

California State University, Northridge
English 114B: Approaches to University Writing



Ticket Number: 13979
Instructor: Eric Barnhart
Classroom: Sierra Hall 182
Time: T/TH 12:30pm – 1:45pm

Office Hours: Tuesday 11:00am – 12:00pm
or by appointment
Office Location: Santa Susana 405
Email: eric.barnhart.998@my.csun.edu

Required Texts

- ❖ *The Road* by Cormac McCarthy. ISBN: 978-0307387899
- ❖ *The Walking Dead. Volume 1: Days Gone By* by Robert Kirkman. ISBN: 978-1582406725
- ❖ “Season One” of *The Walking Dead*. This should be available from the CSUN library.
- ❖ Various Supplemental Readings Available on the Class Moodle Site.

Suggested Texts

- ❖ *New Voices*

Required Materials

- ❖ Working CSUN email.
- ❖ Online access for regular participation on designated Class Blog and Moodle Site.
- ❖ Binder or other means of storing all course material for the semester.
- ❖ Spiral/bound notebook. For notes.
- ❖ 2 green books for in class essays/writing assignments.
- ❖ 2-pocket folder for essay/portfolio submissions.

Introduction

Welcome to Approaches to University Writing Part B: The Sequel where we will continue where Semester I left off, with a new method called The Projects and a new theme: Monsters, Humans, and Apocalypses.

As we learned in Semester I, reading and writing develops recursively. The rhetorical nature of reading and writing requires that you consider how to use language effectively for a particular audience, within a particular context, and using appropriate conventions. Attention to rhetoric, genre, and conventions can help you determine what can be said in a given set of circumstances as well as how it can be said. It is equally important to note that reading and writing are interconnected processes. All writers enter conversations and communities through their words, so writers must also be readers of texts, contexts, and situations. We will continue to work on these concepts throughout this semester.

As with part A, English 114B is a workshop of peers. This class will heavily rely on discussion and conversation. Our success depends on each individual's willingness to share their ideas, review each other's work, and, as always, maintain an open and supportive learning environment. We will survive this semester, but only as long as we work together.

Course Description

Prerequisite: Successful completion of English 114A.

This course is an expository writing course with a focus on both content and form. Specific emphases will include the exercise of logical thought and clear expression, the development of effective organizational strategies, and the appropriate gathering and utilization of evidence. This course includes instruction on diction, syntax, and grammar, as well as the elements of prose style. Students receive credit for only one course chosen from AAS, CAS, CHS, ENGL, and PAS 114A/B.

This course aspires to continue establishing the concept that writing is not a formulaic enterprise and that there is no one blueprint or recipe for college level writing to which students' ideas must conform. Rather, writing is a process of understanding available models of communication (and their advantages and disadvantages), solving problems, and making meaning for a given audience. With that said, this class will not be able to cover all means and genres of writing, but instead, will aim to provide you with the skills necessary to work within any future writing assignment.

Course Objectives

Throughout the course, you will engage in the recursive process of writing, which includes developing ideas, drafting, and revising. As you read and analyze print materials, including fiction, non-fiction, graphic novels, and scholarly articles, as well as multimedia materials such as films, lectures, etc, you will:

- ❖ Demonstrate competence in university writing.
- ❖ Demonstrate the ability to use rhetorical strategies that include the appeals to audience, logic, and emotion.
- ❖ Demonstrate the ability to use conventions of format, structure, style, and language appropriate to the purpose of written texts.
- ❖ Demonstrate the ability to use library and online resources effectively to find scholarly sources and to document those sources properly.
- ❖ Demonstrate their understanding of and adherence to rules of academic honesty in presenting written work.

Student Learning Outcomes (English Department)

- ❖ You will gain the ability to read critically.
- ❖ You will gain the ability to write effectively.
- ❖ You will gain knowledge of the cultural diversity of literature.

In short, you will find new and exciting ways to look at and interact with the world.

Student Learning Outcomes (GE)

- ❖ Analyze and compare perspective, meaning, and style in different texts, including those that reflect multicultural images and voices.
- ❖ Construct a theme or thesis and organize and develop a substantial, balanced, and convincing defense of it in a voice, tone, language, and format (e.g., essay, autobiography, report, editorial, case study, inquiry, and research) appropriate to the purpose of writing.
- ❖ Use logical support, including informed opinion and fact, as well as their interpretations, to develop ideas, avoiding fallacies, biased language, and inappropriate tone.
- ❖ Demonstrate satisfactory competence in the conventions of Edited American English and the elements of presentation (including layout, format, and printing).
- ❖ Select and incorporate ideas derived from a variety of sources, such as library electronic and print resources, books, journals, the Internet, and interviews, and document them responsibly and correctly.
- ❖ Apply a variety of strategies for planning, outlining, drafting, revising, and editing written work.

