

Instructor: Mark K. Nishimura

Class: English 101: College Reading & Composition I. Section 0224

August 27 to December 16, 2012

Class Hours: 12:15 p.m. to 3:25 p.m.

Mondays

Class Room: CSB 102B

Office Hours: Mondays, 11:30 a.m. to 12:05 p.m., Instructional Building, Faculty Office #40

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Course Description: The course develops proficiency in college-level reading and writing through the application of the principles of rhetoric and the techniques of critical thinking. Students will write expository essays based on college level readings. Emphasis is placed on the research paper.

NOTE: This is the first freshman composition course that meets requirements for the BA at four-year colleges and universities, comprising intensive reading, writing of essays, term papers, the study of style, methods of discourse, logic and documentation.

Prerequisite: 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.

Student Learning Outcomes: At the end of this course, the student will be able to:

- Produce a unified essay of 1,000 words (4 pages) that shows a mastery of critical thinking, logical organization and mechanics;
- Analyze and evaluate academic articles, essays and literature;
- Produce a 2,000-word research paper (8 pages) which utilizes library research materials and documents evidence.

Required Texts:

Critical Thinking, Reading and Writing: A Brief Guide to Argument. Seventh Edition. Ed. Sylvan Barnet and Hugo Bedau.

Huxley, Aldous. *Brave New World.*

Other Required Materials:

A college-rule, 180-sheet (or more) notebook. Students should bring the notebook, along with a pen and/or pencil, to every class session.

Internet:

Students should also have access to the Internet and should have an e-mail account. Several readings and links will be posted on the professor’s profile on the LAMC Website.

Participation:

Students must come to class fully prepared, complete all readings and writing assignments, take part in discussions, ask thoughtful questions, and respect everyone’s opinion in

the class. Any student who does not come to class fully prepared or who disrupts or disrespects these basic rules of kindness will be dismissed from the class period and be marked absent.

Electronic devices must be turned off in the classroom. Text-messaging, e-mailing, receiving phone calls, and listening to music players will be treated as non-participation in class work, and students committing any of these acts will be dismissed from the class period and be marked absent.

There will be no exceptions to these rules.

Attendance Is Mandatory:

Students are required to attend regularly, to arrive on time, and to remain throughout the period. If a student leaves midway through the class at any time, for longer than ten minutes, without proper permission, he or she will be marked absent. Over three (3) class absences will lead to a lowering of the course grade. A student who misses four (4) or more classes will not pass the course. Consistent tardiness or an early exit will likewise lead to an overall low course grade.

If a student cannot attend class due to emergency or special circumstances, the instructor must be notified beforehand. If a student does miss a class, he or she is responsible for making arrangements to turn in any assignment that was due and for contacting class members to review the class discussion and announcements. Calling or sending an e-mail to explain an absence is necessary to ensure that *excused absences* are recorded properly, but please do not ask the instructor to repeat information given in the missed class.

There will be no exceptions to these rules.

Preparation:

Students are required to come to class, textbook or readings in hand, with reading and writing assignments completed so that they could be handed in at the beginning of the class and/or be discussed in depth. Any assignment that is late, particularly the essays, will be marked down for each day late.

There will be no exceptions to this rule.

Writing Assignments and Essays:

Any in-class writing, brainstorming, and other free-writing drafts may be handwritten, but be sure to type your final drafts. [Access to computers can be found in the library and other designated places on campus.] The professor may ask for rough drafts and other free writing exercises of the essays; if this is the case, the student must staple the assignments together in the following order: final draft (on top with the title page), rough drafts, free writing, etc.

Students must make sure to notate every published quote, according to MLA guidelines.

Plagiarism is the use of another person's words or ideas without properly documenting their source. Plagiarism or any other form of cheating may result in a failing grade for an assignment or for the entire course.

