

Gina Ladinsky, Assistant Professor	Los Angeles Mission College	spring 2013
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English 21 - English Fundamentals	Email: ladinsg@lamission.edu
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Office 15 – Instructional Bldg.	Office Hours: M W 12:10- 1:50 T Th 10-10:30

Description: Welcome to English Fundamentals. This course offers instruction in the fundamental techniques of essay writing. In addition, you will learn to become an active reader and to respond to reading in your writing. You will also study sentence construction, grammar, and punctuation. My goal as your instructor is to guide you through these processes, so that you leave the course feeling confident about your writing and ready for success in life and as a college student

Prerequisite: Appropriate skill level demonstrated through the ENL assessment process.

Corequisites: Dev Comm 36A

Student Learning Outcomes: By the end of the course, students will be able to produce an essay of at least 250 words, which has a thesis, an introduction, body, and conclusion. Students will be able to write sentences that are diversified. Further, students will learn the skill of self-editing and will learn to correct grammar, spelling, and punctuation errors in their writing. Also students will understand how to differentiate fact from opinion. Lastly, students will identify and paraphrase the main ideas and supporting points in a reading, generalize meaning by recognizing and interpreting inferences, and predict the meaning of vocabulary through contextual clues in readings.

Required Text: *Real Writing* by Susan Anker. Fifth Ed.

Bring your text to every class meeting. If you cannot afford to purchase the book, copies are on reserve in the library. You will be expected to make copies of the section we are covering for the day. Sharing a text won't work as there are exercises you will need to do on your own in class. Textbook rental is also available from many sources and the text is also available as an eBook.

Required Lab: My Skills Lab is an English department requirement. It is available for purchase in the bookstore. The login ID is posted on Etudes.

Etudes Website: This course has an Etudes shell that provides many resources, which includes assigned papers, learning support, handouts, and your grade for each assignment. You will be in charge of printing out all handouts and readings when requested. As a registered student, you have been uploaded to Etudes. Simply follow the directions to login. Go to LAMC's website and click "Online Classes" at the top of the page. Then click "Etudes." Follow the directions. Tutorial help is available on this page as well.

Required Supplies for each class meeting: Textbook, Syllabus, Handouts/Readings from Etudes as announced in class, dark ink pens, lined notebook paper, and a good dictionary

Required for in-class exams: A large blue-book and dark ink pens

Evaluation and Grading:

1. Attendance and preparation are mandatory. It is necessary for you to keep up with the in-class and out-of-class assignments, which will not be possible if you are absent. The college allows **three hours** of unexcused absences. If you miss four classes, I may drop you. If we are past the drop deadline, each additional unexcused absence, beyond three, will reduce your final grade by one-half letter, in which case, you will receive a lower grade for the course, depending on the number of unexcused absences. If you

have emergencies or special circumstances, please contact me. All excused absences will require documentation. Work and non-emergency doctor=s appointments will not qualify as an excused absence. If you find you are unable to attend the course, **it is the responsibility of the student to drop the course** in a timely manner. If your name appears on the final grade roster, I will have to issue a grade.

Tardiness: Coming late disrupts the class and causes me to have to repeat information. Three late arrivals will count as an absence, so do your best to be on time. Also, leaving class early will have the same effect- three = one absence.

Quick Writes: Each day we will begin class by writing for five minutes on a topic provided by myself or a member of the class that connects to the reading. The intention of Quick Writes is to get you more comfortable with writing by writing each time we meet. To allow for privacy, I will not collect your Quick Writes. **Instead, your semester grade for Quick Writes will be based on your attendance and punctuality.** All students will start the semester with a total of 15 points for Quick Writes. But if you are late or absent, you will miss the Quick Write, and as a result you will lose 1 Quick Write point per absence and/or late arrival. Each day, I will ask for a couple of students to share what they wrote. While this is optional, it's nice to hear from everyone at least once.

2. Please keep all returned papers and all returned written assignments. In the unlikely case that you feel you handed in an assignment that the instructor did not record, you must have the graded work in your possession for evidence. **Email** all drafts of all papers to yourself or use Dropbox <http://www.dropbox.com>. Then you will always have a copy no matter what catastrophic event happens to your computer.

3. Paragraphs and essays for the semester will be written both outside of class as homework and as in-class exams. The writing assignments for the semester consist of 1 paragraph and five essay assignments. The essays will be at least 250 words in length or around two pages. Exams will consist of writing an essay and taking a grammar test in a timed setting. The exams are not intended to scare you, but they enable both of us to see if you are mastering the course objectives.

