**Gina Ladinsky, Assistant Professor of English - Los Angeles Mission College - spring 2013**

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| **English 101 -College Reading and Composition 1** | **Email: ladinsg@lamisison.edu** |
| **Website: http://www.lamission.edu~ladinsg** | **Phone 818- 364-7698** |
| **Office Hours: M W 12:10-1:50 - T Th 10-10:30** | **Office 15 - Instructional Bldg.** |

**Course Objectives:** Welcome to English 101 and the world of analytical reading and academic argument writing. One focus of the semester is to respond to the readings through writing, using your voice as well as outside cited sources for support. The second and equally important focus of the class is to develop your "making-meaning authority" and "verbal culture"[1] based on your interpretations of the readings, using your prior knowledge and experience. By the end of the semester, you will be able to respond in writing to the works of published authors in an authentic, original, and meaningful way.

**Required Books and Supplies:**

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| *California Dreams and Realities – Readings for Critical Thinkers and Writers* by Sonia Maasik and Jack Solomon – Third Edition |
| *When the Killing's Done* by TC Boyle |
| *Rules for Writers* by Diana Hacker, Seventh Edition |
| Readings from our Edudes site |
| Two Large Blue Books; blue or black pens and lined paper; a good dictionary |
| **All books are on reserve for you in the library.** You are required to make a copy and bring the reading for the day to class. Textbook rentals are also available from many different sources. Ebooks are also fine. |

**Etudes Website:** This course has an Etudes shell that provides many great resources, including readings, papers, lectures, handouts, and grades. You will be in charge of printing all handouts and readings for the semester. 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. Tutorials are available on the login page as well.

**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.

**Evaluation and Grading:**

**1. 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, in which case you will receive a lower grade for the course, depending on the number of unexcused absences. If you have emergencies or special circumstances, contact me. All excused absences will

[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.

require documentation. Work and non-emergency doctor's appointments will not qualify as an excused absence. If you find you are unable to attend the course, **it is the responsibility of the student to drop the course** in a timely manner. If your name appears on the final grade roster, I will have to issue a grade.

**Tardiness:** Coming late disrupts the class and causes me to have to repeat information, so do your best to be on time. **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 provided by myself or a member of the class 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. **Instead, 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. Each day, I will ask for a couple of students to share what they wrote. While this is optional, it's nice to hear from everyone at least once.

**2. Essays:** You will submit two out-of-class essays of 4 pages as well as a research paper of 6-8 pages. All out-of-class papers must be typed, double-spaced and must follow MLA guidelines. In addition to a hard copy, you may be required to upload papers to a web site that checks for plagiarism. If such a request is made, the paper will not receive a grade unless it has been uploaded. Late uploads will result in a grade reduction.

**No late papers will be accepted without documentation.** To avoid disastrous computer and printer issues, **email the paper to yourself or use Dropbox** (http://dropbox.com.) That way it is permanently saved, and you can print it from anywhere. Essays are collected at the beginning of class. **If you arrive more than 20 minutes late, 10 points, one letter grade, will be deducted.** I do not accept electronically submitted papers. They must be handed in during class on the due date. Please contact me immediately if you have a problem. In addition, you will write one **in-class diagnostic essay**. It will be graded to give you an idea of where your current skills are, but will not count toward your final grade.

**Peer review sessions are offered for out-of-class papers**. These sessions will help you achieve the highest score on your papers and require two typed drafts of at least three pages to participate. Conferences with me will be held during peer review on a first come basis. Sign up on the board when you arrive. Students will be taken in order. If you are absent for peer review, you will be unable to earn the points for the peer review.

**3. Exams:** You will write **two essay exams** in class. The exams will be based on class discussions and on the reading material for the course. You will need a large blue book (8.5 x 11") for each exam. **Neither late papers will be accepted, nor will make-up exams be given without documentation.**

**4. Homework:** In addition to formal essays you will be assigned reading response assignments for most readings. Peer review participation is also part of your homework grade. All assignments are listed for you on the class calendar, so you can plan ahead.

