English 125 #740, Fall 2012
9:30-10:50AM, Room 1772 (2nd floor library)

Professor Cathy Gillis
Phone: 256-7411
Office: 1765(G)
Faculty secretaries: 253-3172, 253-3111
Hours: M: 10-11AM, 1:30-3PM
11-12PM, 3:30-4:30PM
W/F: by appt.

Email address: cgillis@napavalley.edu
Website: http://www.napavalley.edu/people/cgillis/Pages/welcome.aspx
Join Our Facebook Class Group: http://www.facebook.com/groups/145842875551023

Required Texts:
SOL. Signs of Life in the USA, 7th ed. Maasik/Solomon
FE. The Facebook Effect Kirkpatrick
MLA (recommended) MLA Handbook 7th ed.

*Yes, you DO need the books (also on reserve in the library)

Course Description:
This course develops logical reasoning skills through the analysis and generation of written arguments. It focuses on the relationship of language to logic; the abilities to analyze, criticize, advocate ideas; and to reason inductively and deductively. It includes both analysis and writing of argumentative essays to develop critical and creative thinking, reading, and writing skills. Progress in specific writing skills will be developed through instruction in the writing process—particularly revision—and instruction in building arguments, avoiding faulty reasoning, and using evidence effectively. Approximately 8,000 words of writing are required.

The theme for this class is based on one of the required books, Signs of Life, which examines popular cultural issues through the lens of semiology and The Facebook Effect. While examining these phenomena, students learn the difference between the simple expression of an opinion and forming an argued interpretive analysis through a semiotic conceptual framework. To this end, the selections from Signs of Life and the book The Facebook Effect help students consider important and timely issues by providing insights into interpreting signs and images.

Course Requirements:
Final drafts of essay assignments must be word-processed double-spaced and MLA formatted and cited (if applicable—see The MLA Handbook for Writers of Research Papers). Papers must include one-inch margins and must have page numbers. Each student must also submit rough
drafts periodically for peer review. Students must submit other assignments related to final drafts of essays.

Each student is responsible for the assigned readings and/or activities. **Reading passages assigned for a particular week should be read before the week is over or according to deadline.**

• Assignments are due at the **exact time given** on indicated days. **Late assignments are NOT accepted; under extraordinary circumstances if I receive a late paper, a full letter grade will be deducted. You must have documentation to support a claim of emergency.**

Note: Failure to complete an assignment will significantly affect your grade as it results in a loss of 100 to 200 points each. You will likely not pass the class if you miss any of the major writing assignments. Don’t let this happen to you after all your investment of time and money.

• Plagiarism, whether intentional or accidental, is an offense punishable by failure of this course. You will be required to also submit your essays to [www.turnitin.com](http://www.turnitin.com) for plagiarism review.

Having someone extensively edit and revise your writing is also dishonest and a form of plagiarism. All essays must contain the student’s original work, or else they must be scrupulously documented/cited. Any student who turns in an essay that is plagiarized will be subject to the Napa Valley College’s Academic Honesty Policy (see the NVC catalog or the college website). You will be flunked from the course.

• Harassment of any kind (implied, written, oral or physical) toward any member of the class or the instructor will not be tolerated (see pgs. 19-20 of the NVC Catalog).

• You are urged to contact me via email at any time, particularly if you have a question or would like feedback on an essay. **ALL emails I receive will be answered within 48 hours. DO NOT CONTACT ME 12 HOURS BEFORE AN ESSAY IS DUE, HOPING FOR LAST MINUTE HELP BECAUSE THERE IS NO GUARANTEE I WILL GET YOUR EMAIL AND BE ABLE TO RESPOND IN TIME--PLAN AHEAD.**

**Response Papers**
You will be asked to submit frequent (once a week), short (1 page typed) response papers in the course of our reading *Signs of Life* and *The Facebook Effect*. These papers should **NOT** be a summary of what you read in our book even though they may bring up aspects of the reading; rather, they should be your critical response to what you’re reading (what surprises you and why, questions that came up, an exploration of ideas that might interest you to write about, etc.) The best way to get into the flow of writing these short responses is to annotate while your read (either in the margins or on sticky notes) and simply put those thoughts and responses together into a cohesive few paragraphs right after you are finished with the reading. These papers must be typed and properly formatted according to MLA including standard 1” margins, double-spacing, name, date, class, and indentions (see the *MLA Handbook*).
Group Presentations
Each student will be required to participate in one group presentation during the semester. Groups will decide which new information to present on any topic that emerges from our reading about pop culture issues—as long as it is not repeating the same information. Creativity is encouraged. You may use any desktop or Internet program/site such as Powerpoint, YouTube, Flickr, etc. Presentations should be about 5-10 minutes. Usually a PowerPoint presentation is the most accessible. An example may be a group presentation that includes showing the class how there is a trend to show fathers on television as not very intelligent or as the butt of jokes.

Individual Presentations
At the end of the semester, each student will upload an individual presentation describing what he/she is writing about for his/her final research paper. As with the group presentations, a Powerpoint is usually the format used by students, but you may want to try other software.

How to Cope When Your Computer Breaks:
Have a back up in place! You should always have extra copies of your work on Google Documents, a flash drive, the cloud or other storage. A broken computer (or printer) is NOT a valid excuse for missing deadlines; you need to get in to campus if you don’t have access to a working computer or printer elsewhere and NOT wait until the last minute to find out you lost your files. “It didn’t work” is also not a valid excuse for not turning in work. Be sure to contact me immediately so I may help you with any software or an issue BEFORE the assignment is due.

