

**Palo Verde College
One College Drive
Blythe, CA 92225**

Distance Learning Office: (760) 921-5568 - Room CS 210

Instructor: Ms. Sioux L. Stoeckle

Email: sioux.stoeckle@paloverde.edu - Phone: (760) 921-5433

DESCRIPTION OF THE COURSE

English 099 is an introduction to college level reading and composition and is a preparatory class for those students making progress toward the AS and AA degrees. The course introduces students to the situations of written communication, including writing for a college audience, choosing appropriate topics, assessing the purpose of writing, writing for varied occasions, and evaluating the strengths of the author. The course also emphasizes the grammar, punctuation, and mechanics associated with successful college level writing. As an introduction to college level writing, English 099 looks at writing as a process informed by both author and audience, requiring thoughtful consideration, time, and appropriate revision.

LEARNING OUTCOMES

Upon successful completion of the course the student will be able to:

1. Formulate and defend a thesis.
2. Analyze the principles of argumentative and expository prose.
3. Employ basic rhetorical strategies in student essays.
4. Incorporate various critical thinking strategies associated with theme analysis and development in written essays.
5. Read and analyze college level essays.
6. Focus on overcoming the student's own writing problems.

PREREQUISITES

Eligibility to enroll in ENG 099 may be achieved in one of two ways:

Students may be eligible to enroll based upon their placement via the assessment process *or*

Students may be eligible to enroll based upon their successful completion of prerequisite courses

WRITING PREREQUISITE

ENG 082 – Basic Writing II *and* ENG 088 - Supplemental Instruction for Basic Writing II *or*

ENG 096 – Writing Improvement II

READING PREREQUISITE

RDG 086 - Intermediate Reading with Lab *or*

RDG 096 - Intermediate Reading

COURSE GRADING METHOD

Final letter grades are assigned based upon the following percentages:

90-100%: A 80-89%: B 70-79%: C 60-69%: D Less than 60%: F

The following weights are applied to assignments:

Essays: 70%

Mid-Term Exam: 10%

Journal Entries: 20%

Please retain all of your graded papers until you receive your official course grade in June.

REQUIRED BOOKS

Patterns for College Writing: A Rhetorical Reader and Guide, 12th ed. By Kirsznner and Mandell, ISBN: 9780312676841

Students need access to a college-level dictionary with at least 60,000 entries.

WITHDRAWING FROM CLASS

Instructors are only able to drop non-participating students during the first four weeks of class. If you stop participating after that time and you do not withdraw, you will receive the letter grade you have earned.

ACCOMMODATION FOR DISABILITY

Students with disabilities needing accommodation should contact the Disabled Students Program and Services (DSPS) as soon as possible. The telephone number is (760) 921-5489. Please notify Ms. Stoeckle no later than the second week of instruction of any accommodation requests.

ACADEMIC HONESTY

All students are responsible for understanding and observing academic honesty standards. Sometimes misunderstandings arise between the writer and the reader because of a lack of familiarity with such standards. Occasionally, students make poor decisions about copying because they do not understand how to complete an assignment. If you do not fully understand an assignment, please contact Ms. Stoeckle and ask for help. Do not make the mistake of using the Internet - or any other source - to copy what you think is the "correct" answer or approach to a writing assignment.

We all learned in public school that copying the work of a classmate during a quiz or exam is cheating. Copying a classmate's homework is considered cheating. Copying paragraphs, sentences, or even ideas from Internet sources, books, magazines, classmates, or any other writer - and "pretending" that the material was not copied - is also cheating. Any student who turns in an assignment written wholly or in part by another person - and presents such writing as his or her own - will receive a grade of F in ENG 099. In addition, students who cheat will be referred to the Vice President of Instruction and Student Services for disciplinary action.

If you follow the rules below, you can avoid being accused of academic dishonesty:

- Do your own work.

- Look up ideas or facts to use in your assignments *only* when you are asked to do so.
- Do not include material from unassigned sources. Do not include unrequired material.
- Do not copy the writing of any other person and turn it in as if you had written the material. (Do not cut-and-paste material from the Internet or any other source into your paper!)
- If an assignment requires that you include the ideas of other writers, you must indicate where you found the information. Many examples are found in Chapter 18 of our textbook.

LATE PAPERS POLICY

Assignments are due *in Ms. Stoeckle's mailbox* by 3:00 p.m. on the assignment's due date.

Because of the uncertainty of mail delivery between the main campus and other student sites, incarcerated students and Needles correspondence students have a one week "grace period" during which time their late work will still be accepted for grading.

Blythe community students and all students submitting work online are allowed a one business day "grace period." Thus, students using the Bridge must submit a paper due on Friday *no later than* the following Monday by 3:00 p.m.

In order to grade each assignment as a class set, Ms. Stoeckle will hold all received assignments until that assignment's grace period has expired. All graded papers will then be returned. Work received after the end of the grace period will be returned ungraded.

Please note that even if extenuating circumstances seem to apply, work received after the semester ends on May 30 will not be graded.

TURNING IN YOUR WORK

Incarcerated students: Your homework will be delivered to PVC by courier or US Mail.

Blythe area students: Place your homework in Ms. Stoeckle's mailbox in Room CS 217. If you prefer, you may mail your assignments directly to PVC's Office of Distance Learning. Please be mindful of the due dates so that mailed work will be delivered to Ms. Stoeckle's mailbox on time. Graded homework will be returned to the Distance Learning Office (CS 210) for your pickup. You may also submit your work online. See "Students with Internet Access" below.