Homework will be collected and signed off by me at the **beginning of class on its due date** and then returned to you for the class discussion. You will be required to keep your homework, **clearly labeled**, in chronological order until it is collected as a **Homework Packet**. Collection of Homework Packets will take place twice during the semester as indicated on the calendar.

**Late homework will not be accepted with ONE exception:** You will be given one No Questions Asked (NQA) coupon. To use the coupon simply attach it to the homework, sign it, and hand it in at the very **next class meeting** - *no questions asked*. The stipulation of using this coupon is that it can only be used for homework, and must arrive at the **next** class meeting. **The coupon will NOT apply to peer review participation or papers.** If you have an extended absence, please contact me immediately. The coupon is on our Etudes site.

**Our Class is a Leaning Community:** Students who arrive with homework are placed in groups to collaborate. Each group will present its findings to the class. A class discussion follows. If you have not done the homework, you will not be placed in a group, but you are welcome to join the discussion.

**5. Class work:** Quizzes may occur in response to any reading assignment or class discussion. They may be unannounced. In-class attendance is required for quizzes. I conduct the class using a variety of methods to include: lecture, in-class writing and collaborative/workshop activities. You will be required to participate in class discussions as well as be an active member of small group discussions and peer editing sessions. You will need notebook paper and dark ink pens for each class meeting. **You will also be expected to have your book(s) and readings at each class meeting along with this syllabus.** Missed tests, quizzes, or in-class papers cannot be made up without documentation.

6. **Grading: 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:

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| Essays and Exams: 250 pts (68%) |
| Homework: 102 pts (28%) |
| Quick Writes: 15 pts (4%) |
| **Total : 367 pts** |

**Essay Grading:** The grades you receive on your Writing Assignments 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 |

A: *A's* are for superior work, for writing that is often original and well-expressed. Students who expect to receive *A's* always come to class, they participate in class discussion, they keep up with the reading and have obviously asked questions of it and thought about it on their own. Students who do *A* work show intellectual curiosity and initiative. *"A" writing* is intellectually engaging and well-reasoned, well-supported and fluent, revealing complexity of thought, insight and originality. It is generally free of mechanical errors. It follows MLA format.

B: *B's* are for good to very good work. Generally, students earn *B's* by being prepared for class and by participating in class discussion. Writing tends to be less consistently analytic; it doesn't engage the issues of the work as thoroughly as *A* papers do. Although it is generally free of mechanical errors, *B* writing lacks the complexity of thought, support, and fluency that *A* papers demonstrate.

C: *C's* are for average university-level work. Students earn *C's* by completing all the requirements of the course: that is, they accomplish the reading, and they turn in competently written assignments. They participate in class discussion. *C* writing shows thinking that is developing skill in engaging with the literature but, in comparison to *A* and *B* writing, is probably less insightful or original. Avoiding critical analysis, it may sometimes lapse into summary. Writing may be clouded by surface errors or occasional unsupported generalizations, while it shows thoughtfulness and general university level skill and fluency.
**Final Semester Grades** will be broken down as follows:

| **A** | **B** | **C** | **D** | **F** |
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| 100-90% | 89-80% | 79-70% | 69-60% | 59-50% |

**Attendance:** Will not assure a student a passing grade.

**Extra-Credit:** There is none. Therefore in order to pass the course, **all assignments must be completed.**

**Etudes Shell:** This course has an Etudes shell that you will need to log into to print all handouts for the course as well as to receive class announcements. In addition, you may be required to access my website (http://www.lamission.edu~ladinsg) for other handouts and information. If you do not have internet access at home, you will be able to access our Moodle site using the LRC computers located under the library.

**LRC**: LAMC has a Learning Resource Center that includes writing tutors and online tutorial programs in grammar, reading, and writing. I may suggest using the LRC as a class unit or individually if indicated.

**Plagiarism**: 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.

**Electronic submissions** of assignments, including papers **will not be accepted**. You may be asked to upload out-of-class papers to plagiarism websites. Announcements will be given in class.

**Turn off all electronic devices before class begins** and remove iPod earphones. If I observe you texting during class, I will give one warning, and the second time I will mark you absent.

