English 101 College Reading and Composition 1 – spring 2014

Sections: 0232
Prerequisite(s): English 28 or ESL 8 or appropriate skill level demonstrated through the ENL assessment process
Instructor: Gina Ladinsky, Associate Professor of English
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Office Hours: MW: 12:15-1:45; T Th: 12:15-12:45
Office Location: Office 15 - Instructional Bldg.

COURSE DESCRIPTION: 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.

COURSE CONTENT:

- Analyze and select relevant information from college level non-fiction and fiction readings. Question content, context and style of a text and develop a point of view. Develop essays that demonstrate your "making-meaning authority" and "verbal culture"[1] based on your interpretations of the readings.
- Closely analyze college level argumentative texts; accurately identify a particular point of view and evaluate supports; synthesize information from a variety of sources; effectively summarize an opposing point of view; write a statement of understanding, and express a statement of position in an academic argument paper.
- Collect divergent bibliographic resources, assess relevance of information for reliability; compose a research paper which has signal phrases, in-text citations and a works cited page that is 6-8 pages in length in MLA format.
- Analyze a full length literary text and demonstrate the ability to isolate main ideas and the author's point of view using text to substantiate conclusions.

STUDENT LEARNING OUTCOMES:
By the end of the course successful students will be able to produce a unified essay of 1,000 words that shows a mastery of critical thinking, logical organization, and mechanics. Further, students will be able to analyze the logical fallacies in academic articles, literature, and other media. Lastly, students will produce a 6-8 page research paper which utilizes library research and documents evidence.

TEXTS:

Rules for Writers by Diana Hacker, Seventh Edition
When the Killing's Done by TC Boyle

[1] Bird, Barbara. "Meaning-Making Concepts: Basic Writers Access to Verbal Culture." Conference on Basic Writing-a Special Interest Group of College Composition and Communication, 2009/2010.

Essay readings for the course are on Etudes[2]

REQUIRED MATERIALS & SUPPLIES:

- Notebook with lined paper
- Dark ink pens
- Two Large Blue Books
- The **reading for the day** and the **syllabus** are **mandatory** for each class meeting

TECHNOLOGY REQUIREMENTS:

- Access to Etudes:
  - This course has an Etudes shell that provides readings, essay assignments, lectures, handouts, and grades, etc. As a registered student, you have been added to the Etudes shell. Simply follow the directions to login by going to LAMC's website and click "Online Classes" at the top of the page. Then click Etudes and follow the directions. **The shell will not be available for login until 8a.m., on Sunday, one day before the semester begins.**
  - Etudes login help is available at: http://etudes.org/student-help.htm
  - **Reading quizzes** will open one week prior to the reading due date, and will close as shown on Etudes.
  - You will be in charge of **printing all handouts** for the semester. Please print double-sided.
  - It is required that you **check Etudes at least once a week** or more often for announcements, and updates.
  - You will be required to check **your overall grade** as we move through the semester. **If you fall below 70%, please come by my office to discuss what can be done to help you succeed.**
- Ability to use Microsoft Word and type 25 wpm

METHODS OF PRESENTATION:

- Lecture
- In-class writing
- Collaborative/workshop activities.
- In-class discussions
- Small group discussions
- Peer editing sessions and in-class conferences

METHODS OF EVALUATION:

Essays, Essay Exams, Peer Review, Reading Quizzes, Reading Responses, and Quick Writes

POINT ACCUMULATION:

Required activity	Number of assignments of this type	Total points possible	Percent of grade
Essays and Exams	6	250	69%
Peer Review	4	40	11%
Reading Quizzes	9	36	10%
Novel Reading Responses	6	24	6%

[2] Permission given by Bedford/St. Martins

Quick Writes	Each class meeting	15	4%
Total Points		365	100%

Please keep all returned 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. Your grade will be based on the following:

ESSAY GRADING: The grades you receive on your essays will be **progressive** in that your writing is expected to improve throughout the semester. Here is the breakdown:

Paper	**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

GRADING SCALE:

