

Los Angeles Mission College  
 English 101 Reading and Composition  
 Fall Session 2014 – Sept 2 to Dec. 20, 2014

Instructor: Ms. Diaz-Cooper  
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Office: Inst. Bldg. #14                                      Office Hrs. MTWTh -6:45am -7:15am M & T  
 12:00pm-1:30pm Wed 12:00pm-12:30pm or by appointment

Section: #0221    Days:TTH    Hrs. 7:15am–8:40am    Units: 3 Rm: CSB 205  
 Section: #0222    Days:TTH    Hrs. 8:55am–10:20am    Units: 3 Rm: CSB 205

Prerequisite: Completion of English 28 or ESL 8 with a grade of “C” or better or appropriate skill level demonstrated through the English assessment process, or by permit.

Texts: *Patterns for College Writing: A Rhetorical Reader and Guide* by Laurie Kirsznier and Stephen Mendell

Course Description: This first freshman composition course meets all requirements for a BA at four-year colleges and universities. This course consists of intensive reading, writing essays, a research paper, the study of style, methods of discourse, logic, and MLA documentation.

Course Objectives: Upon completion of this course, students will be able to write effectively in the following modes: description, narration, argumentation process, and exposition. Analyze and use effective English prose style, including such elements as paragraph types, sentence variety, emphasis, detail, succinctness, and mold these elements into effective college-level essays. Critically analyze prose models, make decisions about those models, and use stylistic elements of those models in their own writing. Write an effective original college-level research paper.

Student Learning Outcomes- By the end of English 101 students will be able to:

| At the end of the course, the student will be able to: |   | Method of Assessment   |
|--|---|--|
| SLO#1  | Produce a unified essay of 1,000 words that shows a mastery of critical thinking, logical organization and mechanics.                   | Writing Final:<br>The production of an essay in response to a writing prompt |
| SLO#2  | Analyze and evaluate academic articles and literature. Identify and analyze the logical fallacies in academic articles, literature, and | In class exercise  |

|       |   |                |
|-------|---|----------------|
|       | other media.  |                |
| SLO#3 | Produce a 6 to 8 page word research paper which utilizes library research materials and documents evidence. | Research Paper |

**\*\*Hints to success\*\*** this class is designed to create a positive English experience for all students. With this in mind, students are invited to embrace this class fearlessly by asking questions of the instructor, the readings and classmates. To encourage discussion and participation, it is crucial to remain sensitive to the diverse backgrounds, personalities, and opinions of everyone. Class participation means intelligently responding to the instructor and other members of the class. All students are encouraged to respectfully challenge and/or disagree with the instructor, their classmates, or with the readings. Students who are successful come to class prepared with all assignments completed. Participation in class discussions serves to demonstrate ones knowledge of the assigned reading material. If students miss a class, always ask class peers what was covered and help each other by sharing class notes. All students are always encouraged to respectfully communicate with the instructor. I am here to assist each student succeed in English 101.

Class Peers:

Name \_\_\_\_\_ E-mail \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ E-Mail \_\_\_\_\_ Phone \_\_\_\_\_

Students cannot receive a passing grade if, more than three class sessions are missed, or if students do not turn in a final exam or research paper. As an academic courtesy students are asked to *turn off* (not vibrate mode) cell phones.

Assignments: 4 essays (4 full pages), one Research Paper (6-8 full pages), Reading Response Journal, in-class assignments, quizzes, mid-term, and a final exam.

Journal: Journal entries are one (full) page long, endorsed; typed; double-spaced; one inch margins and journal entries are based on the reading assignment.

Attendance: Successful students participate and attend each class with an inquisitive mind and spirit. Punctual and regular attendance is mandatory and necessary to be prepared for the various in-class assignments, discussions, and small group workshops. However, this is impossible without attending class, preparing and remaining abreast of assignments. If students have an *extraordinary* situation, and need to leave early or come to class late please see me. Regularly (meaning more than once) arriving late, taking extended breaks or leaving early may result in adjustments to the overall class grade at *my discretion*. If students are experiencing an emergency that requires missing

classes or portions of that class, please let me know ASAP. Although students are absent, students are still responsible for all assignments and deadlines.