Disabilities Statement

The Americans with Disabilities Act Requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Please contact me at the beginning of the semester to discuss any such accommodations for this course.

Coursework: *The Projects*

The Progressions of 114A introduced you to academic writing by way of an introduction to voice, genre, rhetoric, and scholarly research. The Projects ask that we continue onward, with greater emphasis on collaboration, critical thinking, and a more sophisticated theoretical scope.

The Projects include Project Web, Project Space, and Project Text, and each entails critical reading, process work, group work, and analytical writing. The Projects also require composing with new media, fieldwork, and group presentations and collaboration. A more elaborate break down of each project will be provided to you, but remember that as always, writing is a recursive process and as such, we will be circling back to old concepts in order to build upon them by way of scaffolded assignments and activities.

*Note: there will a peer review component to each project. If you miss peer review, you will have a significant amount of points deducted from your final essay grade.

Following the completion of The Projects, you will complete:

The Reflective Essay: you will review and reflect on all your work throughout the semester in order to assess your progress as a reader, writer, thinker, and scholar.

The Portfolio: All final written work will be revised and will go in your final portfolio for final assessment.

Project Web (*The Walking Dead*)

Project Text (*The Road*)

Project Space (Various Readings from Moodle)

Reflective Essay

Portfolio

Course Requirements

Attendance and Participation

This class is committed to the process of creating and maintaining a scholarly community. Therefore, attendance and participation are vital to your success and the success of your classmates. They are both mandatory. More than three (3) unexcused absences and your grade is in danger of dropping. More than six and you will risk failing the class. Additionally, lateness is a distraction, not only for yourself but your classmates, and is therefore not acceptable. For this reason, tardiness will count as one third of an absence. Please be here at the start of class, ready to work, participate, and learn.

I expect you to not only be on time, but also fully present. This means that you are responsible for fulfilling all readings and assignments *before* you get to class and that you bring the essential materials needed to participate. If you are not prepared for class, it will show. And if you are not prepared for class, you will be considered absent. You will only get out of college what you are willing to put into it. Respect your time, as well as that of your classmates my own. If you commit yourself to the process, we will be able to use this classroom as an environment to grow in. Be present, be active, be involved.

If, for any reason, you will be absent for an extended period of time, please let me know.

[Moodle Posts, Journals, Quizzes, and Various In-Class Writing Assignments](#)

This is a writing course, so I expect you to do a lot of writing, in a variety of ways, utilizing various structures and forms. You will be expected to actively engage with the course materials thoughtfully, expressively, and analytically. There will be daily journal entries/writing assignments, random quizzes, and in-class writing exercises. These activities will be graded on a Credit/No Credit scale. As long as you stay up to date on your reading, you will be more than prepared to do well on these assignments.

[Presentations and Discussion Leading](#)

To aid you in your entire college experience and beyond, you will need to learn to be comfortable presenting your ideas to an audience. For this reason, I will be requiring that you do a presentation as well as lead a class discussion on a particular text during the course of the semester. Explicit instructions and sign-up sheets for these will be handed out later.

[Peer Review](#)

Writing is both a form of communication, as well as a process. Because of this, it is important to practice the skills of invention, drafting, and revision. To aid you in this endeavor, each essay that you are assigned will have a peer review component: sometimes in groups, sometimes in pairs. Participation in this type of feedback session is invaluable to you as a critical reader and writer, as it will provide you with a space

[The Essay Writing Process](#)

Every stage of the essay writing process is important; your grade will be determined not only on the “finished” product, but also the methods by which you get to that product. For this reason, you will be expected to turn in work at every step of the way. You will turn in your invention exercises, all respective drafts and revisions, along with your polished, final copy. If you do not have a complete essay packet, your work will not be accepted.

Also note that your essay will drop one ½ letter grade for every day that it is late. If you are having a problem completing an assignment for whatever reason, please come speak to me during office hours. I cannot provide help if I don't know you need it.