Needles students: If you turn in your assignments to Jeanie Johnson, she will date stamp your material and hold it until the mail is sent out to the main campus every Thursday. This means your work will be late if you turn it in the week it is due. However, it should arrive during the "grace period." The Distance Learning Office on the main campus will hold all graded material and mail it out to Needles on Thursdays. If you prefer a quicker turnaround time, you should mail your work directly to the Blythe campus. Always check with Jeanie if you have questions. Please do not ask Jeanie to scan and email your late work to Ms. Stoeckle. If you are using the correspondence method, your work must be submitted via US mail, inter-campus mail. You may also choose to submit your work online. See "Students with Internet Access" below.

Non-local correspondence students: Please be aware your “grace period” for late assignments is one business day. You may submit your work via US Mail, or you may submit your work online. See “Students with Internet Access” below. Work submitted online will be returned online. Please refer to the “Non-local Student Guide” for details on returned work. If you have not read the Guide, please access it online: <http://www.paloverde.edu/academics/distance-learning/pdf/Non-Local%20Student%20Guide.pdf>

Students with Internet access: If you prefer to submit all of your work online rather than by mail, please inform Ms. Stoeckle no later than the end of the second week of the semester. Students with reliable Internet access may turn in assignments using PVC’s online platform, which is called the Bridge. Your work will be backed up, and you will be able to access your graded work online. The turn-around time using the Bridge is much faster than correspondence delivery. If you cannot come to campus regularly, or if you do not have dependable mail service, please consider using the Bridge. However, students do not have the option of turning in some work online and other work offline. Please decide which method you prefer and stick with it.

Emailed or faxed homework assignments will not be accepted for grading.

MAIL DELIVERY INFORMATION FOR INCARCERATED STUDENTS

ISP and CVSP: Couriers pick up graded work and drop off homework to be graded every week. The Distance Learning Office staff place the work to be graded in Ms. Stoeckle’s mailbox. Ms. Stoeckle returns graded work to the Distance Learning Office. The graded work is picked up by prison couriers at least once a week.

CDCR locations other than ISP and CVSP: Homework arrives by U.S. mail, is opened by the Distance Learning Office staff, and is placed in Ms. Stoeckle’s mailbox. Once Ms. Stoeckle grades your homework, she delivers it to the Distance Learning Office, where it is held until Thursday morning and then sent to the participating prisons via USPS Priority Mail.

What can delay the delivery and/or return of your homework:

Lockdowns or other disruptions at your site

Federal holidays and PVC closures

Furloughs or days off at the CDCR Education Departments

US Mail delays, which can cause backlogs in the Distance Learning Office

If Ms. Stoeckle gets sick or is required by PVC to attend to other college duties

What CDCR Students Should Do

First, ask your proctor or Education Department clerk how the mail delivery works at your site. Turn your work in so that it will reach Palo Verde College no later than the due date. If that is not possible, there is a one-week “grace period” during which time your late work will still be accepted for grading. Second, keep your fingers crossed. (Seriously, try not to get too frustrated by the delays. Sometimes I think it’s amazing that anything shows up at all!)

BUS 101, Section 2, Introduction to Business
Fall Semester 2012 Distance Learning (Correspondence)
PALO VERDE COLLEGE

Instructor: Mr. Brian Thiebaut

Phone: 760-921-5501

Office: CL Building, Room 116

Office Hours: Tuesday, 9 a.m.-11; Wednesday, 10 a.m.-12; Thursday 10 a.m.-12 and by appointment

Email: bthiebaut@paloverde.edu

Course Description: BUS 101 provides the student with a general background in the elements and characteristics of business enterprise. The course gives the student a broad understanding of the nature of business and a preliminary idea of the various areas of business specialization.

Textbook:

IMPORTANT—Please read carefully. There are two options for textbooks in of BUS 101, section 2:

One text is titled *Exploring Business*, by Karen Collins, published by Flat World Knowledge. You may read the text online at the publisher's website at no charge. If you wish, you may obtain a paper copy or e-book version of the text at a nominal charge. This is explained to you when you go to this link:

<http://students.flatworldknowledge.com/course/1053087>

Select "Read Online" (left side of page, under the ISBN information)
Then select "Sign in or Register"

If you have access to the internet, either from home or at the PVC campus, I encourage you to use this textbook for the course.

If you do not have access to the internet, or if you are an incarcerated student, you will likely use the alternative textbook, *Excellence in Business*, by Courtland Bovee and others, 3rd edition, Pearson/Prentice Hall, ISBN: 0-13-187047-5. This text has been used in BUS 101 previously. Copies of this text are available to incarcerated students at the correctional facilities. Copies may also be purchased through online vendors, such as amazon.com. Please note that this book is now out of print.

I have coordinated the chapter readings of the textbooks and set up the quizzes and written assignments in the syllabus accordingly. There are eight (8) quizzes and four (4) written assignments in the course. I will prepare two sets of quizzes: one for the *Excellence in Business* text, and another for the *Exploring Business* text. Both sets of quizzes are of comparable rigor and thoroughness, and are closely based on the chapter readings from each text. The subject matter is similar, but different in some specifics such that it is important that you acquire one of the texts soon and stay with it for the semester. Please note that the quizzes are open book. The written assignments are identical for users of *Excellence in Business* and *Exploring Business*.