Workshops: Rough drafts for peer evaluation workshops are always typed and hand written drafts are never acceptable. Always attend class with a typed rough draft on workshop days the presentational draft of the essay. Participation in workshops is so helpful and proves a worthwhile exercise for the class.

Papers: Remember, all presentational papers must include at least four rough drafts (typed and revised). Use the assigned readings from *Patterns for College Writing* for textual evidence and one outside source for each essay. All papers are typed, double-spaced, and stapled, with one-inch margins; standard 12 point type. Use the MLA system for citations and documentation. No need to use plastic covers or holders; simply attach papers with a medium black paper clip. Endorse papers on the first page only; on the top left-hand corner as follows:

Last name, First name

English 101 (class day and time)

Assignment (e.g. Essay 1)

Date

Comments on essays will be extensive initially. I will address the two or three biggest concerns to improve the overall paper, but very often other revisions are necessary. All students are allowed to turn in *two* late essays, but this option does not pertain to the Research Paper, exams, or holiday weekends.

Plagiarism: Plagiarism is the use of another person's writings, ideas, and offering the work of others as your own, even if it is accidental.

\*Plagiarism is a serious academic offense and will result in the letter grade of an "F" for the course. Turning in any written work or any part of a written work, written by another person, as your own work is consider Plagiarism.

\*Failing to acknowledge, through proper citation, the source of ideas that are not your own.

\*Failing to indicate paraphrases ideas or verbatim expressions that are not your own thoughts through proper citation.

\*Downloading a paper from a website or cutting and pasting text from a website without properly citing the source

\*If you did not write it and you hand it in under your name, you have committed plagiarism.

\*If students are uncertain about plagiarism - just ask me for help.

Please read and initial the following:

Always feel free to come to me to clarify anything. I can easily be reached via email or come by my office. Initial\_\_\_\_\_

Each essay requires one outside source for each essay. Initial\_\_\_\_\_

Students should meet with me during scheduled office hours or by appointment. Initial\_\_\_\_\_

According to LAMC drop policy, students need to drop themselves or they will receive an "F" at the end of the course. Initial\_\_\_\_\_

Three occurrences of attending class late are the equivalent to one absence. Initial\_\_\_\_\_

Students missing part or all of a class session are still responsible and accountable for all announcements, all assignments, and material covered in that session. Initial\_\_\_\_\_

I cannot accept assignments via-e-mail. Initial\_\_\_\_\_

Always read the assigned reading before coming to class. Initial\_\_\_\_\_

Attend every class with text books, journals, handouts and all completed assignments. Initial\_\_\_\_\_

The meaning of Plagiarism is clear. Initial\_\_\_\_\_

All presentational papers include (4) four rough drafts. Initial\_\_\_\_\_

Handwritten assignments of any kind are not acceptable. Initial\_\_\_\_\_

Grade Breakdown: The final grade is based on all work assigned and turned in. Class Participation 15%; Journal 20% mid-term 10%, final 10%; Essays 20%; Research paper 25%.

English 101 Calendar Tentative Due Dates

Week 1 9-2 - Introduction to class

Week 2 9-8 - Critical Thinking and Analysis

Week 3 9-15 -

Week 4 9-22 -

Week 5 9-29 - Rough Draft Paper #1;

Week 6 10-6 - Paper #1 due

Week 7 10-13 - Rough Draft Paper #2;

Week 8 10-20 - Paper #2 due

Week 9 10-27 - Mid Term due

Week 10 11-3 Rough Draft Paper #3

Week 11 11-10 - Paper #3

Week 12 11-17

Week 13 11-24 - Journals & Rough Draft Research Paper due

Week 14 12-1 - Finals Due

Week 15 12-8 - Research paper due

Final Week – December 15, 2014 - December 20, 2014

Assignment Due Date TBA: LAMC Library Research Assignment. Obtain six outside sources (three databases and three books, periodicals, or scholarly journals). From these sources, compile an Annotated Bibliography following proper MLA documentation and format.