Final drafts need to be typed and double-spaced, with proper margin lengths and font (Times New Roman, Size 12). They should have a title page (with title of essay, name of student, name of course/teacher, date) and be carefully proofread for spelling and grammatical errors.

Students must maintain backup copies of all essays submitted for grading. Assignments will not be accepted via email.

In addition, students may revised all graded essays (except for the final Research Paper) if they want to improve a grade on the papers. Students who take this offer must confirm it with the professor, so that the professor can tell the students how to improve the paper. All revised papers must be turned in before or on the last day of class.

There will be no exceptions to these rules.

Quizzes and Exams:

Expect quizzes on the readings, critical thinking and other lessons, according to need. There will also be a Final Exam that will also determine your grade in the course.

Presentation:

Students are also required to participate in a group presentation on *Brave New World*: 5 minutes of formal presentation, 5 minutes of Q&A.

Grading:

Students will receive a letter grade for completing all of the assigned readings, writing, and class activities satisfactorily. Any part of the assignments, including presentation, left unfulfilled will result in a failing grade.

Grade Breakdown: by percentage

4 essays, 4-6 pages: 40%

Class Participation/Presentation: 10%

Research Paper: 25%

Final: 25%

LearningCenter:

If you need help or feedback while you are working on your assignments, visit The Learning Center, located on the first floor of the Library building. Tutors there will assist you in many areas: writing, reading, research, and homework assignments.

The Learning Center is FREE for all students. Call 818-364-7754 to make an appointment or visit the Information Desk. Visit the Learning Center early each semester and use the FREE assistance throughout the term.

In addition, if a student has a verified disability and need a reasonable accommodation for this class, he or she must notify the instructor and contact the Disabled Students Programs and Services (DSP&S) at 818-364-7732 or 818-364-7861 (TDD use only) as soon as possible. All information will remain confidential.

One More Thing:

The film, *City of God*, will be screened in the class. The film contains violence and obscene language. The screening is not mandatory. If you are sensitive with such scenes and language, please notify me, and I will dismiss you from the screening. You will not be marked absent.

English 101 Syllabus

This is a tentative list of readings and assignments. The syllabus might change at any time throughout the course. To maintain an updated schedule, consult other students.

Week One

Monday, Aug. 27: Introduction to the Class. What Is the Point? The Rules to Writing an Essay—the Classic Five-Paragraph Paper. The Rhetorical Situation: The Author, The Text, The Audience. A Lesson in Utilitarianism. Who's at Fault: Looking at "United States v. Holmes" (handout). In-class Essay: Going Overboard? Homework: "A Philosopher's View: The Toulmin Model" (CTRW, p. 337-342); Garrett Hardin, "Lifeboat Ethics" (CTRW, p. 414)

Week Two

Monday, Sept. 3: **Labor Day. Campus closed.**

Friday, Sept. 7: Last Day to add classes. Last day to drop classes without receiving a "W" with refund.

Week Three

Monday, Sept. 10: Last day to drop classes without incurring fees or with a refund. What Is My Argument? The Rules to Writing an Argumentative Essay. The Art of Persuasion: Logos, Pathos, and Ethos. The Toulmin Model as Argument. Style in Argument: Persona and Rhetorical Stance. Titles, Introductions, and Conclusions. Applying the Lifeboat to the "Big Picture". Hardin and "Lifeboat Ethics". **First Paper: School as a Lifeboat.** Starting the First Paper. Homework: Fallacies (CTRW, p. 368); Max Shulman, "Love Is a Fallacy." (CTRW, p. 383).

Week Four

Monday, Sept. 17: Peer Review: First Paper. Quotations and the MLA Format. What Are Fallacies? A Look at Shulman and Being in Love. Exercise: Fallacies – Or Not? (CTRW, p. 381). Fallacies in Real Life: A Look at Blogs. The Cornell University Library's five criteria for evaluating Web pages. Homework: "Visual Rhetoric: Images as Arguments" (CTRW, p. 137-154); Nora Ephron, "The Boston Photographs" (CTRW, p. 167)

Week Five

Monday, Sept. 24: **First Paper due.** Looking for the Point in Visuals. In-class: Looking at Photographs and Advertisements. For the Greater Good? Pros and Cons of Voter ID. **Second Paper: Voting Rights Abuse?** Starting the Second Paper. Homework: Charles R. Lawrence III, "On Racist Speech" (CTRW, p. 61); Derek Bok, "Protecting Freedom of Expression on the Campus" (CTRW, p. 66).

Week Six

Monday, Oct. 1: Peer Review: Second Paper. A Lesson in Democracy. A Look at the Declaration of Independence (CTRW, p.532) and the First Amendment. The First Amendment: Arguments on Hate Speech. Lawrence III vs. Bok. Homework: Susan Jacoby, "A First Amendment Junkie" (CTRW, p. 43); Susan Brownmiller, "Let's Put Pornography Back in the Closet" (CTRW, p. 57)

Week Seven

Monday, Oct. 8: **Second Paper due.** The First Amendment: Arguments on Pornography. Jacoby vs. Brownmiller. **Third paper: First Amendment Abuse?** Starting the Third Paper. Reviewing What We Learned So Far. Homework: Ursula LeGuin, “The Ones Who Walked Away from Omelas” (CTRW, p. 545); Jonathan Swift, “A Modest Proposal” (CTRW, p. 218)

Week Eight

Monday, Oct. 15: Peer Review: Third Paper. Moral vs. Immoral. What Would You Do?: The Omelas Dilemma. A Lesson in Satire. Forming Your Own Proposal: The Swift Answer. **Fourth Paper: Your Own “Modest Proposal”.** Starting the Fourth Paper.

Week Nine

Monday, Oct. 22: **Third Paper due.** Film: *City of God* (Part I). In-class: Dealing with the Situation.

Week Ten

Monday, Oct. 29: Peer Review: Fourth Paper. Film: *City of God* (Part II). In-class: Solving the Situation. A Lesson in Altruism: Christ’s Sermons. **Research Paper: City of Angels.**

Week Eleven

Monday, Nov. 5: **Fourth Paper due.** More on Research Paper. An Introduction to *Brave New World* Presentations. Library Orientation. Homework: Aldous Huxley, *Brave New World* (Chapters I-VI).

Week Twelve

Monday, Nov. 12: **Veteran’s Day. Campus closed.**

Friday, Nov. 16: Last day to drop classes with a “W”.

Week Thirteen

Monday, Nov. 19: *Brave New World* (Chapters I-VI). Homework: *Brave New World* (Chapters VII-XI).

Nov. 22-25: **Thanksgiving.**

Week Fourteen

Monday, Nov. 26: **First Draft of Research Paper.** *Brave New World* (Chapters VII-XI). Preparing for Group Presentations on *Brave New World*. Homework: *Brave New World* (Chapters XII-XVII).

Week Fifteen

Monday, Dec 3: Group Presentations on *Brave New World*. *Brave New World* (Chapters XII-XVII). **Second Draft of Research Paper.** Preparing for the Final Exam. Final Thoughts.

Week Sixteen

Monday, Dec. 10: **Research Paper due. Final Exam, 12:30 to 2:30 p.m.**

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

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 that 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
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.	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.
Information Competency	PLO 2:

<p>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>Utilize diverse sources of information, to research a topic.</p> <p>Attribute quotes and other information gleaned from print and electronic sources, according to MLA style</p>
<p>Problem Solving</p> <p>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:</p> <p>Evaluate arguments for validity, objectivity and soundness</p> <p>Argue a point after having gathered and synthesized relevant information, data and evidence.</p>
<p>Aesthetic Responsiveness</p> <p>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:</p> <p>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</p> <p>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:</p> <p>Distinguish fallacies in arguments and be able to recognize the validity or lack of validity of various points of view.</p>