Late out-of-class paragraphs and essays will not be accepted without documentation. Paragraphs and essays are collected at the beginning of class. **If you arrive more than 20 minutes late, one letter grade, will be deducted.** I do not accept electronically submitted papers. **Papers must be handed in during class on the due date.** Please email me if you have a problem.

Peer review sessions are offered for out-of-class papers and paragraph assignments. These sessions will help you achieve the highest score on your writing and will require a typed draft to participate. In that writing is recursive, students who attend **peer review** with a **typed** draft, who hand-in their paper **on time**, will have the option to revise. A specified deadline for the revised draft must be met, and no revised papers will be accepted without the previous draft with my comments attached. If you hand in a *Arevised paper@* that is *Anot revised,@* you will receive a non-passing grade for the paper. In addition, you will write one in-class diagnostic essay. It will be graded to give you an idea of where your current skills are, but will not count toward your final grade.

4. Homework: Textbook Practices, My Skills Lab exercises, Reading Responses, and Summaries will be assigned throughout the semester and are due on the dates listed on the syllabus.

Homework will be collected and signed off by me at the **beginning of class on its due date** and then returned to you. You will be required to keep your homework to turn in at a later date as a **Homework Packet**. Collection of Homework Packets will take place twice during the semester as indicated on the

calendar. It is important for you to clearly label each individual assignment. Keep assignments in order, staple them together, and hand them in with the **oldest work on top**.

Late homework will not be accepted with ONE exception: You may use one No Questions Asked (NQA) coupon. To use the coupon simply attach it to the homework, sign it, and hand it in at the very **next class meeting - no questions asked**. The coupon can only be used for homework. **The coupon will NOT apply to peer review participation or essays**. Also the work must arrive at the **next** class meeting. If you have an extended absence, please contact me. The coupon is on the Etudes shell.

Our Classroom is a Learning Community. Students who arrive with homework are placed in groups to collaborate. After each group presents its findings, a large class discussion follows. If you have not done the homework, you will not be placed in a group, but you will be welcome to participate in the discussion.

5. Class work: Quizzes may occur in response to any reading assignment or class discussion. They may be unannounced. In-class attendance is required for quizzes. I conduct the class using a variety of methods to include: lecture, in-class writing and collaborative/workshop activities. You will be required to participate in class discussions as well as be an active member of small group discussions. You will need notebook paper and pens for each class meeting. You will also be expected to have your book(s) at each class meeting along with this syllabus. **Missed tests, quizzes, or in-class papers (exams) cannot be made up without documentation.**

6. Grades: This is a **credit/no-credit** course. However, to earn credit for the course, you must earn **70%** for the semester. The grade breakdown is as follows:

Paragraphs, Essays, Exams:	250 pts. (64%)
Homework, Quizzes, and My Skills Lab:	128 pts. (32%)
Quickwrites:	15 pts: (4%)
Total:	393 pts

Essay Grading: The grades you receive on your Writing Assignments will be **progressive** in that your writing is expected to improve throughout the semester. Here is the breakdown:

Writing Assignment	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
1													
2	20	19	18	17.5	17	16	15.5	15	14	13.5	13	12	10
3	35	33.5	32	31	30	28	27	26.5	25	24	23	21	20
4	50	47.5	45	44	42.5	40	39	37.5	35	34	32.5	30	29
5	65	62	59	57	55	52	50	48.5	46	44	42	39	37
6	80	76	72	69	68	64	62	60	56	53	52	48	45

Final Semester Grades will be broken down as follows:

A	B	C	D	F
100% - 90%	89% - 80%	79% - 70%	69% - 60%	59% - 0%

Attendance: Will not assure a student a passing grade.

Extra-Credit: In general, there is none.

Etudes Shell: This course has an Etudes shell that you will need to access to print all handouts and readings for the course. In addition, you may be required to access my website www.lamission.edu/~ladinsg.

Plagiarism: Any form of plagiarism, which is the use of someone else's words that you count as your own, is an offense punishable by failure of this course or the assignment. Further, any form of plagiarism is considered academic dishonesty and may result in disciplinary action. You may be required to upload out-of-class writing assignments to a plagiarism site. If so, further instructions will be given in class.

Learning Resource Center (LRC): LAMC has a Learning Resource Center that includes writing tutors and online tutorial programs in grammar, reading, and writing. I may suggest using the LRC as a class unit or individually if indicated.

Electronic submissions (emails) of assignments, including papers **will not be accepted**.

Turn off all electronic devices before class begins and remove earphones. If I observe you texting during class, I will give one warning. The second time I will mark you absent.

Special Needs and Student Services: If you have special needs, please let me know so that I can arrange to accommodate your needs. Click the "Student Information" link on Etudes for important information on disabled student services and other services that can help you as a LAMC student.

