

English Fundamentals: English 21 ~ Fall 2013

Course # 0205

CSB 102A

M/W: 8:55-10:20 a.m.

Instructor: A. Keshishyan

Office: LRC 219

Office hours: Mondays 10:30 – 11:30 a.m. and by appointment

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Required Text:

- *English Simplified with MySkillsLab Access Code* ISBN: 9781269411424
 - *MSL Access Code:* keshishyan34781

Required Materials:

- An active E-mail account
 - Access to Internet
 - 2 Blue or Green Books
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Course Description (from LAMC catalog):

This is a course in reading and writing designed to strengthen the student's basic communication skills, including grammar, spelling, punctuation, and sentence construction. Greatest emphasis is placed on the writing of competent paragraphs and short essays.

Student Learning Objectives (SLOs):

- Produce an essay of at least 250 words, which has a thesis, introduction, body and conclusion
- Self-edit and correct grammar, spelling, and punctuation errors in his/her essay
- Differentiate fact from opinion, identify and paraphrase the main ideas and supporting points in a reading, generalize meaning by recognizing and interpreting inferences and predict meaning of vocabulary through contextual clues in a reading

A Message:

I once read a very brief but powerful quote that made a deep impact: "writing matters." Whether you are planning on becoming a theoretical physicist or working for a publishing company, writing is going to be an important part of the process. Learning how to read and write well will help you both in your academics and in your future careers, no matter what that may be. Indeed, writing does matter, and English 21 is a great start to your journey to become strong readers, writers, and critical thinkers.

Please remember that this class is linked to English 28 (section 212). This means you are concurrently enrolled in both sections and if you drop one, you will automatically be dropped from the other.

Course Requirements:

This class is graded **credit/no credit**. The following is a list of the assignments required throughout the semester and the amount of points they count toward passing this class. There are **1,000** total points. 700 points = 70% = passing.

You will receive a **zero** for each missing assignment.

- Final Exam (200 points)
- Four in-class timed essays (50 points each/200 points total)
- Quizzes – announced and surprises (10 points each/100 points total)
- My Skills Lab (150 points)
- In-class and HW assignments (200 points)
- Participation (150 points)

LRC:

The LRC tutors are there to help students with their writing process. They are nice people and don't bite, so do not be afraid or intimidated to ask for help. The LRC is located in the LRC building, room 219. Call ahead of time to make an appointment: (818) 364-7600 ext. 7147. Services are free for LAMC students.

In-Class Timed Essays:

Timed essays are a good way to practice quick thinking and organizing. It will give you a chance to learn the areas in which you excel and the areas in which you need to practice. In addition to all of these benefits, it will help prepare you for timed writing exams you may have throughout your academic careers. In-class timed essays will be evaluated for organization, content, development, grammar, and style.

MySkillsLab:

These online assignments are a required part of this course, and by departmental policy, they are worth 15% of your grade. These exercises will give you extra practice on the skills you need to work on, while not having to concentrate on what you already know. If you need technical assistance, contact Pearson: <http://247pearsoned.custhelp.com>

In-Class and Homework Assignments:

In-class assignments are meant to help improve your reading and writing skills. They are also designed to encourage both individual learning strategies as well as collaboration. It is very important that you attend every class session so that you do not miss out on these critical assignments. They cannot be made up. Homework assignments are due at the BEGINNING of class. If you are late, you will receive a zero on that assignment. Assignments that require Internet responses must be submitted at or before the time allotted. Anything posted after this time will not be counted.

Quizzes:

We will be having announced AND unannounced quizzes throughout the semester – this will be my way of making sure you stay on top of the assigned readings and class discussions.

Participation:

Your participation in class discussions, attendance, individual and group work all play a part in your overall participation grade.

- *Class discussions* – everyone's opinions and ideas are valued and respected in this class. We will be discussing current events, controversial issues, and sensitive topics, so be prepared to hear opinions that might differ from your own. We must be respectful and professional at all times.
- *Attendance* – your attendance is crucial to the productivity and value of this course. If you aren't here, you aren't participating. Period.
- *Cell Phones and electronic devices* – The use of cell phones and/or other electronic devices during class time will lower your overall grade in the class. Please turn off your cell phones. If I see you texting, facebooking, twittering, emailing, watching iFunnies, playing games, or doing anything else that is not relevant to class, your participation grade will be lowered. Repeat offenders may lose all of their participation points.

Academic Dishonesty:

Plagiarism is intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise. We will discuss plagiarism as we learn about MLA. Instances of plagiarism thereafter will be reported to administration handling academic dishonesty, and you will receive a zero on that assignment.

If you are not clear about what constitutes plagiarism, ask!

Late Policy:

All written work is due at the beginning of class on the assigned day. If you know ahead of time that you will not be able to be in class on the day a paper is due, you must hand it in earlier. In case of medical or family emergencies, I might make an exception, but written documentation will be required. Otherwise, LATE PAPERS WILL NOT BE ACCEPTED. Also, I do not accept papers via Email unless specifically requested.

Getting Help:

Feel free to ask for assistance at any time. It is your responsibility to make sure you are on top of things. There are plenty of ways to get help when you need it: (1) Email a classmate. (2) Ask me! If you are absent and need to know what you missed, contact a classmate. If you have other questions or concerns about the class, you may contact me in person or via Email. I respond to Email fairly quickly.

Emergency Procedure:

If a campus emergency that poses risk to students occurs, please be prepared to immediately follow the instructions of your Instructor. Do not exit the classroom until instructed to do so. If building evacuation is required, you will be asked to leave all of your non-essential personal belongings in the classroom and quickly, yet orderly and safely, exit the classroom and the building, preferably through the main doors on the north end of Building 29. Proceed to a safe location near the walkway intersection. As the last person to exit, I will lock the classroom door behind me and meet you outside of the building in order to account for your presence and safety.

Tentative Schedule ~ Fall 2013

* This schedule is *tentative*. Depending on a number of different factors, readings, due dates, and homework assignments will most likely change. Thus, it is important to attend every class.

Week 1

8/26 Introductions/Syllabus
8/28 MySkillsLab
Diagnostic Essay
HW: start MySkillsLab

Week 2

9/2 Labor Day – Campus Closed
9/4 “How to Mark a Book” by Mortimer Adler
HW: read “Letter to the President” by Jackie Robinson

Week 3

9/9 Chapters 15-16
9/11 Chapters 17-19

Week 4

9/16 In-Class Essay #1
9/18 Grammar PPT

Week 5

9/23 Parallelism
9/25 Chapter 3: Topic Sentences

Week 6

9/30 Fact vs. Opinion
10/2 Thesis Statements

Week 7

10/7 In-Class Essay #2
10/9 Chapter 14: Beyond the Paragraph: The Essay (page 145 – ex 1)

Week 8

10/14 Chapter 1 – Mastery Exercise 3 #1
10/16 Pg 14 Summary Exercise #1

Week 9

10/21 Annotated Bibliography
10/23 “The Yellow Wallpaper”

Week 10

10/28 “The Yellow Wallpaper” cont.
10/30 “The Yellow Wallpaper” cont.

Week 11

11/4 In-Class Essay #3
11/6 Annotated Bibliography DUE

Week 12

11/11 Holiday; Campus Closed

11/13 TBA

Week 13

11/18 Writing for the Real World: The Resume

11/20 Resumes and Research

Week 14

11/25 Cover Letter/Research

11/27 MySkillsLab Modules DUE

Work on Cover Letters

Week 15

12/2 1-on-1 interviews

12/4 1-on-1 interviews – prepare for final

Week 16

12/9 FINAL EXAMINATION (10AM -12PM)

December 9-14
Final Examinations!
Good Luck ☺

Addendum:

This course supports the LAMC Institutional Program Learning Outcomes (PLOs).

PLEASE NOTE: You will be surveyed towards the end of the semester to garner how well we have met these outcomes.

As a result of the English or Speech course you should be able to:

a) Research information

b) Evaluate information

**c) Solve problems and use logical reasoning
(critical thinking) and to develop strategies for
solutions**

**d) Analyze global issues from multiple
perspectives**

**e) Communicate the merits of works of art,
music, or literature**

f) Make value judgments and ethical decisions

Here are the PLOs and how your courses meet these PLOs.

Institutional PLOs	How English addresses these PLOs
<p>Written and Oral Communication Students will demonstrate the interactive nature of communication involving speaking, writing, listening and reading. Evidence will be the student's ability to make a clear, well-organized verbal presentation employing appropriate evidence to support the arguments or conclusions and to write a clear, well-organized paper using documentation and quantitative tools when appropriate.</p>	<p>PLO 1: Analyze written text to identify underlying logic and point of view Develop a well-organized paper which develops cogent main ideas stated in a thesis and which has adequate support for statements made.</p>
<p>Information Competency Students will demonstrate information competency by combining aspects of library literacy, research methods and technological literacy. It includes consideration of ethical and legal implications of information and requires the application of both critical thinking and communication skills. Evidence will be the ability to find, evaluate, use, and communicate information in all its various formats.</p>	<p>PLO 2: Utilize diverse sources of information, to research a topic. Attribute quotes and other information gleaned from print and electronic sources, according to MLA style</p>
<p>Problem Solving Students will demonstrate the ability to solve problems by examining, selecting, using and evaluating various approaches to developing solutions. Evidence will be the ability to observe and draw reasonable inferences from observations, distinguish between relevant and irrelevant data, define problems, analyze the structure of discipline or profession-based problem solving frameworks and to use such frameworks and strategies to develop solutions.</p>	<p>PLO 3: Evaluate arguments for validity, objectivity and soundness Argue a point after having gathered and synthesized relevant information, data and evidence.</p>
<p>Aesthetic Responsiveness Students will demonstrate aesthetic responsiveness by taking a position on and communicating the merits of specific works of art, music and literature and how those works reflect human values. Evidence will be written or oral communications that articulate a personal response to works of art, explain how personal and formal factors shape that response and connect works of art to broader contexts.</p>	<p>PLO 4: Critique text in terms of style and relate a text to the period in which it was written.</p>
<p>Ethics and Values applied to decision-making: Students will demonstrate facility in making value judgments and ethical decisions by analyzing and formulating the value foundation/framework of a specific area of knowledge in its theory and practice or in a professional context. Evidence will be the ability to identify own values, infer and analyze values in artistic and humanistic works as well as scientific and technological developments and to engage in values-inflected and ethical decision-making in multiple contexts.</p>	<p>PLO 5: Distinguish fallacies in arguments and be able to recognize the validity or lack of validity of various points of view.</p>