# ENGL 3119.2 ADVANCED WRITING

www.csub.edu/~rhewett/english3119

<table>
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<tr>
<th>Instructor:</th>
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<tbody>
<tr>
<td>Office:</td>
<td>Faculty Towers 201-B, (661) 654-2114</td>
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<tr>
<td>Class Time:</td>
<td>T/Th - 11:30 a.m. to 12:45 p.m.</td>
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<td>Place:</td>
<td>WSL 14</td>
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| Textbook:   | *Blindspot: Hidden Biases of Good People* by Mahzarin Banaji and Anthony Greenwald  
             *Quick Access* by Lynn Troyka |

## COURSE DESCRIPTION

English 3119 focuses on a comprehensive study of the techniques of effective expository writing with an emphasis on the development of a skilled, diverse prose style through frequent writing exercises, both in and out of class.

**Prerequisite:** ENGL 1109 (formerly ENGL 110) or the equivalent and upper-division standing.

**General Education:** This course fulfills the GWAR and Junior Year Diversity requirement(s) of the CSU Bakersfield General Education Program, including reading and writing foundational skills and reinforcement of the following General Education themes—**Theme Q:** Quality of Life; **Theme R:** Revolutionary Ideas and Innovations; and **Theme S:** Sustainability & Justice—through readings, discussions, and assignments. Through their writing, students will reflect on their lower-division general education experience and the ways those basic skills and ways of knowing are important in their major. In addition to furthering their self-knowledge, students will develop intercultural knowledge and the ability to recognize and navigate diversity through investigation of the cultural values and history, language, traditions, arts and social institutions of a group of people. Intensive use of writing will help students critically explore diverse social experiences, world views, beliefs, practices, and values.

This course counts toward the Teacher Preparation Programs in Liberal Studies and Child Development but does not count toward the major or minor.

Students must earn a grade of C- or higher in this course to satisfy the Graduation Writing Assessment Requirement (GWAR). In addition, this course can fulfill the GWAR only if a student has completed 90 or more quarter units (60 or more semester units) of college work before taking it.

To be eligible for a C- in English 3119, students must earn a C- or higher on at least one in-class writing assignment and a C- average on all other course assignments.

## COURSE LEARNING OUTCOMES

### GWAR Goals

**Goal G-1:** Students will demonstrate college-level reading skills.
- **Outcome G-1:** Students will evaluate how effectively a writer’s rhetorical choices (e.g., bias, rhetorical modes, organization, diction, etc.) and logic meet the needs of a particular rhetorical context.

**Goal G-2:** Students will demonstrate college-level writing skills.
- **Outcome G-2A:** Students will create effective thesis statements for various types of writing tasks.
- **Outcome G-2B:** Students will effectively use discourse-appropriate prose.
- **Outcome G-2C:** Students will use logical reasoning, at the appropriate level, to develop and organize ideas.

**Goal G-3:** Students will demonstrate college-level research skills.
- **Outcome G-3A:** Students will find and evaluate diverse, reputable sources for a specific writing task.
- **Outcome G-3B:** Students will effectively and correctly use summary, paraphrase, and direct quotes to synthesize sources.
Junior Year Diversity Reflection Goals

Goal J-1: Students will demonstrate an understanding of their academic pursuits by reflecting on their studies of the General Education curriculum.

Outcome J-1A: Students will demonstrate how the study of the basic skills and ways of knowing gained through their General Education study contributes to an understanding of their major.

Outcome J-1B: Students will demonstrate how study of the basic skills and ways of knowing gained through their General Education study contributes to an understanding of their future and career aspirations.

Goal J-2: Students will demonstrate an understanding of, and appreciation for, diverse cultures, values, and belief systems.

Outcome J-2A: Students will demonstrate an understanding of the basis of human diversity: biological, cultural, historical, social, economic, and ideological.

Outcome J-2B: Students will be able to recognize, discuss, and demonstrate an understanding of their own beliefs while maintaining respect for differing world views.

Theme Goals (for reinforcement only)

THEME Q: Quality of Life

Goal 1: Students will understand factors that influence quality of life (social connectedness, education, environment, civic engagement, health, life satisfaction, safety, aesthetic experiences, spirituality, and/or work-life balance, among others), and be able to analyze the connectedness between at least two of these factors.

Outcome 1A: Students will identify at least two factors that influence quality of life.