Stay Home if You Are Sick: Please follow the advice of the **Center for Disease Control (CDC)** and stay home if you are sick. Email me and I will work with you. If you arrive in class and are coughing and sneezing, I will give you a sterile facemask to wear during class, so that you do not get others sick. Also, cover your occasional cough with your sleeve. Hopefully we can all enjoy a fairly healthy semester.

Note: If you do not hand in each writing assignment and the bulk of the homework for the semester, you will most likely not pass this course.

Note: You are responsible for the information on this syllabus, and I reserve the right to make changes to this syllabus.

Class Calendar spring 2013*

Read: The homework **reading assignment**, which is **due** when you arrive in class on the date listed above the box, will be posted in the top box.

Write: The homework **writing assignment**, which is **due** when you arrive in class on the date listed above the box, will be posted in the bottom box.

***Subject to change**

Semester Theme: Social Identity

Week 1:

M 2/4

Introduction to the Course/Syllabus Review

W 2/6

Writing Assignment 1: In-class Writing and Grammar Diagnostic

Before you come to class today, logon to Etudes and accept the syllabus. The site links will not be active until you do this. Bring questions to class.

Week 2:

M 2/11

Read: Chapter 1 – Course and College Basics, What You Need to Know, p 3-21

Write: Assignment 2 – p 20 (2 pts)

W 2/13

Read: Chapter 2 - Reading Basics: How to Understand What You Read, p 22-34

Write: Ch. 2 - Practices: 1, 5, 6, Chapter Review (4 pts)

Week 3:

M 2/18

Happy President's Day

- **Last day to drop with a refund**

W 2/20

Read: "The Grandfather" by Gary Soto and bring a copy of the reading to class
The link to the reading is on Etudes

Write: Write a reflection paragraph in response to Soto's essay that includes your opinion of Soto's main point. (3 pts)

Print out Writing Assignment 2 from Etudes and bring it to class to discuss

Week 4:

M 2/25

Read: Chapter 3 – Writing Basics, Audience, Purpose, and Process, p 35-47 and Chapter 4 – Finding, Narrowing, and Exploring Your Topic, p 48-56
Write: Chapter 3: Practices 1, 6, and Chapter Review (3 pts) Chapter 4: Use Soto’s essay and brainstorm to find a topic that connects to the reading that you can write about in Writing Assignment 2. (1 pt)

W 2/27

Read: Chapter 5 – Writing Your Topic Sentence or Thesis Statement, p 57-71
Write: Chapter 5: Practices 2, 3 4, 5, 7. Create a topic sentence for your narrowed topic from Soto’s essay for Writing Assignment 2. (6 pts)

Week 5:

M 3/4

Read: Chapter 6 - Supporting Your Point, p 72-79
Write: Chapter 6: Practices 1, 2, 3. Also following Practice 3, create primary and secondary support for your topic sentence for Writing Assignment 2. (4 pts)

W 3/6

Read: Chapter 7 – Making a Plan, p 80- 87 and Chapter 8 Drafting, p 88-103
Write: Chapter 7: Practices 1, 2 (2 pts) Chapter 8: Practices: 1, 4, 5 (3 pts)

Week 6:

M 3/11

Peer Review and Conferences: Writing Assignment 2
Bring two typed copies of your writing and two Paragraph Peer Review Handouts from Etudes. (10 pts)

W 3/13

Read: Chapter 9: Revising: Improving Your Paragraph or Essay, p104-118
Write: Practices: 2, 3, and Chapter Review and Revise Writing Assignment 2 (3 pts)

Due - Writing Assignment 2

Week 7:

M 3/18

Read: “The Monkey Garden” by Sandra Cisneros and bring a copy of the reading to class. A link to the reading is on Etudes
Write: A reflection paragraph to the reading that includes the main point, audience, and purpose of the writing. (3 pts)
Print Writing Assignment 3 from Etudes and bring to class to discuss.

W 3/ 20

Read: Chapter 16 – Comparison and Contrast, p 221-238 and Chapter 22 - Fragments: Incomplete Sentences, p 325 -339
Write: Chapter 16 - Practices: 1, 2, and 3 (3 pts)
Write: My Skills Lab: From “Course Home” click on the “Writing Learning Path.” Next click on “Sentence Skills” and then “Fragments.” Complete “Recall 1 and 2” and

“Apply.” Then click “Extra Practices” in the upper right hand corner and complete one more set of “Recall” and two more sets of “Apply.” You will need to earn 70% or higher to earn points. If you earn a lower score, continue with the sets until you have successfully completed six that earn 70%. Print out your score from the “Grade book” which is under “Course Tools.” (6 pts)