*Patterns for College Writing-* Assigned Readings

It is often helpful to type an outline of key points (an informal outline is a great study guide) from each assigned Chapter. Place Chapter Outlines in Reading Response Journal.

| Contents                                     | Pages   | Read Only |
|--|---------|-----------|
| Part One: <i>The Writing Process</i>         | 15      | *Week 1   |
| <i>Chapter 2- Invention</i>                  | 17-36   | *Week 1   |
| <i>Chapter 3- Arrangement</i>                | 37-49   | *Week 1   |
| <i>Chapter 4- Drafting &amp; Revising</i>    | 51-65   | *Week 1   |
| <i>Chapter 5- Editing &amp; Proofreading</i> | 67-82   | *Week 2   |
| <i>Chapter 6- Narration</i>                  | 83-89   | *Week 2   |
| <i>Chapter 7- Description</i>                | 143-153 | *Week 2   |
| <i>Chapter 8- Exemplification</i>            | 199-206 | *Week 2   |
| <i>Chapter 9- Process</i>                    | 263-269 | *Week 3   |
| <i>Chapter 10- Cause &amp; Effect</i>        | 321-330 | *Week 3   |
| <i>Chapter 11- Comparison/ Contrast</i>      | 383-390 | *Week 4   |
| <i>Chapter 12- Classification/Division</i>   | 447-451 | *Week 4   |

### Assigned Essays for Papers and Reading Response Journal

Reading Response Journal: Journal entries are one (full) page long, endorsed; typed; double-spaced with one inch margins, and are based on the following readings.

| Essay   | Pages | Read | Journal |
|---|-------|------|---------|
| # 1 <i>My Mother Never Worked</i>                         | 114   | *    | *       |
| #2 <i>Once More to the Lake</i>                           | 183   | *    | *       |
| #3 <i>Get it Right: Privatize Executions</i>              | 299   | *    | *       |
| #4 <i>The "Black Table" Is Still There</i>                | 345   | *    | *       |
| #5 <i>A Peaceful Woman Explains Why She Carries A Gun</i> | 357   | *    | *       |

|   |     |   |   |
|---|-----|---|---|
| #6 <i>Two Ways to Belong in America</i>                 | 411 | * | * |
| #7 <i>Sex, Les, and Conversation</i>                    | 436 | * | * |
| #8 <i>The Ways We Lie</i>                               | 477 | * | * |
| #9 <i>On The Internet, There's No Place to Hide</i>     | 495 | * | * |
| #10 <i>Black and Latino</i>                             | 537 | * | * |
| #11 <i>The Declaration of Independence</i>              | 575 | * | * |
| #12 <i>Why Americans Hate This "Immigration" Debate</i> | 665 | * | * |

**\*\*Hints for successful papers\*\***

\* Please see handouts on my web site for Paper assignments questions to consider.

\* Please feel free to use any of the worksheet questions for essay or research paper topics.

\* Students are always encouraged to create an essay topic/question of their own.

\* See the syllabus for specific paper formatting instructions.

\* Go beyond merely discussing similarities and differences of the topic and remember to answer the *so what* question.

\*Use the assigned *Patterns for College Writing* readings for textual evidence and one outside source for each essay.