Outcome 1B: Students will analyze the connectedness between at least two factors that influence quality of life.

THEME R: Revolutionary Ideas and Innovations

Goal 1: Students will be able to identify and critically evaluate major consequences and implications of a revolutionary idea or innovation. Revolutionary ideas may be economic, social, ethical, cultural, political, and/or scientific, among others.

Outcome 1A: Students will identify the major consequences and implications of a revolutionary idea or innovation beyond the field.

Outcome 1B: Students will critically evaluate the major consequences and implications of a revolutionary idea or innovation beyond the field.

THEME S: Sustainability and Justice

Goal 1: Students will understand how social, cultural, and environmental history and practices contribute to current global conditions and future challenges, including the impact on and relationship to social responsibility.

Outcome 1A: Students will identify at least two factors that influence sustainability and justice; factors may be economic, social, ethical, cultural, political, and/or scientific, among others.

Outcome 1B: Students will analyze the connectedness between at least two factors that influence sustainability and justice.

COURSE POLICIES

Attendance Policy

Because mastering skills in writing requires regular, sustained effort, students in English composition classes should attend class regularly and punctually. A student who has more than two absences should not expect to receive a passing grade.

Waiting List Policy

On a waiting list, you are eligible for a place in the class if you (1) come to every class and (2) turn in the work while you are there. Being on a waiting list does not guarantee you a place in the class. It simply means you are welcome to wait for an opening in the class if you so desire. If no one drops out of the course, then no students can add.
As a result, you should be aware of the last day to add and have a back-up choice if you need another class. This plan is especially important for financial aid recipients and for F-1 and J-1 visa holders, who must carry a full load to receive their financial aid. Being on a waiting list does not count as a class toward a full load.

Instructor-Initiated Drop Policy
Many students are trying to get into composition courses. As a result, this class is subject to the policy on instructor-initiated drops. If the class is full and has a waiting list, the instructor has the right to administratively drop you from class by the end of the second week of the term if you have missed three consecutive class sessions and have not contacted the instructor. However, you should not assume that you will be automatically dropped from this course if you have not attended.

Turnitin.com
Turnitin.com is a tool to help you avoid plagiarism. Approximately two hours after you submit your paper to this online program, you can access a color-coded report with details about your use of sources in your paper. Because this site does not detect problems with paraphrasing that is not cited properly, you should use this site only as a guide. To use turnitin.com, you will need to create a “user profile” with the following information:

Class ID—14425473
Class Enrollment Password—writeontime

After your profile is created, you can log onto and use this site.

Note: Submitting a paper to turnitin.com does not mean you have submitted your paper to your instructor; you must also hand in a hard copy of your paper to your instructor.

Plagiarism/Academic Honesty Policy
“The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance.”

For a complete state on the University's policy on academic honesty, go to www.CSUB.edu and search “Academic Integrity.”

Individual, Drop-In Tutoring
Instructors may also require you to complete individual, drop-in tutoring for certain aspects of your writing, in which case you will receive a Tutor Referral Form with your graded essay. If you receive a referral form with a paper, you are required within one week to take the form and the paper to the Writing Resource Center for individual assistance. Instructors may withhold your essay grade until after you have completed this requirement.

Revision Policy
Required revisions are indicated on the course schedule. When you revise your writing, the original essay must be submitted with the rewrite. In order for a grade to improve, you need to do more than simply correct the instructor’s marks on the original essay. In other words, rewritten papers should show extensive revision as well as editing.

Support Services for Students
To request academic accommodations due to a disability, you should contact the Office of Services for Students with Disabilities (SSD) as soon as possible. This office is located in SA 140, and they may be reached at 661-654-3360 (voice) or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting a disability, you should present it to me as soon as possible so we can discuss the specific accommodations you need for this class.
At times, school, work, and/or our personal lives can become overwhelming and difficult to handle. CSUB’s Counseling Center is available to you with skilled and experienced counselors to guide you through the challenges of daily life. Contact 654-3366 for an appointment.

**COURSE REQUIREMENTS**

This course must address all three General Education themes in some way: Quality of Life, Sustainability and Social Justice, and Revolutionary Ideas.

**Writing Assignments—85%**

**In-Class Essays (15%):** You are required to achieve a passing score on at least one essay that is written in a timed, in-class environment. There are three in-class essays given throughout the semester, and the dates are clearly listed in the syllabus. You must pass at least one of these in-class essays with a C- (70) or better in order to pass this course.