Grading:

1. Written Assignments: 4 x 100 points each	400
2. Quizzes: 8 x 20 points each	<u>160</u>
Total	560

Grading Scale

A	90.0%-100%
B	80.0%-89.9%
C	70.0%-79.9%
D	60.0%-69.9%
F	<60%

Explanation of Course Work

QUIZZES

Each of the eight quizzes consists of 20 multiple choice questions, each question worth 1 point for a total of 20 points. You may use your textbook when taking the quizzes, that is, the quizzes are open book.

For community students, each quiz will be posted to the Palo Verde College Bridge. Community students must take the quizzes through the Bridge. You may use your textbook (Collins, *Exploring Business*) when completing each quiz. It is important that you check the Bridge for BUS 101-02 frequently (at least once each week) for course information.

For incarcerated students, paper quizzes will be sent by courier to the correctional facilities. Incarcerated students will arrange to have completed quizzes returned by courier to me. You may use your textbook (Bovee, *Excellence in Business*) when completing each quiz.

Each quiz covers the subject matter covered in the chapters assigned in each of the texts. Each quiz will be identified with the title of the text on which it is based. When you take the quizzes, be sure you use the quiz based on the textbook you are using.

Quiz grades for community students will be available for review individually on the Bridge a few days after completion of each quiz. Quiz grades will be returned to incarcerated students via courier.

WRITTEN ASSIGNMENTS

There are four written assignments in the course, each worth 100 points. For community students, directions for each assignment will be posted to the Bridge. Directions for the assignments in paper version will be sent by courier to the correctional facilities. The assignments are designed to help exercise your critical thinking and problem-solving skills, as well as to enable you to apply your creativity. The write-up for each assignment should be about 2-3 pages.

COURSE OVERVIEW

(Note: I will provide specific due dates for each quiz and written assignment during the semester.)

Week of:	QUIZZES Collins=Exploring Business Bovee= Excellence in Business		WRITTEN ASSIGNMENTS
	Collins	Bovee	
Aug. 13			
Aug. 20	Quiz #1, Chapters 1 and 3	Quiz #1, Chapters 1 and 3	
Aug. 27			
Sept. 3	Quiz #2, Chapter 4	Quiz #2, Chapter 5	Written Assignment #1 (Ownership)
Sept. 10			
Sept. 17	Quiz #3, Chapters 5 and 6	Quiz #3, Chapters 6 and 7	
Sept. 24			
Oct. 1	Quiz #4, Chapter 7	Quiz #4, Chapter 10	
Oct. 8			
Oct. 15	Quiz #5, Chapters 16, 2, 9	Quiz #5, Appendix A, Chapter 2	Written Assignment #2 (Ethics)
Oct. 22			
Oct. 29	Quiz #6, Chapter 10	Quiz #6, Chapters 13, 14, 15	
Nov. 5			Written Assignment #3 (Marketing)
Nov. 12	Quiz #7, Chapt. 11, 12, 13	Quiz #7, Chapters 16 and 17	
Nov. 19			
Nov. 26	Quiz #8, Chapter 14	Quiz #8, Appendix C (p. A-25)	Written Assignment #4 (Finance)
Dec. 3			
Dec. 10			

STUDENTS WITH DISABILITIES:

Students with disabilities who believe they may need accommodations are encouraged to contact Disabled Students Program and Services, 760-921-5411.

LEARNING OUTCOMES

Upon completion of BUS 101, you are expected to be able to:

1. Define and evaluate the different forms of business ownership.
2. Describe marketing techniques and strategies used in business.
3. Demonstrate understanding of various business management styles.
4. Demonstrate the role of ethics in business.
5. Demonstrate understanding of the legal environment and its effects on business.
6. Describe the role of finance and accounting in business management.
7. Describe the role of business in the social context.
8. Demonstrate understanding of the global context of business.

Spring 2014
Palo Verde College
Speech 101.01: Introduction to Speech

Tuesday, 5:20p – 8:10
CL202/B10

Instructor: Dennese Lilley-Edgerton
Email: dlilleyedgerton@paloverde.edu

Office: CL206; Phone: (760) 922-5547

OFFICE HOURS: MW 11am – 1pm; T/TH 2pm – 5pm (occasionally meetings will keep me from holding offices hours between 3 and 5pm)

Introduction to Speech offers a wide variety of reading, application, and speaking assignments designed to expose you to all the basic skills of speech making. You will focus on the following elements: ethics, analyzing audiences, using visual aids, choosing topics and a specific purpose, and outlining, listening, organizing a speech, delivery, small group communication, informative and persuasive speaking, and speaker credibility, effective use of language, library and internet research, communication theory, and speeches to entertain. You will give several speeches prepared and impromptu and with and without visual aids.

Pre-requisite: Students must have successfully completed English 82 and/or be eligible for English 99.

Learning Outcomes: 1) Identify and define the purposes, aspects, and methods of effective oral communication. 2) Develop and implement ethical practices in speech making. 3) Analyze audiences and design speeches for the audience to create understanding and clarity. 4) Evaluate purposes, content, and manner of constructive feedback. 5) Produce speeches for various purposes using various methods of speech presentations. 6) Apply the fundamental steps of the speaking processes. 7) Produce logically sound arguments to support main points in a speech. 8) Present various kinds of speeches and methods. 9) Analyze, select, and apply the appropriate communication skills.

Textbook: Building a Speech. 8th ed. Sheldon Metcalf

Materials: ♦ Note cards, notebook, and access to a computer and printer, library card and passwords for off campus access to digital resources provided by the PVC library (I will post a list of the passwords on the Bridge under resources).

**Note cards are part of your speech requirements.*

Minimum requirements: readings and homework assignments that build skills, notes (readings and in-class), and exercises, final examination, research, and several speeches – both assigned and impromptu; in-class participation and preparation for class. Unannounced quizzes will be given on the reading assignments! There will be a comprehensive examination given sometime between midterm and the last formal speech (prior to the final).