[Course Policies](#)

[Plagiarism](#)

The CSUN catalog states that plagiarism is “intentionally or knowingly representing the words, ideas, or work of another as one’s own in any academic exercise.” Plagiarism is considered a serious offence and an intolerable act. As required by CSUN, all cases of plagiarism will be turned over to the Student Affairs Office and the English Department. Students who are caught plagiarizing will fail the course. Furthermore, students who commit plagiarism may be suspended or expelled from the University.

The college workload may seem daunting, but there are a number of resources available for your assistance. Please do not hesitate to ask for help when you need it.

Late Work

Since all writing exercises and assignments will serve as building blocks for your Projects, it is important for you to have these done on time. They are of no help if you do them after the fact, and if you are missing these assignments, you will not be allowed to turn your Projects in. In other words, late work will not be accepted. No Excuses.

LRC

For every essay, you are required to meet with a tutor in the Freshman Lab at the Learning Resource Center (LRC). The LRC is located on the third floor of the Oviatt Library in the East Wing. You will need to make an appointment by email, in person, or by calling them. For more information, visit their website: www.csun.edu/lrc/. Upon completion of your session, you will receive a receipt from the tutor that must be attached to your final essay packet or you will lose points on your essay. These availabilities go fast so you will need to plan ahead (approximately one week before the essay is due).

Conferences

At the mid-point of the semester, you will be required to meet with me to discuss your progress in the class.

Classroom Conduct

Be respectful and you will be respected.

Please keep in mind that while I promote and encourage a free exchange of ideas and information, side-conversations or other disruptive talking when either a fellow student or myself is speaking is inconsiderate. Furthermore, all commentary needs to be respectful of the beliefs, opinions, and ideas of others. Students that do not comply with these guidelines will be asked to leave for the day, resulting in an unexcused absence. If the problem continues, further action will be taken.

Email Policy

This class will rely heavily on email communication. You must have a CSUN email account in order to send and receive class emails. Please check your email frequently for updates and reminders about the class. I will not respond to non-CSUN email accounts. When sending or replying through email, please use an appropriate heading (include the Class Name), address me accordingly, and use complete sentences so that I am clear on what you are saying. I will not respond to inappropriate emails. Please keep in mind that it will sometimes take me up to 48 hours to respond to your emails. Do not wait until the last minute.

Grading

Everything you do for this course will play a part in your success in the course, so everything will count for something. Do your work, to the very best of your ability, and you will do well in this class.

Assignment(s)	Percentage of Grade	Total Points Possible
Attendance and Participation	• 10%	• 100
Presentations and Discussion Leading	• 10%	• 100
Reading Journals	• 15%	• 150
Project Web		
• Assignments	• 5%	• 50
• Essay	• 10%	• 100
Project Text		
• Assignments	• 5%	• 50
• Essay	• 10%	• 100
Project Space		
• Assignments	• 5%	• 50
• Essay	• 10%	• 100
Portfolio	• 20%	• 200

Grading Scale

I will use a +/- grading scale and the standard grading system (A-F). There are, as you can see above, a total of 1000 points for the semester. Grades are determined as follows:

(A) 930 – 1000	(B+) 880 – 899	(C+) 780 – 799	(D+) 680 – 699	(F) 599 or below
(A-) 900 – 929	(B) 830 – 879	(C) 730 – 779	(D) 630 – 679	
	(B-) 800 - 829	(C-) 700 - 729	(D-) 600 - 629	

A more elaborate point breakdown and/or rubric will be provided for the various assignments when they are assigned. This is just a basic breakdown of how your grades will be evaluated/calculated at the end of the semester. When I hand back assignments, they will include a point value. Keep track of your points and you will have a good idea of your grade in the class. If you have any questions, please feel free to ask me how you are doing at any time during the semester.

Instructor's Notes

Above all, I want to help you succeed in both this class and throughout your time at CSUN and beyond. The ENGL 114B experience is unique in its ability to provide you with a small, supportive community within the large and sometimes intimidating world of college. I encourage you to ask questions, explore new ideas, and acquire valuable skills that you will use in both the academic world and beyond. My hope is that this will be both a challenging, but ultimately rewarding experience.

Ask question, take notes, listen, and share.

I look forward to working with each and every one of you this semester. Know that my door is open to you for questions, comments, and concerns.

This syllabus is subject to change at the Professor's discretion.

The syllabus has been adapted from Professor Trista Payte's ENGL 114B syllabus.