Grading:
Response Papers 15%
Short assignments/presentations 15%
Essay #1 (3-4 pgs) 15%
Midterm In-class essay 10%
Essay #2 (3-5 pgs) 15%
Essay #3 (5-7 pgs) + presentation 20%
Final In-class essay 10%

- You must be present for the in-class writings to get credit.
- You are allowed an optional revision of essays 1 and 2 contingent upon communicating with me. Your revision(s) must be turned in within two weeks of the essay’s having been returned to you. Revision grades are averaged with the originals.

Schedule
AUG  21 Introduction to course, get books *(don’t forget to bring the book(s) we are reading to every class so that you are not counted absent)* Expect questions/group work on all readings.

TH  23 Email to me, join class Facebook group/Gillis blog and signed syllabus due; Bring SOL; paper format

T  28 *FE* Prologue 1-17; blogs, images/semiology exercise in class

TH  30 *FE* Chapter 1 “The Beginning;” *SOL* Introduction 1-22

*Mon. Sept 3rd Labor Day, no school*

SEP  T  4 1st post to blog due (found object); *SOL* 23-64 and *SOL/FE* response paper due

TH  6 *FE* Chapter 2 “Palo Alto;” *SOL* 65-79; examples, 1st paper instructions

*Fri. Sept 7th Last day to drop without a “W” and get a refund*

T  11 *SOL* 81-96; *FE* response paper due; film/exercise in class

TH  13 *FE* Chapter 3 “Social Networking and the Internet;” *SOL* 97-110

T  18 *SOL* 118-127, 138-140; *SOL* response paper due; 2nd blog post due

TH  20 *FE* Chapter 4 “Fall 2004;” *SOL* 142-151; review of essay topics/brainstorming;

T  25 *SOL* 171-198; MLA/grammar review (bring MLA book if purchased); *SOL* response paper due; 3rd blog post due--examples

TH  27 *ESSAY #1 DRAFT WORKSHOP* (bring 3 copies); *FE* response paper due

OCT  T  2 *ESSAY #1 FINAL DRAFT DUE* (3-4 pgs)

TH  4 *FE* Chapter 5 “Investors” *FE* Chapter 6 “Becoming a Company;” *SOL* 219-226; advertising project; Group Presentation #1

T  9 *SOL* 227-248, *SOL* response paper due; 1st film for final

TH  11 *FE* Chapter 7 “Fall 2005;” *SOL* 271-286; rest of film

T  16 *SOL* 287-293, 318-325; *SOL* response paper due
TH 18 *FE* Chapter 8 “The CEO;” outline reviews for midterm; Group Presentation #2

T 23 **Midterm WRITTEN IN CLASS** (bring outline and dictionary)

TH 25 4th blog post due; in class work (bring SOL)

T 30 *SOL* 326-330, *FE* Chapter 9 “2006” and; Chapter 10 “Privacy;” new assignment

NOV TH 1 *FE* Chapter 11 “The Platform;” *SOL* 355-358; Group Presentation #3; *SOL* response paper due

T 6 *FE* Chapter 12 “$15 Billion;” *SOL* 365-376, 5th post to blog due (video)

TH 8 *FE* Chapter 13 “Making Money;” *SOL* 377-395; *SOL* response paper due

Mon. Nov. 12 Veteran’s Day, no school

T 13 *FE* Chapter 14 “Facebook and the World;” *SOL* 417-420, 445-468; Group Presentation #4; MLA review

TH 15 **ESSAY #2 DRAFT WORKSHOP** (bring 3 copies)

*Fri. Nov. 16th Last day to drop with a “W”*

T 20 **ESSAY #2 FINAL DRAFT DUE** (3-5 pgs); *SOL* 475-479

TH 22 *Happy Thanksgiving!*

*Fri. Nov. 23, no school*

T 27 *SOL* 480-500, **ESSAY #3 OUTLINE DUE; SOL response paper due; FE** Chapter 15-16 “The Evolution of Facebook; “Changing our Institutions” Group Presentation #5; **FE response paper due**

TH 29 *SOL* 513-523, *FE* Chapter 17 “The Future and “Postscript;” Presentations

*Last day to drop with a “W” May 4th*

DEC T 4 *SOL* 580-586; Presentations

TH 6 **ESSAY #3 DRAFT WORKSHOP** (bring 3 copies)

T 11 **ESSAY #3 FINAL DRAFT DUE** (5-7pgs); presentations

TH 13 Final blog post due (final reflections); Presentations
Tues. Dec. 18, no class

TH 20 FINAL EXAM: 8-10AM

Students in need of accommodations in the college learning environment:

Any student who feels s/he may need an accommodation based on the impact of a learning disability should contact Learning Services in the Library and Learning Resource Center (LLRC), room 1766, phone (707) 256-7442. A Learning Disability Specialist will review your needs and determine appropriate accommodations.

If you need accommodations for physical or other types of disabilities, schedule an appointment with DSPS Counselor, Sheryl Fernandez, in the Counseling Department located on the top floor of the 800 building, phone (707) 253-3040 for appointment.

All information and documentation is confidential.

Please feel encouraged to make an appointment with me privately to discuss your specific learning needs in my class.
(Please return this signed page back to me)

English 125 Fall 2012, Section 740

I have read and understood the contents of this syllabus, and I understand the consequences of not following the assignments and rules. It is my responsibility to complete the assignments of this course, to study the course material and to attend each class meeting on time. I also understand that it is my right to ask the instructor, at any time, for clarification of any assignment, rule or my responsibilities for this course.

Signature_________________________

Print name___________________________________

Date_______________________

Phone/cell number_____________________________

Email address (print very neatly)___________________________

Anything I should know?____________________________________________________________