

**English 101 Composition I**  
**LOS ANGELES MISSION COLLEGE**

**Office Hours**

**Tues. 9:30 am - 10:05 am**

**Sat. 1:00 pm - 1:35 pm**

**Syllabus**

**NANCY K. SMITH**

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**(Add course and day on subject line)**

**Office: Instructional Bldg. #16**

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

**Course Description:** Develops college-level reading and writing through the application of 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.

**Student Learning Outcomes:**

At the end of the course, the student will be able to:

**SLO # 1      Produce a unified essay of 1,000 words that shows a mastery of critical thinking, logical organization and mechanics.**

**Assessment:    Writing final: 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 other media.**

**Assessment:    Class exercise**

**SLO #3      Produce a 6 – 8 page Word research paper which utilizes library research materials and documents evidence.**

**Assessment:    Research paper**

**Course Texts and Materials Required:**

C. S. Lewis, *Out of the Silent Planet*

Hacker, Diana. *A Writer's Reference 7th ed.*

Graff and Birkenstein. *They Say, I Say* (recommended)

Note: We will not be using *They Say, I Say with Readings*

A college dictionary (suggested: *The American Heritage Dictionary*)

A dictionary of synonyms or thesaurus

Pocket folders (2)

Notebook with perforated pages

Blue or black pens for all submitted handwritten work

Blue Book for in-class essay final exam

Etudes (online resource)

**Class Attendance:** Attendance is required. If you will be absent for more than one class meeting, notify the instructor. Sometimes personal issues arise. If this is the case, contact me before dropping the class. I will try to work with you within reason.

**Dropping the Class:** New LACCD policy = a maximum of 3 “attempts” at taking a course in the district. (This is retroactive which means it applies to past semesters.) It is better to drop in person than online to avoid “glitches.” A “W” counts as an “attempt.”

**Late to Class:** If you arrive late to class, you must see the instructor before leaving. Any class exercise, writing assignment, or activity that is given at the beginning of the class (class participation) cannot be completed at a later time (including during that class).

**Leaving Class Early:** If you know you need to leave class early, let the instructor know at the beginning of the class. If you get an emergency text/call and need to leave, let me know that an emergency has occurred before leaving.

**“Break” for Once a Week Class.** Will not be longer than 20 minutes. If you need to leave during the break, ask a student to deliver a message with an explanation to me immediately after the break.

**“Make ups”:** NO MAKE UPS FOR IN –CLASS ESSAYS, QUIZZES, OR FINAL EXAM.

**Food and Beverages:** STUDENTS MAY BRING A PLASTIC BOTTLE OF WATER with a cap to the class. All other food and drink is to be consumed **outside** the classroom. (If you have a medical excuse, please see me.) Place other food and beverages in backpacks or in the trash cans.

**Late Papers:** WILL NOT BE ACCEPTED. (POSSIBLE EXCEPTIONS: DOCTOR’S NOTE OR COURT ORDER, OR A CONFERENCE WITH THE INSTRUCTOR.)

**Plagiarism:** This is a serious ethical violation of presenting other people’s words or ideas as your own. including information derived from the Internet. Check out the LACCD’s policy online (Administrative Board Rules 9803.28 on academic dishonesty) and ask the instructor if you have questions. An assignment/quiz/test that is plagiarized will receive an automatic grade of “F.”

**Minor Students:** All classes are designed for adults, and minors will be exposed to adult language and themes without warning. Both parents and minor students need to realize that they are bound by the terms of the syllabus in order to earn a grade for the class, that parental approval of assignments is not required, and that alternate assignments are offered at the sole discretion of the instructor.

**Discussion of Provocative topics:** Please be aware that some topics relevant to discussions may seem “offensive” to some. Try to be “sensitive” to others who may think differently. RESPECT IS ESSENTIAL.

**Extra Credit:** Some opportunities for extra participation will be given:

“Triple Credit”

Ex. Researching an author or providing relevant background to the class.

Extra “Triple Credit” will affect a grade in the following way: If a student’s final grade is between two grades, the “extra credit” recorded will earn the higher grade.

“Single Credit”

Ex. Being a note taker/spokesperson for group discussion, work at board

**Cell phones** should be kept on “vibrate” to allow for an “alert” in the event of a campus emergency.

**Laptops, Ipads, and Smartphones** may be used on a “trial” basis. A student must use these devices for English course work (or possibly a family emergency). A student who does not use a device appropriately will lose the privilege of using an electronic device for the remainder of the semester.

**Buddies:** Please share contact information with two “buddies” in the class who can share notes and assignments if you are absent. (Contact the instructor AFTER checking with “buddy” if you still have questions.)

**Consequences for not following policies (unless otherwise noted):**

First offense: Class reminder of policy

Second offense: Verbal warning

Third offense: Written warning

Fourth offense: Suspension from class for up to 2 class sessions, and my alerting the English Dept. Chair

The reading and writing assignments are related, so your success depends on completing all assignments and actively participating in class discussions of the material.

**KEEP ALL YOUR WRITING AND ASSIGNMENTS IN YOUR FOLDER PORTFOLIO**

## SHERIFF's # and EMERGENCY PROCEDURES

**Sheriff 818-364-7843**

Emergency number. Also call if you wish an escort at night from class to car. Please add to your cell phone "speed dial."

IF A CAMPUS EMERGENCY THAT POSES A RISK TO STUDENTS ARISES, 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 SAFELY AND **QUIETLY (NO TALKING)** EXIT THE CLASSROOM AND BUILDING IN ORDERLY FASHION. TAKE THE NEAREST EXIT TO A SAFE LOCATION. (I WILL REVIEW PROCEDURES WITH YOU IN THE CASE OF SPECIFIC EMERGENCIES EX. FIRE, "ACTIVE SHOOTER"). AS THE LAST PERSON TO EXIT, I WILL LOCK THE DOOR AND MEET YOU OUTSIDE THE BUILDING TO ACCOUNT FOR YOUR PRESENCE AND SAFETY.

### RESOURCES:

**Bookstore 818-364 -7798**

**Library -7105**

**Counseling -7655**

**DSP&S -7734** Note: Students with special needs wishing accommodation can contact this department. Also, let your instructor know so we may address your needs as soon as possible.

### EVALUATION

<b>Final Exam</b>	<b>15%</b>
<b>Research Paper</b>	<b>25%</b>
<b>Essays</b>	<b>20%</b>
<b>Logic exercise</b>	<b>15%</b>
<b>Portfolio</b>	
<b>(research process)</b>	<b>10%</b>
<b>Class Participation</b>	<b>15% *</b>
<hr/>	
<b>p.4</b>	<b>100%</b>

### IMPORTANT DATES

(College closed)  
**Presidents' Day - Feb 14 - Feb. 17**  
**Cesar Chavez Day – March 31**  
**Spring Break – Apr.7 – Apr. 13**  
**Memorial Day – May 26**  
**Non-Instructional Day – May 27**

**\*Includes being prepared with home assigns. , and journals, exercises in class**

## ESSAY RUBRIC

### A (excellent)

- compelling, original, and thoughtful central idea for the essay (“**thesis**”)
- clear organizational structure that acts as one (no tangents) (“**unity**”)
- accurate details, examples, and explanations that support the “thesis” (“**development**”)
- effective use of transitions for an essay that “flows” (“**coherence**”)
- precise and lively academic (formal) word choice (“**diction**”)
- balanced, clear, varied sentences that suggest personality (“**style**” and “**voice**”)
- few, if any, deviations from Standard Written English (“**grammar**” and “**mechanics**”)

### B (good)

- \* weaker than A paper in terms of 1) thesis 2) organization and structure  
3) diction 4) sentence variety
- \* few errors in Standard Written English

### C (adequate)

- \* essay clearly organized as directed by the thesis
- \* lacking in development
- \* vague, general diction
- \* clear sentences but lack of variety
- \* problems with Standard Written English
- \* lack of transitions

### D (inadequate)

- \* essay does not conform to the requirements of the essay prompt
- \* lack of organization
- \* thesis and development vague, superficial
- \* patterns of problems with sentence structure or verbs (ex. fragments, incorrect verb forms)
- \* patterns of problems with mechanics (ex. numerous spelling errors, punctuation errors)
- \* incorrect word choices

### F (failing)

- \* This paper is unacceptable because it is off the topic, plagiarized, or unintelligible.

**TENTATIVE SCHEDULE    ENGLISH 101    SPRING 2014    PROFESSOR SMITH**

**NOTE:** The instructor reserves the right to make whatever changes she deems necessary throughout the semester.

**WEEKS 1-3**

**Introduction to the course and class,  
Diagnostic essay  
Essay Structure  
The Writing Process  
Discussion of *Out of the Silent Planet*  
Vocabulary and Reading Skills**

**WEEKS 4 - 6**

**Discussion of *Out of the Silent Planet*  
The “rhetorical situation”  
ESSAY # 1 DUE FOR GRADE  
Research Paper Process, MLA Documentation, Avoiding “plagiarism”  
Argument structure, “civil discourse”**

**WEEKS 7 - 9**

**Research Paper Outline  
Introduction to Logic  
Logical Fallacies Exercise FOR GRADE  
PORTFOLIO DUE FOR A GRADE (Mid-term)**

**WEEKS 10 - 12**

**Drafts of research paper, Peer review, Writing Workshop  
Final Peer Review of RESEARCH PAPERS  
Mini-Conferencing, Writing Workshop**

**WEEKS 13 - 16**

**Final discussion of *Out of the Silent Planet*  
Exam strategies, In-class essay practice  
ESSAY #2  
Final conferences**

**FINAL EXAM -**

**BE SURE TO BRING BLUE BOOK AND BLUE OR BLACK PEN for exam to be graded.**

**RESEARCH PAPER DUE DATE: May 17**

I wish you well this semester!!

