won't be discussing *Fun Home* until later this semester, if you have time, you may find it useful to read the book early on and then re-read it later. During the last weeks of class, you will be researching reviews of *Fun Home* and exploring the concept of the graphic novel, and you will be writing your own review (claim of value) of *Fun Home* as a graphic work and memoir.

**NOTE:** English 1B is a college-level writing course. It assumes adult student participation. We will be reading and discussing selections, including *Fun Home*, in which the subjects, language, and events may be deemed offensive by some people. If any language or subject matter is so offensive and so problematic that it interferes with your performance in the course, please contact me via email or arrange to meet with me during my office hours on campus to discuss an alternate assignment.
ASCC / STUDENT ACTIVITIES SCHOLARSHIPS
The Associated Students of Chaffey College (ASCC) and the Office of Student Activities award $100,000 or more in scholarships to Chaffey students each year. Visit www.chaffey.edu/stuactiv/scholarship or call 652-6590 for details.

BOOKSTORE/CAMPUS STORE
The non-profit Chaffey Bookstore offers students all their required materials including textbooks (new, used, rental, and digital), school supplies, study aids, and more at competitive prices. They also offer a price comparison tool on their website (books.chaffey.edu) that shows the bookstore’s price for books compared to their major competitors. Store locations on each campus offer daytime and evening hours during the week plus services on select Saturdays. Cash, credit, debit, and most types of financial aid are accepted. SNAP/EBT cards are also accepted at the Panther Express on the Rancho Campus.

CALWORKS
The CalWORKs Program at Chaffey College assists students who receive cash aid and are required to participate in Welfare-to-Work/GAIN programs. Students must be either enrolled or plan to enroll in an academic program at Chaffey College and must be receiving cash aid for themselves as well as for their child/children. We provide educational planning services to students and collaborate with the San Bernardino County Transitional Assistance Department (TAD), Los Angeles County Department of Public Social Services (DPSS), and Riverside County DPSS to help students meet their Welfare-to-Work/GAIN requirements. Students meet with a counselor for completion of required documents (Individual Education Plans, training verifications for child care approval, attendance, progress reports, book requests, etc.) as well as for regular progress checks. CalWORKs counselors trained in Welfare-to-Work legislative requirements meet with each student individually to address barriers to academic success and provide resources and referrals as appropriate.

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.

COUNSELING DEPARTMENT
The Counseling Department provides career, academic, and personal counseling to assist students in successfully completing their educational goals. Services include orientation, assessment, comprehensive educational planning, graduation applications, external transcript evaluations and prerequisite verifications, educational planning workshops, college success and career exploration courses, specialized programs such as AMAN/AWOMAN, Puente, and Opening Doors to Excellence. The department is located in the lower north lobby of the Student Services Administration building. Counseling services are also provided at the Chino and Fontana campuses. Contact the Counseling Department at (909) 652-6200.
DISABILITY PROGRAMS AND SERVICES
Disability 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 DPS at (909) 652-6379.

EOPS & 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. For more information, call (909) 652-6345.

FACULTY ADVISORS
Faculty Advisors provide the opportunity for students to obtain valuable major and career information regarding their chosen field of study. Faculty Advisors are located in various locations across Chaffey College’s campuses. Visit the program’s Web site at www.chaffey.edu/faculty_advisor/.

FOUNDATION SCHOLARSHIPS
The mission of the Chaffey College Foundation is that no individual be denied an education at Chaffey College due to a lack of financial resources. Essential to this mission is the wide array of scholarship opportunities available to Chaffey College students. All Chaffey College students may qualify for Foundation scholarships. Criteria may be based on GPA, major, or units registered. Citizenship is not a requirement to qualify for Foundation scholarships. To apply for a Foundation Scholarship, visit www.chaffey.edu/scholarships to access the scholarship application link. The link is active August 7, 2017 for the fall 2017 semester and January 8, 2018 for the spring 2018 semester. Complete the application entirely on the directed link and submit electronically. Check your panther email two to three weeks after the application deadline for award notification.