This document, your syllabus, is a contract between yourself and your instructor.

Grading policy: NO LATE WORK

Speeches	Participation/impromptu speeches	Homework, quizzes, and Exams
40% How to lose points: no note cards, missing class, a five minute speech is only 4 or 3 or 2 minutes	30% How to lose points: missing classes – you cannot make up in class assignments!	30% How to lose points: don't read and forget about studying for exams. Be prepared! Quizzes are not announced!

Participation (in-class and on speech days) cannot be made up! All speeches are to be performed on time and all assignments must be turned in on time. You must come to class prepared and on time. As the instructor, I reserve the right to make case-by-case determinations as to whether or not to make an exception to this rule. However, absences that prevent you from turning in your work or performing your speech will need to be provable; if you do not bring me the evidence, the missed work will be a zero. Failure to perform your speech at your assigned time equals a zero!

Important Information:

1. All due dates are DEADLINES and will be followed.
2. Any student who completes 100% of the homework ON TIME will receive 50 extra credit points.
3. Students whose grade falls below passing at the end of the term may request to take a written examination in an attempt to improve the grade. The exam will be made available to you through the Distance Learning Office. It does not guarantee a passing course grade. This will be in addition to the final "Roast" speech.
4. Anyone who tries their best to prepare and perform their speeches at their assigned time will not receive a grade lower than a C-. However, if a speech is short (time requirements are a part of your speech; if a speech is to be five minutes and you speak for three) points will be subtracted from the final score; this could take your speech into the D or F range.
5. Impromptu speeches are a part of this class; if you miss class the day an impromptu is assigned, you cannot make up the points.
6. Students who fail to attend and perform the final examination speech will drop a full letter grade. A 'C' could become a 'D', which is not passing! Final exams are required!
7. Review MLA 2009 format rules for the informative and persuasive speeches. You are required to turn in a "works cited" page prior to your speaking date.
8. If you have questions, concerns, or confusions, please email, call, or visit me for answers and clarifications. The only dumb questions are the ones not asked.
9. Students may request a grade summary at mid-semester to see progress. Students who have not 'attended' during the first two weeks may be dropped as a 'no show'; students who have a grade lower than C in the class at midterm will receive deficiency reports. Grades will not be posted on the Bridge.
10. In case of emergency: if you cannot turn in an assignment when it is due -- by the deadline -- you may appeal to me via telephone or email. The emergency causing the delay should be documented and verifiable; documentation will be attached to the late assignment or the assignment is considered late and receives no grade.
11. Special Accommodations for special needs based on disability that has been documented are made with the cooperation of the DSPS office. This office will provide support for students with verifiable physical, learning or psychological disabilities.
12. **Cheating and Plagiarism:** As an educator, I am dedicated to a policy of academic honesty. I assume you will pursue your studies with integrity; however, when a student is caught cheating or plagiarizing, a process has begun which may result in severe consequences. Plagiarism is representing some one else's work as your own. In such a case, I will give a failing grade for the course and take action to place the student on probation or suspension.
13. **Cell phones will be off during class time!** *If you purchased an electronic version of the textbook, you may use your phone/tablet/laptop during class when and only when we are referring to material in the book.*
14. **Tardiness will be dealt with through participation points** -- you will lose points for being late to class. Your lateness is disruptive to every member of the class and can be seen as a sign of disrespect. When students are performing speeches, you **MUST** wait outside the classroom until you hear applause before you enter the room. Failure to follow this simple rule may result in point deductions from your speech.

15. **The informative and persuasive speeches are FORMAL.** You must come dressed in a manner that reflects the formality of the speech - professional. I do not expect ties on guys or skirts on girls, but casual wear is not acceptable: no jeans, untucked shirts, tennis shoes, flip flops or sandals - Go shopping! For a break on costs check Sheltering Wings before going to Kmart.
16. **You will need to access and use the Bridge AND check your email account on a regular basis!**
17. **When it comes to grading your speeches, my style is this:** in the beginning, I will grade you as novices; as we move forward, each speech will be worth more points, and I will begin to grade/evaluate your work more strictly. I enter scores for all work in a gradebook that will provide averages/letter grades throughout the semester; at the end of the term, I will look beyond the averages: did you improve over the semester? Did you demonstrate a clear understanding of the concepts/ideas?

Course Calendar

All homework assignments from the textbook will be turned in at the beginning of class.

Important: *As the instructor of record, I do reserve the right to make changes to the schedule as necessary. Depending on the number of students, I may increase or decrease the number of performance dates to accommodate all students.*

SPEECH DUE DATES:

WAL-MART: FEBRUARY 4
 INFOMERCIAL: FEBRUARY 25
 INFORMATIVE: APRIL 1 & APRIL 8
 PERSUASIVE: MAY 13 & MAY 20
 THE ROAST: FINAL EXAM SCHEDULE

WEEK ONE – January 14: Introductions! Syllabus, questionnaire, Wal-Mart speech, note card exercise (what you are afraid of as it relates to public speaking)

Homework: Read chapters 1 and 2; complete skill builders #1 on page 14, #1 on page 27, and #1 on page 42 (this skill builder will be written on note cards)

WEEK TWO – January 21: Speech of introduction; Fear work;

Homework: Read chapter 3 and chapter 5 and respond to the following: “poor listening is a fact of life in all professions and at every level of our society [including our relationships].” In writing, describe a situation where problems arose because individuals or groups did not listen carefully or heard only what they wanted to hear.