**English 101 Rubric**

|              | "A" PAPER   | "B" PAPER  | "C" PAPER  | "D" PAPER   | "F" PAPER                           |
|--------------|---|--|--|---|-------------------------------------|
| <b>Ideas</b> | Addresses topic and excels in responding to assignment, | A solid paper, responding appropriately to assignment. | Adequate but weaker and less effective, possibly | Does not have a clear central idea or does not respond appropriately to the | Does not respond to the assignment, |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  | <p>interesting; demonstrates thoughtful sophistication. Central ideas/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, logical implications; (if a research paper) it understands and critically evaluates sources, appropriately limits and defines terms</p> | <p>Clearly states a thesis/central idea, by may have minor lapses in development. Begins to acknowledge the complexity of ideas and the possibility of other points of view. (if a research paper) it shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.</p> | <p>responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.</p>  | <p>assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.</p>  | <p>lacks a thesis or central idea, and may neglect to use sources where necessary.</p> |
| <p><b>Organization &amp; Coherence</b></p> | <p>Well organized, developed; displays unity, coherence, and progression; uses appropriate details, explanations; logical structure appropriate to paper's subject, purpose, audience, thesis; Sophisticated in use of transitional sentences, interconnected ideas from sentence to sentence, from one paragraph to paragraph; easy to identity logical relationships of ideas.</p> | <p>Shows logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly related to paper's central idea.</p>  | <p>May list ideas or arrange them randomly than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs lack</p> | <p>May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraph may lack topic sentences or main idea, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.</p> | <p>No appreciable organization; lacks transitions and coherence.</p>                   |



|                |   |  |  |   |   |
|----------------|---|--|--|---|---|
|                |   |  | coherence.   |   |   |
| <b>Support</b> | Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.   | Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance. | Often uses generalizations to support its points. May use examples, but they may be obvious or irrelevant. Often depends on supported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to point being discussed. Often has lapses in logic.                                       | Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis. | Use irrelevant details or lacks supporting evidence entirely. May be unduly brief. Little or no detail or irrelevant specifics. |
| <b>Style</b>   | Displays consistent facility in the use of language, demonstrates syntactic variety; Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling. | Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.                             | Uses relatively vague and general words, may use some inappropriate language. Sentence structures generally, correct, but sentences may be wordy, unfocused, repetitive, or confusing. Demonstrates inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning. | May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentences structure is simple and monotonous.    | Usually contains many awkward sentences, misuses words; employs inappropriate language. Frequent errors in sentence structure.  |

|                  |  |  |   |   |   |
|------------------|--|--|---|---|---|
| <b>Mechanics</b> | Almost entirely free of spelling, punctuation, and grammatical errors.                                     | May contain a few errors, which may annoy reader, but not impede understanding.  | Usually contains several mechanical errors, (spelling, subject-word agreement, etc.) which may temporarily confuse the reader but not impede the overall understanding. | Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see the connections between thoughts. | Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence. |
| <b>MLA</b>       | Correctly employs MLA style for all necessary sources, including in-text citations and a Works Cited page. | Consistently employs the necessary MLA style for documentation sources, including in-text citations and a Works Cited page, although with one or two errors. | Documents sources, but MLA style may inaccurate or inconsistent.  | Inconsistently documents sources, and not in MLA style.   | Fails to document sources.  |

### Student Resources at Los Angeles Mission College

These are some of the resources available to students on campus:

- LAMC Bookstore: For hours of operation, book availability, buybacks, and other information call 818-364-7798 or 364-7768 or visit: <http://www.lamissionbookstore.com/>
- Counseling Department: For appointments and information call 818-364-7655 or visit: <http://www.lamission.edu/counseling/>
- Disabled Students Programs and Services: For appointments and information call 818-364-7732 or visit: <http://www.lamission.edu/dsps/>
- Extended Opportunity Programs and Services: For appointments and information call 818-364-7645 or visit: <http://www.lamission.edu/eops/>
- Financial Aid: For information and applications call 818-364-7648 or visit: <http://www.lamission.edu/financialaid/>
- Library: For information on library hours, resources, workshops, and other services contact 818-364-7105 or 364-7106 or visit: <http://www.lamission.edu/library/>

- Tutoring Services in Learning Center: Laboratories for Learning, Writing, Math & Science. Walk-in and appointment services offered. Call 818-364-7754 or visit [www.lamission.edu/learningcenter](http://www.lamission.edu/learningcenter)

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.

\*Quickly, yet orderly and safely, exit the classroom and the building, preferably through the main doors

\*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.