**Special Needs and Student Services:** If you have special needs, please let me know so that I can arrange to accommodate your needs. Click the "Student Information" link on Moodle for important information on disabled student services and other services that can help you as a LAMC student.

**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.

**Note:** If you do not hand in each writing assignment and the bulk of the homework for the semester, you will most likely not pass this course.

**Note**: You are responsible for the information on this syllabus, and I reserve the right to make changes to this syllabus.

**Class Calendar***

**The class calendar is arranged as follows:**

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| **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. All reading will refer to the text *California Dreams and Realities* unless otherwise noted. |
| **Write:** The homework **writing assignment,** which is **due** when you arrive in class on the on the date listed above the box, will be posted in the bottom box. All reading questions for *California Dreams and Realities* refer to "Understanding the Text" questions. |

**Subject to change ***

**Semester Theme: California Paradoxes**

**Week 1**

**M 2/4**

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| Syllabus Review and Course Discussion |

**W 2/6**

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| In-class Diagnostic Essay |
| Login to Etudes and accept the syllabus. The links will not activate until you do this. Bring questions to class. |

**Week 2**

**M 2/11**

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| **Read:** "Meaning-Making Concepts" by Barbara Bird, p 1-12. The link to this reading is on Moodle |
| **Write:** A two paragraph response to Bird's research. (3 pts) |

**W 2/13**

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| **Read:** *Rules for Writers* "Writing about Texts" 5a-5e, p -70-83 |
| **Write:** Using Hacker's "Guidelines for writing a summary" on page 76, create a summary of Bird's research. (3 pts) |

**Week 3**

**M 2/18**

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| **Happy President's Day** |

**W 2/20**

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| **Read:** Introduction: California – The Bellwether State p1-11 and "Of Cholos and Surfers" by Jack Lopez p11-16 |
| **Write:** Understanding the Text: Q's 2, 4, 5 p 16 (3 pts) |

**Week 4**

**M 2/25**

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| **Read:** "California" A Place, a People, a Dream by James Rawls, p 22-30 **and** *Rules for Writers:* "The |

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| Writing Process" 1a-d, p 2-22 |
| **Write:** In response to Rawls: Exploring and Debating the Issues: Q1 p 30 (1pt)<br>**Write:** In response to Hacker, state the subject, purpose, and audience of Rawl's essay. In one or two sentences, state the main point Rawl's essay is attempting to make. (2 pts) |

**W 2/27**

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| **Read:** "Looking and Listening for My Voice" by Toby Fulwiler, p 214 – 220. The link to this reading is on Etudes. |
| **Write:** Write a one paragraphs summary of Fulwiler's discussion by using one of your writing voices. **Print out paper 2** from Etudes and bring it to class to discuss. (3 pts) |

**Week 5**

**M 3/4**

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| **Read:** *Rules for Writers:* "Constructing Reasonable Arguments:" 6 a-e - p - 84-101 and "Evaluating Arguments" 7a-c p- 102-110 |
| **Write:** *Rules for Writers*, Exercise 7-1, Q's a-e p 110 (5 pts) |

**W 3/6**

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| **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 Moodle. (10 pts) |

**Week 6**

**M 3/11**

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| **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 |
| **Write:** List three things you learned from each of the above sections in *Rules for Writers* (1 pt) |

**W 3/13**

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| *When the Killing's Done* p 3-65 |
| Write a response to the novel. Summaries will not be graded. (3 pts) |

**Due: Paper 2**

**Week 7**

**M 3/18**

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| **Read:** Chapter 2 – The Great Migration- Immigrants in California History, p81-84; and "The World of Our Grandmothers" by Connie Young Yu, p 100-108; **and** "Manzanar, USA" by Jeanne Wakatsuki Houston and James Houston, p 109-113**and** "Maid in L.A." by Pierrette Hondagneu-Sotelo, p 116-129 |
| **Write:** A brief analysis of the image of the strip mall picture, p 80<br>In response to Yu: Q 3 p 108<br>In response to Wakatsuki and Houston, Q 1, 3 p 113<br>In response to Hondagneu-Sotelo, Q 3, p 129 (5 pts) |