ATTENTION Wal-Mart Shoppers: This is a three minute speech with a twist (a challenge). Use your best creative juices. You need to maintain the attention of your audience – like shoppers, they are distracted– you must make your best effort to gain and keep their attention. Your audience will try to distract you, they will talk on their cell phones, call each other, talk, and other nonphysical distractions. Humor is a great attention grabber and keeper!
 50 points

WEEK THREE – January 28: Quiz on chapters 1, 2, 3, and 5; exercises in listening (it is not the same as hearing)

Homework: Wal-Mart speeches

WEEK FOUR – February 4: Attention Wal-Mart Shoppers! I will have your speaking positions pre-arranged: be on time and ready to go! 5:20 – 6:15 speakers; break; 6:30 – 7:20 speakers; break; 7:30 – 8:10 speakers.

Homework: read chapters 4 and 6; complete skill builders #1 and #2 on page 62.

WEEK FIVE – February 11: Infomercials and prop requirements; video examples for analysis; ethics

Homework: Read chapter 15 and complete skill builders #1 and #2 on page 291.

Infomercial – sell it! This is a 3 to 5 minute speech. You will do your best to sell an idea or an item, much like you see on the television. You can be silly or serious. Use specific details, show how your item works, and sell it! You **MUST** use a prop or props. Your prop may include a live person or animal if the product you are selling calls for such. 100 points

WEEK SIX – February 18: Lecture materials: a review of materials contained in chapters 7, 8, and 9; exercises; chapters 10 & 11 and exercises.

Homework: Infomercials with prop and note cards.

WEEK SEVEN – February 25: Infomercials! Props are required! 5:20 – 7:00 speakers; break; 7:10 – 8:20 speakers;

Homework: It is advised that you be working on developing your informative speech and power point.

All students are required to create and use a power point presentation as part of the informative speech. This is actually a skill many universities will ask you to use, and it may also be a skill your future jobs require. This is NOT voluntary for the informative speech.

An informative (explanatory or demonstration) speech: This is a graded, 5-7 minute speech. Explain how something works, how it is structured or how it came into being. For example, you could describe how a computer works, or what our solar system is and how it functions, or what happens when water boils, or what causes wind, or how life evolved, or what causes tides, or how stars are formed, or how the internal combustion engine works, or how a plane flies, or any of the other innumerable topics within this general field. You will be conveying information to your audience on a specific subject so be specific and organized. Obviously, these are topics of great complexity, but any of them can be distilled into a brief, but informative, synopsis. You will need to do some research in order to ensure that the facts you present are accurate. **You MUST provide me with a works cited page BEFORE you speak! You must come to class early in order to copy your power point to the class desk top computer.** ,300 points

WEEK EIGHT – March 4: Discovering the perfect topic for you. “Teach me”

Homework: Continue working on your informative speech. Read chapter 14 and write a plan: create a plan to improve your delivery in weak areas. Determine/name the areas of delivery you feel/know are weak, and explain what you will do to improve these areas.

WEEK NINE – March 11: tips for your power points; practice using the “remote” and speaking to audience rather than slides;

Homework: your only assignment at this time is to work on your informative speech, develop your power point, and practice.

!!SPRING BREAK: MARCH 17 – 21!!

WEEK TEN – March 25: work with delivery

WEEK ELEVEN – April 1: Informative speeches w/ Power Points; 5:20 – 6:20 six speakers; break; 6:30 – 7:20 five speakers; break; complete session with four speakers.

WEEK TWELVE – April 8: Informative speeches w/ Power Points; 5:20 – 6:20 six speakers; break; 6:30 – 7:20 five speakers; break; complete session with four speakers.

Homework: Read chapters 16 and 17;

Persuasive speech: This is a 7 – 10 minute speech. You can decide the topic, but it must be an issue of some local, national or global significance that is also debatable. You will be arguing in favor of, or against, a point of view and trying to persuade your audience of the validity of your position. (Hint: I have little tolerance for trivial ideas or topics, or ideas that are not well thought out. It is also very important to substantiate your arguments with facts). **This speech is to be researched! You must provide me with a works cited page before you speak!**

520 points

WEEK THIRTEEN – April 15: Speaking to persuade; fallacies; knowing your audience and appealing to their needs.

Homework: Read chapter 13 and write a brief essay answering the following: what is the importance of appropriate language usage and making ideas meaningful and inclusive.

WEEK FOURTEEN – April 22: Language matters – if you have your words, you do not need a gun or a knife.

Homework: Focus on your persuasive speech and practicing. Bring your topic and thesis statement to class next week!

WEEK FIFTEEN – April 29: discussion, debate, questions, and repairing faulty claims (thesis statements)

Homework: Focus on your persuasive speech and practicing.

WEEK SIXTEEN – May 6: developing your introductions and conclusions; action items in a conclusion. Voluntary “dress rehearsal” for you persuasive speech; if time, sample roasts and discussion/questions about the roast.

Homework: Focus on your persuasive speech and practicing.

WEEK SEVENTEEN – May 13: Persuasive speeches 5:20 – 6:20 six speakers; break; 6:30 – 7:20 five speakers; break; complete session with four speakers.

WEEK EIGHTEEN - May 20: Persuasive speeches 5:20 – 6:20 six speakers; break; 6:30 – 7:20 five speakers; break; complete session with four speakers.