**Take-Home Essays (50%):** The largest percentage of your grade breakdown in this course will be based on the essays you write outside class. We will spend time writing and revising these essays, and you will be responsible for multiple drafts. All of the drafts count toward your grade in this class.

**Reflection Project (20%):** This assignment will be a reflection to satisfy the Junior Year Diversity Reflection Goals. More information about this will be provided in class.

All of the assignment stages, including drafts, count toward your grade and will not be accepted late for full credit. A student who does not complete all of the writing assignments cannot expect to pass this course.

**Participation—15%**

**Participation:** The most effective learning experiences are ones in which each student contributes to the dynamic analysis and discussion. As such, part of your overall class grade will be based on how well and often you participate in our discussions and group exercises. The following behaviors can be classified as antisocial in the context of a college classroom and will result in the student earning zero participation points:

- Having more than two absences;
- Arriving late to class (or leaving early) more than twice;
- Texting or surfing the web;
- Sleeping;
- Completing work from other classes during our class time.

**Homework:** The chapters noted on the schedule refer to the book *Blindspot*. These chapters must be read PRIOR to the class meeting for which they are noted, so that we are all prepared to discuss them together. Additional assignments are also designated as "HW" and should be ready to be turned in at the beginning of the corresponding class meeting. Late assignments will not be accepted for full credit. All supplemental worksheets, handouts, instructions, and materials are available online at the website created for this course: [www.csub.edu/~rhewett/english3119](http://www.csub.edu/~rhewett/english3119).

**In-Class Activities:** Attendance at class meetings is essential to your success in this course. We will be doing something during every class meeting, and your participation in these activities is included in the 30 percent. Remember that in-class activities, workshops, journals, group work, and discussions CANNOT be made up, so excessive absences will affect your overall course grade tremendously. Please make every effort to attend all class meetings.
COURSE SCHEDULE

Week One
01/24: Introduction to course materials, website, and reader (Blindspot)
01/26: In-Class Essay #1

Week Two
01/31: Summary Workshop I
02/02: Summary Workshop II
Blindspot Chapter 1, “Mindbugs,” Quiz and Discussion

Week Three
02/07: Blindspot Chapter 2, “Shades of Truth,” Quiz and Discussion
02/09: Documentation Workshop I

Week Four
02/14: Documentation Workshop II
02/16: Response Essay Rough Draft Due
Revision Workshop

Week Five
02/21: Response Essay Final Draft Due
Evaluating Sources Workshop
02/23: Blindspot Chapter 3, “Into the Blindspot,” Quiz and Discussion
Harvard Project Implicit

Week Six
02/28: Blindspot Chapter 4, “Not That There’s Anything Wrong with That,” Quiz and Discussion
Integrating Sources Workshop
03/02: Revolutionary Ideas Essay Rough Draft Due
Revision Workshop

Week Seven
03/07: Revolutionary Ideas Essay Final Draft Due
03/09: Blindspot Chapter 5, “Homo Categoricus,” Quiz and Discussion

Week Eight
03/14: Blindspot Chapter 6, “Hidden Costs of Stereotypes,” Quiz and Discussion
03/16: In-Class Essay #2

Week Nine
03/21: Blindspot Chapter 7, “Us and Them,” Quiz and Discussion
03/23: Blindspot Chapter 8, “Outsmarting the Machine,” Quiz and Discussion
Stereotype Threat

Week Ten
03/28: Stereotype Threat
03/30: Social Justice Essay Rough Draft Due
Revision Workshop
Week Eleven  
04/04: Grammar Workshop  
04/06: Social Justice Essay Final Draft Due

SPRING BREAK: 04/10-04/14

Week Twelve  
04/18: GE Workshop  
04/20: GE Workshop

Week Thirteen  
04/25: Reflection Workshop  
04/27: Reflection Workshop

Week Fourteen  
05/02: In-Class Essay #3  
05/04: Reflection Project Presentations Due

Week Fifteen  
05/09: Reflection Project Presentations Due

FINAL EXAM: Thursday, May 18, 2017, 11 a.m. to 1:30 p.m.

Grade Breakdown

15% Participation
15% In-Class Essay
10% Response Essay—Theme Q
20% Revolutionary Ideas Essay—Theme R
20% Social Justice Essay—Theme S
20% Reflection Project