**W 3/20**

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| **Read:** "Invisible Men" by William Langewiesche, p 130-140 and we will continue the discussion of 3/18 readings |
| **Write:** Understanding the text - Q 2,4 p 140 (2 pts) |

**Week 8**

**M 3/25**

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| **Exam 1** – Paper 3 – The Paradoxes of California |

**W 3/27**

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| *When the Killing's Done* p 66-116 |
| Write a response to the novel. Summaries will not be graded. (3 pts) |

**Due: Homework Packet 1 Collection**: All **homework** from 2/11- 3/27 is due. All work must be **clearly labeled** and in chronological order with the oldest assignment on top. Only **stapled** work will be accepted. All work requires my signature given in class on the due date.(44 pts possible)

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| **Enjoy Spring Break 3/28-4/5** |

**Week 9**

**M 4/8**

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| **Read:** Chapter 4- "The Geography of Desire" p 229- 232; "As If the Farmer Died" by David Masumoto, p 248-254; "Barrio Boy" by Ernesto Galarza, p 263-272; "Interesting Times" by Judith Lewis |
| **Write:** In response to Maumoto, Understanding the Text, Q 4,5 p 255<br>In response to Galarza, Understanding the Text, Q 4, 5, 6 p 273<br>In response to Lewis, Understanding the Text, Q 4, p 297<br>**Print out paper 4** from Moodle and bring to class to discuss (6 pts) |

**W 4/10**

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| **MLA Day** – Reread Rules for Writers as assigned on 3/11 |
| **Write:** In your voice, explain and give an example of: an in-text citation, a signal phrase, works cited page, and dropped quote. (4 pts) |

**Week 10**

**M 4/15**

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| **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) |

**W 4/17**

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| *When the Killing's Done* p117-165 |
| Write a response to the novel. Summaries will not be graded. (3 pts) |

**Week 11**

**M 4/22**

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| **Read:** *Rules for Writers* "Conducting Research" 53a-g, p 420-437; "Evaluating Sources" 54a-e, p437-448; "Managing Information" 55a-c, p 448-456 |
| **Write:** A sample calendar for yourself for your research project. (3 pts)<br>Print out The Research Paper – paper 5 - from Etudes. Bring to class to discuss |

**Due: Paper 4**

**W 4/24**

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| **Library Research Day-** Further info to be given |

**Week 12**

**M 4/29**

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| **Write:** A typed paragraph on focused research topic and support |
| 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. (3 pts) |

**W 5/1**

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| *When the Killing's Done* p 166-232 |
| Write a response to the novel. Summaries will not be graded. (3 pts) |

**Week 13**

**M 5/6**

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| **Peer Review and Conferences Research Project** – **Outline and thesis statement** peer review. Bring two typed copies of your outline and works cited page and two **OUTLINE** peer review handouts from Moodle. (10 pts) |

**W 5/8**

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| *When the Killing's Done* p 233-309 |
| Write a response to the novel. Summaries will not be graded. (3 pts) |

**Week 14**

**M 5/13**

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| Peer Review and Conferences Research Project – Bring two copies of your research project that are at least 5 pages long along with 2 research peer review handouts from Etudes. (10 pts) |
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**W 5/15**

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| *When the Killing's Done* p310-369 |
| Write a response to the novel. Summaries will not be graded. (3 pts) |

**Week 15**

**M 5/20**

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| **Exam 2** – Paper 6 – When the Killing's Done |

**Due: Research Project Paper**

**W 5/22**

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| Semester Wrap Up |

**Due: Homework Packet 1 Collection**: All **homework** from 4/1-5/15 is due. All work must be **clearly labeled** and in chronological order with the oldest assignment on top. Only **stapled** work will be accepted. All work requires my signature given in class on the due date. (58 pts possible)

**Week 16**

**M 5/27**

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| Happy Memorial Day |

**Final Exam Day: M June 3 10-12** Exam 2, Research Project Paper, and Homework Packet 2 returned.