The Roast: Your final exam is a specialized speech called **the roast**, and it is all in good fun! For examples, you can log on to Comedy Central’s website and search for “roasts”. Examples of roasts performed by students are available to you on The Bridge. The most successful roasts have been performed by students who journal the entire semester, keeping track of happenings. Every one and every thing in and about Speech 101 is fair game. Do not be profane or spiteful. This speech can be one- liners, a poem, a rap, or a mix of genres. Be creative, have fun, have note cards, and come to class on time. 3 minutes. Once in a while, students will ask if they may team up with others and do a group performance. My answer is always yes! BUT you must multiply the 3 minutes minimum by the number of members in your group! You must come prepared with a polished speech to pass this assignment/final examination. Any student who is clearly unprepared will not pass this assignment. Missing the final will drop your semester grade by 10% or one full letter grade!

YOUR SPEECH FINAL EXAM IS SCHEDULED FOR Tuesday, May 27 at 5:20.

ENG 103 Critical Thinking and English Composition
Fall Semester 2011, Section 2, Distance Learning
PALO VERDE COLLEGE

Instructor: Mr. Brian Thiebaut
Phone: 760-921-5501
Fax: 760-922-0230 (Write: "Attention: Brian Thiebaut")
Office: CL Building, Room 116
Office Hours: Tuesday, 9 a.m.-11; Wednesday, 1 p.m.-3; Thursday 10 a.m.-12 and by appointment
Email: bthiebaut@paloverde.edu

Course Description: English 103 is a college level transfer course in critical thinking and composition that directs students how to analyze, evaluate and criticize arguments. Students are required to evaluate their thoughts by explaining them in organized, substantiated and stylistically correct essays. The course will also introduce students to advanced rhetorical strategies that incorporate various systems of critical reasoning. A strong emphasis is placed on formal persuasive writing. Students will be required to write a minimum 8,000 words throughout the semester.

Textbook:

Elements of Argument: A Text and Reader, Rottenberg and Winchell, 10th edition, 2012,
ISBN 978-0-312-64699-8

Grading:

1. Essays: 7 essays x 100 points each =	700
2. Journals (#1-16, 150 pts; #17-30, 150 pts)	300
3. Final Exam	<u>200</u>
Total	1,200

Grading Scale

A	90.0%-100%
B	80.0%-89.9%
C	70.0%-79.9%
D	60.0%-69.9%
F	<60%

Requirements:

(1) Essays: Each of the seven required essays should be at least 3 pages in length, typed and double-spaced (about 900 words). The essays are due in to me on Monday of the week in which a paper is due. In order to ensure you are given proper credit, you must put on the first page: your name, ENG 103-Section 2, my name, the number of your Essay (e.g., Essay #4) and the date. Put your name on each subsequent page of your essay.

Example:

Mary K. Smith
ENG 103-Sect. 2
Mr. Thiebaut
Essay #4
October 3, 2011

The rubric I use for grading essays is on page 7 of this syllabus.

(2) Journals: You will be required to keep a journal, which is a written expression of your ideas, observations, opinions, feelings and perceptions on topics that I assign. Each journal entry should be numbered and dated and be about 1 page in length. Journals may be handwritten. I require at least two journal entries per week (30 in all). Turn in your journals in two batches: Journal entries # 1-16 on Monday, Oct. 10, and Journal entries # 17-30 on Monday, Dec. 5. The journals are worth 300 points total.

While this is primarily a course in writing, I strongly believe in the importance of reading and thinking critically about what you read. Critical reading is one avenue to help you develop strong writing skills. Therefore, I urge you to read and read—and read some more. Read the newspaper, the editorial page, magazine essays and articles, books, stories. Read for enjoyment and enlightenment to be sure, but always read critically: evaluate how successfully the author puts his or her ideas together forcefully and convincingly. When you write, I encourage you to critique everything carefully—revising it, and then writing more. If there is one single way I know to improve your writing skills, it's by writing.

(3) Final Exam: Specifics will be announced later in the semester.

Keep Your Completed Work: As you receive corrected assignments back from me throughout the semester, I strongly encourage you to hold on to them at least until you receive your final course grade. In the event of a dispute over your final grade, having your corrected work is your best proof in obtaining the proper credit that you deserve.

How to Turn in Essays and Journals **And Ways to Contact Me**

My Office: CL Building 116

My Office Hours: Tuesday, 9 a.m.-11; Wednesday, 1 p.m.-3; Thursday 10 a.m.-12 and by appointment

Faculty Mailbox: Located on the 1st floor, CS building

Telephone: 760-921-5501—If I'm not there, leave a voice mail message with a phone number to reach you.

Fax: 760-922-0230—Write on each page: Attention: Brian Thieboux

E-mail: bthieboux@paloverde.edu Copy and paste work in the e-mail message, or attach work as a document in Microsoft Word Be sure to write ENG 103 in the Subject Line of your e-mail message

U.S. Mail: Address: Brian Thieboux, Palo Verde College, One College Drive, Blythe, CA 92225

