

**Los Angeles Mission College**  
**English 101 Composition**  
**Spring Session 2013 – Feb. 4 to June 4, 2013**  
**Instructor: Ms. Diaz-Cox**

**Email:** Coxvd@lamission.edu **Voice mail:** 818-364-7694 **Office:** Inst. Bldg. #14 **Office Hrs.**  
**Mon and Tues:** 10:30-12:30 **Wed** 10:30 to 11:30 or by appointment

**TTH Section:** #0234 **Hrs.** 8:55 am-10:20am **Units:** 3 **Room:** CSB- 101

**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 Kirszner 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: 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.	In class exercise
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 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 (5 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). 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 Papers, 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 so we can talk. **Initial**\_\_\_\_\_

Students should try to 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 Tentative Due Dates**

**Week 1 2-4** Introduction to class

**Week 2 2-11** Handouts- a list of possible Research Paper ideas-Library

**Week 3 2-18** Monday -President's Day (College Closed) Holiday

**Week 4 2-25** Rough Draft paper#1

**Week 5 3-4** Paper #1 due

**Week 6 3-11** Rough Draft Paper #2 Due

**Week 7 3-18** Paper #2

**Week 8 3-25** Rough Draft #3 due

**Spring Break - March 29, 2013 - April 05, 2013 (College Closed)**

**Week 9 4-8** Paper #3 & Mid Term due

**Week 10 4-15**

**Week 11 4-22** Paper #4 due

**Week 12 4-29**

**Week 13 5-6** Journals & Rough Draft Research Paper due

**Week 14 5-13** Last Rough Draft of Research paper- Finals Due

**Week 15 5-20** Research paper due

**May 27, 2013 Memorial Day Holiday (College Closed)**

**Final Week –May 27, 2013 - June 01, 2013**

**Graduation June 4, 2013**

**Assignment Due Date TBA:** Campus 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 2
<i>Chapter 2- Invention</i>	17-36	*Week 3
<i>Chapter 3- Arrangement</i>	37-49	*Week 4
<i>Chapter 4- Drafting &amp; Revising</i>	51-65	* Week 5
<i>Chapter 5- Editing &amp; Proofreading</i>	67-82	* Week 6
<i>Chapter 6- Narration</i>	83-89	* Week 7
<i>Chapter 7- Description</i>	143-153	* Week 8
<i>Chapter 8- Exemplification</i>	199-206	* Week 9
<i>Chapter 9- Process</i>	263-269	* Week 10
<i>Chapter 10- Cause &amp; Effect</i>	321-330	* Week 11
<i>Chapter 11- Comparison/ Contrast</i>	383-390	* Week 12
<i>Chapter 12- Classification/Division</i>	447-451	* Week 13

**Assigned Essays for Papers and Reading Response Journal**

Essay	Pages	Read	Journal
#1 <i>Only Daughter</i>	97	*	*
#2 <i>Finishing School</i>	107	*	*
#3 <i>Panacea</i>	162	*	*
#4 <i>The Storm</i>	190	*	*
#5 <i>My First Conk</i>	282	*	*
#6 <i>The Embalming of Mr. Jones</i>	304	*	*
#7 <i>Grant and Lee</i>	405	*	*
#8 <i>Friending, Ancient or Otherwise</i>	431	*	*
#9 <i>Tortillas</i>	524	*	*
#10 <i>The Wife Beater</i>	528	*	*
#11 <i>American Dreams, Foreign Flags</i>	650	*	*
#12 <i>Torture's Terrible Toll</i>	696	*	*

**\*\*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.

## English 101 Rubric

	<b>“A” PAPER</b>	<b>“B” PAPER</b>	<b>“C” PAPER</b>	<b>“D” PAPER</b>	<b>“F” PAPER</b>
<b>Ideas</b>	Addresses topic and excels in responding to assignment, 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	A solid paper, responding appropriately to assignment. 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.	Adequate but weaker and less effective, possibly 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.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
<b>Organization &amp; Coherence</b>	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	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.	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.	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.	No appreciable organization; lacks transitions and coherence.

	ideas from sentence to sentence, from one paragraph to paragraph; easy to identify logical relationships of ideas.		Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs lack 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	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 structure generally, correct, but sentences may be wordy, unfocused, repetitive, or confusing. Demonstrates inconsistent	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.

	varied, yet clearly structured and carefully focused, not long and rambling.		facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning.		
<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)

### **Library Databases Available 24/7 from home—New Improved Access**

1. From off-campus, point your browser to the **Library Home Page**  
<http://www.lamission.edu/library>
2. Click on **Library Resources**
3. Select a database to search by clicking on the **highlighted off-campus link**  
**Students:** To access the databases from off-campus, click the off-campus links to login with your student ID number and PIN. Your PIN is a four-digit number consisting of your birth month and day. For example, January 1st would be "0101".

### **Reasonable Accommodations:**

It is the policy of the Los Angeles Community College District (LACCD) and Los Angeles Mission College to accommodate students with disabilities, pursuant to federal law, state law and Los Angeles Mission College's commitment to equal educational access.

Any student with a disability who needs accommodations, please contact the Disabled Students Programs (DSP&S) phone number 818-964-7732 or TDD 818-364-7861 to discuss the steps you will need to take to arrange for accommodations. You may also email DSPTS at [gonzala@lamission.edu](mailto:gonzala@lamission.edu) (Adrian Gonzalez)

DSPTS office provides special assistance in areas like: registering for courses, specialized tutoring, note-taking, mobility assistance, special instruction, testing assistance, special equipment, special materials, and the like.