A	90-100%	Superior. Mastery beyond course requirements
B	80-89.9%	Above average. Consistent progress; meets all course requirements
C	70-79.9%	Average. Meets basic course requirements
D	60-69.9%	Below average; partial fulfillment of requirements; minimal effort and progress
F	Below 60%	Fails to meet minimum course standards

ASSIGNMENT DUE DATES:

- **No assignments or papers may be turned in late.**
- In **emergency circumstances**, exams or papers may be taken or turned in late with **instructor approval**, but these will result in a reduction in points, regardless of the reason for the absence or lateness, and **documentation** of the emergency is required.
- Papers are due at the beginning of class. **If you arrive more than 20 minutes late, one letter grade will be deducted.**
- To receive full credit, assignments must be turned in **on time** and **exams** must be taken on the date scheduled. I reserve the right to make an exception on a case-by-case basis.

EXTRA CREDIT POLICY:

There is no extra credit. If you do not hand in each paper assigned and complete the bulk of the work with a passing grade, you will most likely **not pass this course.**

ATTENDANCE, DROP AND WITHDRAWAL POLICY:

- **Attendance and preparation are mandatory.**
- Class participation, including small group discussions and collaboration, is a necessary aspect of this course and **attendance will ultimately influence your final grade.**
- The college allows **three unexcused absences.** If you miss four classes, I ***may*** drop you.
- Each additional unexcused absence beyond the allowed three will reduce your final grade by one-half letter.
- If you have emergencies or special circumstances, **contact me.** All excused absences will require **documentation**.

- Work and non-emergency doctor's appointments will not qualify as an excused absence.
- **Students must NOT expect faculty to initiate withdrawal procedures for them.** If you wish to drop this class, you may do so through the college website.
- Coming **late** disrupts the class. **Three late arrivals will count as an absence.** 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 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.
- **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 unexcused absence and/or late arrival.

ACADEMIC HONESTY:

- 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.
- Please be extremely careful that you do not engage in any behavior that could even be construed as cheating. **Violations could result in failing grades and subsequent academic disciplinary action.** Examples of **behaviors that are not permitted** include but are not limited to: Copying another student's homework and inappropriate behaviors during an exam such as talking with another student, looking at or copying from another student's paper, removing exam materials from the classroom, or arriving with written material of any kind in your blue book.

CLASSROOM CONDUCT:

- Please conduct yourself as you would in a business environment: on-time attendance, respect for others, respectful language and personal integrity.
- Private conversations with the instructor should be held during office hours, not during class time.
- Inappropriate language or physicality in the classroom is never permitted.

CLASS POLICIES:

- **Electronic submissions** of assignments, including papers **will not be accepted**.
- **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/or sneezing, I will give you a sterile facemask to wear during class, so that you don't get others sick. Also, cover your occasional cough with your sleeve. Hopefully we can all enjoy a fairly healthy semester.
- **Attendance:** Will not assure a student a passing grade.
- **Food and Drink:** Food or drink is prohibited in the classroom with the exception of water bottles, which are permitted as long as they remain closed when not in active use.
- **Cell phones, tablets, laptops and other devices:** Electronic device use is permitted in this class, including the use of eBooks for any assigned text. Devices must be kept **on the desk**—not in your lap. Activities using these devices must be limited to activities **supporting concurrent class topics**. Students using devices for other purposes will lose the privilege of device use during class.
- **Please consider the environment** and use the **front and back sides of paper** both for typed

papers, for handouts that you print from Etudes, and for all handwritten work.

- **Fairness and Respect:** No matter where you come from outside our class, you have entered an environment (our classroom) that is fair, where everyone works on the same level playing field. I will show no favoritism for any reason. If you ever feel that I have treated you unfairly or have disrespected you in ANY way, please let me know so we can quickly fix the problem. My job is to work with you **so that you will learn as much as possible in our class**.

STUDENTS WITH DISABILITIES:
Los Angeles Mission College accommodates students with disabilities. If you qualify for any special accommodations due to a disability, you will need to officially process your request through the Disabled Students Programs and Services (DSPS) office as close to the beginning of the semester as possible. Also notify me at the beginning of the semester, so I can make arrangements to accommodate your needs. If you believe you have a learning disability that has not yet been documented, please see me and make an appointment at the DSPS office for assistance. 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.

COLLEGE RESOURCES AND EMERGENCY PROCEDURES FOR LAMC STUDENTS:

- **Click the "Important Student Information"** link under "**Announcements**" in **Etudes** for important information on **student resources at LAMC,** including **emergency procedures**.

DISCLAIMER:
Some elements of the syllabus may be changed at the instructor's discretion. The changes will be communicated via Etudes announcements, which are emailed to your LAMC email. Students will be given at least 48 hours notice of changes whenever possible.

Instructor errors: Please let me know, promptly and courteously, if I have made a mistake in class, or if I have made a mistake in grading or in posting your grade to Etudes. I appreciate the feedback, because I want to correct errors as soon as possible.

If there is any aspect of this syllabus that you do not understand, or to which you take exception, please let me, know within the first week of class.

101 MW Class Calendar* spring 2014
The class calendar is arranged as follows:

Read: The **reading assignment**, which is **due** when you arrive in class on the date listed above the box, will be posted in the top box. **The essays readings are on the Etudes site. Click on "Modules," then "Readings."**
"Quizzes" in **response to the readings and "novel responses"** are listed in the bottom box when assigned. Quizzes can be found in **"Assessments, Test, and Surveys" in Etudes**. These need to be completed **by the date and time <u>shown in Etudes</u>**, as they will close. Quizzes take place of other writing homework, and failure to pass the quizzes may result in a non-passing final grade.

Subject to change *

Semester Theme: California Paradoxes

Week 1

M 2/10

Syllabus Review and Course Discussion

W 2/12

In-class Diagnostic Essay
Login to Etudes and **accept the syllabus**. Etudes **links will not activate** until you do this. Next, click on "Assessments, Tests and Surveys." Take the syllabus quiz. (4 pts)

Week 2

M 2/17

Happy President's Day

W 2/19

Read: "Meaning-Making Concepts" by Barbara Bird, p 1-7. The link to this reading is on Etudes
Quiz: "Meaning Making Concepts" on Etudes (3 pts)

Week 3

M 2/24

Read: *Rules for Writers* "Writing about Texts" 5a-5e, p -70-83

W 2/26

Read: Introduction: California – "The Bellwether State" by Maasik and Solomon and "Of Cholos and Surfers" by Jack Lopez. Readings on Etudes.
Quiz: "Intro and "Cholos and Surfers" in Etudes (4 pts)

Week 4

M 3/3

Read: "California" A Place, a People, a Dream by James Rawls (on Etudes) and *Rules for Writers:* "The Writing Process" 1a-d, p 2-22
Quiz: "Rawls and Writing Process" - on Etudes (4 pts)

W 3/5

Read: "Looking and Listening for My Voice" by Toby Fulwiler, p 214 – 220 and "Notes from a Native Daughter" by Joan Didion. Links to readings on Etudes.
Quiz: "Fulwiler" in Etudes (3 pts) **Print out paper 2** from Etudes and bring it to class to discuss.

Week 5

M 3/10

Read: *Rules for Writers:* "Constructing Reasonable Arguments:" 6 a-e - p - 84-101 and "Evaluating Arguments" 7a-c p- 102-110

W 3/12

Peer Review and Conferences Paper Two - Bring **two copies** of a **typed** 3-4 page draft of Paper 2 along with **two Essay Peer Review Handouts** from Etudes. (10 pts)

Week 6

M 3/17

Read: *Rules for Writers:* "Supporting a thesis:" 56a - c, p 460- 464, "Citing Sources:" 57a – 57c, p 464-468, "Integrating Sources" 58a-c, p-469-479

W 3/19

When the Killing's Done: Chapters: "The Wreck of the Beverly B", "Rattus Rattus", "The Wreck of the Winfield Scott", p 3-65
Write a **separate** response to **each chapter** of the novel. Summaries will not be graded. (4 pts)

Due: Paper 2

Week 7

M 3/24

Read: The Great Migration- Immigrants in California History by Maasik and Solomon, and "The World of Our Grandmothers" by Connie Young Yu, **and** "Iranian Women and Gender Relations in Los Angeles" by Nayereh Tohidi" (readings on Etudes)
Quiz: "Grandmothers and Iranian Women" - on Etudes (5 pts)

W 3/26

Read: "Maid in L.A." by Pierrette Hondagneu-Sotelo and "Invisible Men" by William Langewiesche (on Etudes) and we will continue the discussion of the previous readings
Quiz: "Maid and Invisible" - on Etudes (3 pts)

Week 8

M 3/31

Cesar Chavez Day!

W 4/2

Mid-Term Exam – Paper 3 – The Paradoxes of California based on readings from week 7. Large Blue Book required.

Spring Break 4/7-4/11

Week 9

M 4/14

When the Killing's Done: Chapters: "The Paladin", "Boiga Irregularis" p 66-115
Write a **separate** response to **each chapter** of the novel. Summaries will not be graded. (4 pts)

W 4/16

Read: "The Geography of Desire" by Maasik and Solomon; "As If the Farmer Died" by David Masumoto; "Barrio Boy" by Ernesto Galarza, p 263-272; "Interesting Times" by Judith Lewis (readings on Etudes)
Quiz: "Farmer, Barrio, Times" in Etudes (6 pts) **Print out paper 4** from Etudes and bring to class to discuss

Week 10

M 4/21

MLA Day – Reread Rules for Writers as assigned on 3/17
Quiz: "MLA" on Etudes (4 pts)

W 4/23

Peer Review and Conferences paper 4 - Bring two copies of a **typed** 3-4 page draft of Paper 4 along with two Essay Peer Review Handouts from Etudes. (10 pts)

Week 11

M 4/28

When the Killing's Done" Chapters: "Coches Prietos", "Scorpion Ranch" p116-165
Write a **separate** response to **each chapter** of the novel. Summaries will not be graded. (4 pts)

W 4/30

Read: *Rules for Writers* "Conducting Research" 53a-g, p 420-437; "Evaluating Sources" 54a-e, p437-448; "Managing Information" 55a-c, p 448-456
Print out The Research Paper – paper 5 - from Etudes. Bring to class to discuss

Due: Paper 4

Week 12

M 5/5

Library Research Day- Further info to be given

W 5/7

Write: A typed paragraph on your **focused research topic** and **works cited page**
You will present your planned research project to the class. Each student will have **three minutes** to present. As a result, you will need to be focused and prepared prior to class. Come see me if you need help.

Week 13

M 5/12

When the Killing's Done: Chapters: "Qvaris Aries," "Sus Scroga," "Prisoners' Harbor," p 166-232
Write a **separate** response to **each chapter** of the novel. Summaries will not be graded. (4 pts)

W 5/14

Peer Review and Conferences Research Project –Bring two typed copies of at least **3 typed pages** of your paper and your **outline and works cited page**. Bring two **research paper peer review** handouts from Etudes. (10 pts)

Week 14

M 5/19

Peer Review and Conferences Research Project – Bring two copies of your research project that are at least 5 pages along with 2 **research peer review handouts** from Etudes. (10 pts)

W 5/21

When the Killing's Done: Chapters: "The Black Gold," "Willows Canyon," "El Tigre" p 233-309
Write a **separate** response to **each chapter** of the novel. Summaries will not be graded. (4 pts)

Due: All Peer Review Sheets – Place in **chronological order with oldest on top, write the paper number on top of each peer review,** and **staple**. (40 possible points)

Week 15

M 5/26

Happy Memorial Day!

W 5/28

When the Killing's Done: Chapters: "Crotalus Viridis," "The Wreck of the Anubis," "The Separation Zone," "Scorpion Ranch," p 310-369
Write a **separate** response to **each chapter** of the novel. Summaries will not be graded. (4 pts)

Due: Research Project Paper

Due: Responses to the novel. Place them in chronological order and **highlight each chapter title**. (24 possible points)

Week 16

M 6/9 3-5 PM

Final Exam – *When the Killing's Done* - Large Blue Book required