Courier: From CVSP, Ironwood, and other facilities

Week of:	WHAT TO STUDY—All readings are in <i>Elements of Argument</i>	WHAT'S DUE
Aug. 15	Chapter 1, Approaches to Argument, pp. 3-34	
Aug. 22	Chapter 2, Critical Reading, pp. 35-75	Essay #1, due Monday, Aug. 22
Aug. 29	Chapter 3, Analytical Writing, pp. 76-128	
Sept. 5	Chapter 4, Definition, pp. 131-169	Essay #2, due Monday, Sept. 5
Sept. 12	Chapter 5, Claims, pp. 170-201	
Sept. 19	Chapter 6, Support, pp. 202-268	Essay #3, due Monday, Sept. 19
Sept. 26	Chapter 7, Warrants, pp. 269-296	
Oct. 3	Chapter 8, Logic, pp. 297-338	Essay #4, due Monday, Oct. 3
Oct. 10	Chapter 9, Language, pp. 339-390	Journals #1-16, Due Monday, Oct. 10
Oct. 17	Chapter 10, The Argumentative Paper: Planning and Research, pp. 393-438	Essay #5, due Monday, Oct. 17
Oct. 24	Chapter 11, The Argumentative Paper: Writing and Documentation, pp. 439-477	
Oct. 31	Chapter 12, Oral Arguments, pp. 478-495	Essay #6, due Monday, Oct. 31
Nov. 7	Chapter 13, Social Networking Sites, pp. 499-540	
Nov. 14	Chapter 15, Ethical Costs, pp. 575-619	
Nov. 21	Plato, From <i>Crito</i> , pp.757-761; King, Letter from Birmingham Jail, pp. 811-824	Essay #7, due Nov. 21
Nov. 28	Chapter 17, Biases in the News, pp. 644-670	
Dec. 5	Catch-up	Journals #17-30, due Dec. 5
TBA	Final Exam	

Essay #	ESSAY TOPICS
1	<p>In Journal #2 you wrote about an instance in which you heard or read an argument with which you disagreed, but felt powerless to respond to because you lacked the skills or understanding to do so. Expand on your journal entry, and develop it into an essay. Pinpoint what you disagreed with in the argument and explain why. Devise your own counterarguments or positions that you might have used to refute the argument. Due: Monday, August 22</p>
2	<p>In recent years, there have been controversies over the placement of religious symbols on public land and property. Such symbols might be a cross, the Ten Commandments, a Christmas scene, and others. Write a Rogerian analysis of the conflict between those who think it is all right to place religious symbols on public land and those who do not. As part of your analysis, attempt to identify common ground in these two positions. Review Rogerian argument, pp. 11-14. Review Stanley Fish's article, "When is a Cross a Cross?" pp. 145-147. Due: Monday, September 5</p>
3	<p>Read the three articles by Goldberg, Murray and Ooms, pp. 238-262. Each treats a different subject matter, but each uses various types of support to make their cases. Choose <u>two</u> of the articles and write an essay in which you compare the types of support used in each, and evaluate the effectiveness of that support in making a convincing argument. Review Chapter 6 on the topic of Support, starting p. 202. Due: Monday, September 19</p>
4	<p>Read the three articles by Hitler, Seltzer and Niose, and Grossman. Write an essay identifying and evaluating the logical fallacies in <u>one</u> of these articles. How damaging are these fallacies to the arguments presented? How do you suppose an average reader, unacquainted with logical fallacies, would respond to the article you chose? Review the types of logical fallacies discussed in Chapter 8, Logic, starting on p. 297. Due: Monday, October 3.</p>
5	<p>The articles by Burger and McGrath, pp. 377-385, provide two very different opinions on the topic of gun control. Analyze the key arguments of each, commenting on the argumentative techniques you have read about to date in this course. These techniques might include the use of language, logic, fallacies, support and others. Which article appears to make the stronger argument, and why? Did the stronger article change your mind, or confirm what you already believed? Due: Monday, October 17.</p>
6	<p>Read Carrie Chapman Catt's speech, "The Crisis," starting on p. 784. Write an analysis of the speech, keeping in mind some of the elements of oral arguments—audience, credibility, organization, language and support—discussed in Chapter 12, Oral Arguments, starting p. 478. How does she use her analysis of what is happening in Europe to appeal to an American audience? Does her speech, delivered in 1916, have relevance to us today—nearly 100 years later? Explain. Due: Monday, October 31.</p>
7	<p>Read the excerpt from Plato's <i>Crito</i>, pp. 757-761, and King's "Letter from Birmingham Jail," pp. 811-824. Write an essay in which you summarize how each author treats the matter of obedience to laws, and then evaluate the strengths and weaknesses of each argument. Which author offers the more convincing argument? Explain. Due: Monday, November 21.</p>