Week 8:

M 3/25

Peer Review and Conferences: Writing Assignment 3

Bring **two** typed copies of your writing and **two essay peer review handouts** from Etudes (10 pts)

W 3/27

Read: Chapter 23 - Run-ons: Two Sentences Joined Incorrectly, p 345-356

Write: My Skills Lab: From “Course Home” click on the “Writing Learning Path.” Next click on “Sentence Skills” and then “Run-Ons.” Follow the instructions from 3/20. (6 pts)

Due: Writing Assignment 3

Due: Homework Packet 1: All **homework** from 2/11-3/20 is due. All work must be **clearly labeled** and in chronological order with the oldest assignment on top. Only **stapled** work will be accepted. **No points will be given for pages torn from the text.** All work requires my signature given in class on the due date. (69 pts possible)

Have a Great Spring Break \ - > M 3/29 – F 4/5

Week 9:

M 4/8

Read: “Indian Education” by Sherman Alexie. The link to this reading is on Etudes.

Write: A reflection paragraph to the reading that includes the main point, audience, and purpose of the writing. (3 pts)

W 4/10

Essay and Grammar Exam (Writing Assignment 4)

Essay Exam based on “Indian Education.” A large Blue Book and dark ink pens are needed. A dictionary wouldn’t hurt.

Week 10:

M 4/15

Read: Chapter 24 - Problems with Subject-Verb Agreement: When Subjects and Verbs Don’t Match, p 360-377

Write: My Skills Lab: From “Course Home” click on the “Writing Learning Path.” Next click on “Sentence Skills” and then “Subject-verb Agreement.” Follow the instructions from 3/20 (6 pts)

W 4/17

Read: Chapter 17: Cause and Effect, p 239-257

Write: Practices: 2, 3, 4, and Chapter Review (4 pts)

Week 11:

M 4/22

“Only Daughter” by Sandra Cisneros. The link to this reading is on our Etudes site.
Write a reflection paragraph in response to Cisneros’ essay. (3 pts)
Print out Writing Assignment 5 and bring it to class to discuss.

W 4/ 24

Ch.24 - Verb Tense: Using Verbs to Express Different Times – p 380-401
Write: My Skills Lab: From “Course Home” click on the “Writing Learning Path.” Next click on “Basic Grammar” and then “Tense.” Follow the instructions from 3/20 (6 pts)

Week 12:

M 4/29

Peer Review and Conferences – Writing Assignment 5
Bring two typed copies of your essay and two Essay Peer Review Handouts from Etudes. (10 pts)

W 5/1

Read: Chapter 26 - Pronouns, p 411-430
Write: My Skills Lab: From “Course Home” click on the “Writing Learning Path.” Next click on “Basic Grammar” and then “Pronouns.” Follow the instructions from 3/20 (6 pts)

Due: Writing Assignment 5

Week 13:

M 5/6

Read: “The Rules of the Game” by Amy Tan. The link to this reading is on our Etudes site.
Write: A reflection paragraph to the reading that includes the main point, audience, and purpose of the writing. (3 pts)

W 5/8

Read: Chapter 29 - Coordination, p 451-460 and Chapter 30 – Subordination, p 461-467
Write: Chapter 29: Practices 1,2, 3, and 4 (4 pts) Chapter 30: Practices 1 and 2 (2 pts)

Week 14:

M 5/13

Read: “To Beat the Odds” by Pam Fessler – NPR’s Series on Poverty. The link to this reading is on our Etudes site.
Write: A reflection paragraph to the reading that includes the main point, audience, and purpose of the writing. (3 pts)

W 5/15

Read: Ch. 34 - Commonly Confused Words: Choosing the Right Word When It Sounds Like another Word, p 514-523; Ch. 35 – Spelling, p 525-534
Write: Ch. 34 - Practice 2, (1 pt) Ch. 35 – Practices 2, 3, 4, 5, 6 (5 pts)

Week 15:

M 5/20

Read: “The Joy of Reading and Writing – Superman and Me” by Sherman Alexie. The link to this reading is on our Etudes site.
Write: A reflection paragraph to the reading that includes the main point, audience, and purpose of the writing. (3 pts)

W 5/22

Exam 2

Homework Packet 2 Due: All **homework** from 4/8-5/20 is due. All work must be **clearly labeled** and in chronological order with the oldest assignment on top. Only **stapled** work will be accepted. **No points will be given for pages torn from the text.** All work requires my signature given in class on the due date. (59 pts possible)

Week 16:

M 5/27

Memorial Day

Memorial Day Holiday

W 5/29

Final Exam Day: 10- 12 Exam 2 and homework packets returned
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