GPS CENTERS
The Guiding Panthers to Success centers provide new and returning Chaffey College students with assistance in registration, unit load planning, using MyChaffeyView, using campus resources, making an Abbreviated Education Plan (first year course recommendations). Visit the GPS center to check progress on academic goals using Degree Audit. Many services are provided on a walk-in basis. Please call a GPS center for more information.
Rancho GPS: VSS # 111  Chino GPS: CHMB 240  Fontana GPS: FNFC 121

GRAD GURU APP
Want to succeed at Chaffey? Download the free GradGuru app (www.gradguru.org) for important reminders and tips that will help you achieve your goals. Information on deadlines,
campus events, and college resources is right at your fingertips. Earn electronic badges to motivate you and redeem rewards! Get it on Google Play or download at the Apple App Store.

HONORS PROGRAM
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 www.chaffey.edu/honors or SSA-122 for more information and admission requirements.

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. This year's college book is *The Book of Unknown Americans* by Christina Hernandez.

www.chaffey.edu/collegebook/index.shtml

SMARTHINKING
Smarthinking is an academic online tutoring service for students taking online or hybrid classes at Chaffey College. Smarthinking offers students on-demand support from tutors in over 25 subjects, including English. A link to Smarthinking (services.smarthinking.com/login/login.php) is available on your Moodle homepage as well as our class homepage. Login information is noted below:

Username: MoodleUsername.Chaffey (ms1234567.chaffey)
Password: Birthdate (mmddyy)

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
SUCCESS CENTERS
The Success Centers offer free tutorials, workshops, learning groups, directed learning activities, and computer/resources access to assist students in their academic development and success. These are free services for students. One-on-one tutoring is also available if you would like to get feedback on your writing. Tutors are happy to help you with writing assignments for any of your classes (not just English!). Call the centers or consult the college website at www.chaffey.edu/success/ for more information.

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

Fontana Campus
Multidisciplinary Success Center: 909-652-7408 (FNFC-122)

Rancho Campus
Language Success Center: 909-652-6907/652-6820 (BEB-101)
Math Success Center: 909-652-6452 (Math-121)
Multidisciplinary Success Center: 909-652-6932 (Library)

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 center Web site for more information. Make your online appointments at chaffey.mywconline.com/

TRANSFER CENTER
Transfer Center assists you in successfully transferring from Chaffey College to a university. The Transfer Center and the Transfer Center website provide information useful in researching transfer options and reaching your transfer goals. You can also access scholarship information through the Transfer Center. Check out their website www.chaffey.edu/transfer/ or visit the center in SSA-120. You can also call (909) 652-6233 for more information.

VETERANS RESOURCE CENTER
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 for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in AD-125 on Chaffey College’s Rancho Cucamonga campus.

WIGNALL MUSEUM OF CONTEMPORARY ART
The Wignall Museum serves as a learning lab featuring temporary exhibitions of innovative contemporary art throughout the year. Exhibitions and programming are organized with our students in mind in order to augment their academic experience by complementing the college’s curricula and broadening the understanding of contemporary art. Our exhibitions allow visitors to see and experience a variety of contemporary artistic practices that examine timely and relevant topics. www.chaffey.edu/wignall/exhibitions.shtml
GRADING STANDARDS

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

B Paper: A B paper shares most characteristics of an A paper but may have some minor lapses in organization and development may contain some sentence structures that are ineffective may have minor mechanical, grammatical, or diction problems may be less distinguished in its use of language

C Paper: A C paper is generally competent, but compared to a B paper, it may have a weaker thesis and less effective development may contain some lapses in organization may have poor or awkward transitions may have less varied sentence structures that tend toward monotony may have more mechanical, grammatical, and diction problems is likely to be less distinguished in its handling of the topic

D Paper: A D paper most likely presents a thesis too vague or too obvious to be developed effectively displays organizational problems lacks adequate support for its thesis has confusing or nonexistent transitions has ungrammatical or poorly constructed sentences demonstrates problems with spelling, punctuation, diction, or syntax which impede understanding

F Paper: An F paper is seriously flawed. It is likely to have no clear thesis or central topic display random organization lack adequate support or specific development include irrelevant details fail to fulfill the assignment or be unduly brief contain major and repeated errors in diction, syntax, grammar, punctuation, or spelling