Journal #	Week Of:	Journal Topics—All page citations are from <i>Elements of Argument</i>	
1, 2	Aug. 15	ENG 103 is a course in reading, writing and argumentation. What do you expect to get out of it?	Write about an instance in which you heard or read an argument you disagreed with, but felt powerless to respond to it convincingly because you lacked the skills or understanding to respond effectively.
3, 4	Aug. 22	Read Strategies for Evaluating Arguments, pp. 50-51. Using <u>one</u> of the eight strategies, evaluate the essay, the Gay Option, p. 57.	Review the section on Reading a Visual Argument, p.62. Find a print ad from the newspaper or magazine and write an analysis of the ad in terms of its argument. See sample analysis of an advertisement, p. 70.
5, 6	Aug. 29	Read the two articles on using the word “retard,” pp. 118-125. Based on your reading of the articles, is it acceptable, in your opinion, to use the word? Which author, Bauer or Fairman, makes the better argument?	Read the articles by Dershowitz and Finkelstein, pp. 110-114 on the subject of torture. What are Finkelstein’s main criticisms of Dershowitz? Do you agree?
7, 8	Sept. 5	Discuss the techniques Deresiewicz uses to define the term “friendship,” in his article Faux Friendship, p. 148	Read Charles’ article, p. 155. Are you convinced that the term “looter” is not an appropriate term to use to describe those in Haiti who took food and goods without paying? Why, or why not?
9, 10	Sept. 12	Write an entry in which you explain whether or not you agree with Kamenetz’ argument against unpaid internships, p. 191.	Read the articles by Mackey and Rodgers regarding corporate profits, pp. 194-199. Which author presents the more convincing argument? Explain.
11, 12	Sept. 19	Describe the types of support used by Goldberg, Murray and Ooms, pp. 238-262, to make their cases. Use the results of this entry as the basis of you key points for Essay #3.	Read the two articles by Varian and Royce about the true “costs” of SUVs, pp. 231-235. Which article provides the best support for its arguments?
13, 14	Sept. 26	In view of the increase in nutrition and exercise, do you think that universities and colleges should impose physical education exercises? What warrant underlies your position—either for or against? Review Chapter 7 dealing with Warrants.	Do you agree with BackBayalltheway that Jacoby’s argument is a “horrendous logical fallacy”? See pp. 287-289. Review common fallacies on p. 308.
15, 16	Oct. 3	List the logical fallacies you can find in the articles by Hitler, Seltzer and Niose, and Grossman, pp. 322-333. Use the results of your entry as the basis for Essay # 4.	Read the two articles on stem-cell research, pp. 333-336. Which article to do find more convincing? Why?
17, 18	Oct. 10	Read the “graduation speech” by Neusner, pp. 374-75. Discuss the language he uses to create an impact on the reader. Is he fair in his criticism of students and professors?	Evaluate the two articles on gun control by Burger and McGrath, pp. 377-385 in terms of their argumentative techniques. Use the results of this journal in your Essay #5. Journals #1-16 due Oct. 10
19, 20	Oct. 17	Based on your reading of Chapter 10, what factors would you take into account in evaluating the credibility of a Web site research source? See p. 409	What are the key differences between MLA and APA documenting styles? See Chapter 10.
21, 22	Oct. 24	Read the section on Finding the Middle Ground, pp. 442-44. How does this technique compare with Rogerian analysis of conflict? See pp. 11-14.	Read Mathers’ research essay on women in combat. Evaluate the arguments presented and the quality of research done to support her conclusions, pp. 467-77
23, 24	Oct. 31	Review Carrie Chapman Catt’s speech, p. 784 and evaluate it in terms of some of the elements of oral arguments presented in Chapter 12. Use you findings as the basis of your Essay # 6.	Evaluate Stone’s speech, p. 490, in terms of organization, language and support.
25, 26	Nov. 7	Greenfield’s speech, p. 510, caused a significant controversy. Many were outraged by her comments. Why do you suppose?	Compare DiSalvo’s view, p. 500, on the effects of social networking to Greenfield’s, p. 510.
27, 28	Nov. 14	Astyk and Newton, p. 580, argue that “the hunger of the poor is in part a choice of the rich” (para. 2). Explain what they mean by that.	Do you agree with some of the authors, pp. 644-670, that network news is biased? Give examples to support your commentary.
29, 30	Nov. 21	Summarize the key arguments of King’s “Letter from Birmingham Jail, pp. Note: You may incorporate some of your observations into Essay #7	What is the most important thing you learned in ENG 103? Explain. Journals #17-30 due Dec. 5

PLEASE NOTE:

Students with disabilities who believe they may need accommodations are encouraged to contact Disabled Students Program and Services, 760-921-5411.

LEARNING OUTCOMES

Upon completion of English 103, you are expected to be able to:

1. Formulate and develop persuasive and effective theses in essays of 800 to 1,000 words.
2. Analyze and explain various rhetorical techniques used in professional writing.
3. Employ advanced rhetorical techniques in essays and other written work.
4. Incorporate various critical thinking strategies in essays and other written work.
5. Demonstrate advanced editing and revision skills in written work.

Name: _____

Essay # _____

Grade: / 25 = _____

Thesis	Presented clearly early in the essay, is appropriate in scope, and demonstrates innovative thinking	5
	Present, but takes a while to get to it.	4
	Present, but is too broad or too narrow, or is buried and difficult to understand.	3
	Thesis is present, but is vague, buried or otherwise inappropriate in scope	2
	No evident thesis	1

Evidence / Support	Thesis is fully explored, and well-supported by logical argument or facts	5
	Thesis is well explored, and generally supported by logical argument or facts	4
	Some attempt to cover the thesis, with some support from logical argument or facts	3
	Little attempt to cover the thesis, with little support from logical argument or facts	2
	Thesis, logical argument and facts are absent	1

Organization	Clearly defined introduction, development and conclusion, with coherent paragraphs and effective transitions from idea to idea	5
	Introduction, development and conclusion are present but not clearly defined; paragraph coherence is weak, as are transitions	4
	Introduction, development or conclusion are poorly defined or parts missing; paragraphs lack coherence	3
	Introduction, development or conclusion are poorly defined and parts missing	2
	No clear introduction, development or conclusion	1

Unity	Topics, subtopics, examples and illustrations are appropriate and related to thesis	5
	Some topics, subtopics, examples and illustrations are not effectively related to thesis	4
	Most topics, subtopics, examples and illustrations are not effectively related to thesis	3
	Topics, subtopics, examples and illustrations bear no relation to thesis, or are missing	2
	No evidence of subtopics, examples, and illustrations	1

Grammar / Punctuation / Spelling	Free of grammatical, punctuation and spelling errors	5
	Some grammatical, punctuation, or spelling errors	4
	Many grammatical, punctuation or spelling errors	3
	Significant grammatical, punctuation or spelling errors	2
	Errors severely jeopardize meaning	1

Comments: