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English 21 Syllabus

Course Description:

English 21 is a course in reading and writing with emphasis on basic skills in grammar, spelling, punctuation, sentence construction, and paragraph structure.

Prerequisite: Dev Com 1 and Dev Com 36A, or appropriate skill level demonstrated through the English assessment process or by permit.

Course Objectives:

Upon completion of this course, students will be able to write paragraphs and brief essays that clearly express a point of view with appropriate supporting information and standard grammatical usage.

Required Texts:

John Langan, Ed. *College Writing Skills with Readings 8th Edition*, McGraw Hill
Mercury Reader LAMC Custom Text
English Simplified 12th Ed. with MySkillsLab

MySkillsLab Course ID: **darr50305**

An English dictionary of the student's choice (*American Heritage* or *Merriam Webster* paperback suggested)

Students should bring the Langan text and the dictionary to every class session.

Other Required Materials:

A 2-pocket folder to hold all written assignments, including in-class writing exercises, quizzes, and essays.

A second 2-pocket folder to hold reading comprehension and vocabulary worksheets.

Internet: Internet access will be required for MySkillsLab exercises and for online documents posted by the instructor

Grading Policy: This class is graded as either "credit" or "no credit." A grade of "credit" indicates that the student has mastered the necessary skills for advancing to English 28. To receive a grade of "credit" the student must meet attendance requirements, complete MySkillsLab exercises and essay assignments with a passing grade average, AND pass the final exam.

Course averages will be determined as follows:

Essays and Midterm Examination 50%

MySkillsLab Exercises 15%

Vocabulary Worksheets, Discussion Groups and Quizzes 15%

Final Examination 20%

Additional weight in grading may be placed on assignments written near the end of the semester, if the instructor considers a student's work to be clearly improved over earlier assignments. However, such adjustments will be made at the instructor's discretion, and they will not be applied to compensate for any prior work not completed.

Attendance:

Each student's success in this course depends on timely completion of all assignments and participation in class exercises. Missing more than the equivalent of six hours of class may result in being excluded from the roster. If you do miss class, you are 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.

Punctuality:

Arrival in class after the scheduled start time or after the designated time to return from a break in a class period will be recorded as an instance of tardiness. Three such instances of tardiness will count as one absence. Therefore, excessive tardiness can result in the student's being excluded from the roster or receiving a failing grade. Early departures from class will be recorded and counted as absences in a similar way, with three early departures counted as missing a full class period. Leaving class before or at the midpoint of the class (break time) will be treated as absence for one half of the class period.

General Classroom Conduct:

We will have frequent classroom discussions related to our readings and topics currently in the news. Everyone is expected to participate to the best of his/her ability while respecting the opinions of others. Students are expected to honor their own commitment to education by practicing the kinds of social and intellectual habits that will ensure their success in university classrooms, business environments, and community organizations.

Electronic devices must be turned off in the classroom. Text-messaging, emailing, receiving phone calls, and listening to music players will be treated as non-participation in class work and recorded as partial absences similar to tardiness or early departures. Classroom use of personal computers must be approved by the instructor.

Writing Assignments:

Early drafts of paragraphs or essays brought to class for review and revision should be typed or written clearly enough for the instructor and other students to easily read them. All revised and final drafts of writing assignments must be typed. Students must maintain backup copies of all essays submitted for grading. Assignments will not be accepted via email.

Late Work:

Essays will be accepted one week (at the next class meeting) after the due date but with a deduction of one full point from the earned grade. The final out-of-class assignment, referred to below as the **Extended Argument Essay** will not be accepted after the original due date.

Plagiarism:

Plagiarism is the use of another person's words or ideas without properly documenting their source. If you have any questions regarding plagiarism, please speak with the instructor. Plagiarism or any other form of cheating may result in a failing grade for an assignment or for the entire course.

Weekly Schedule

Note: This schedule includes all work that will be completed in the semester. However, **the instructor may adjust due dates or shift emphasis** among elements of writing and grammar according to students' progress in those areas.

Aug.29

Review Syllabus
Review Paragraph Structure and Prewriting Techniques Ch. 1-2
Read "The Movie House"
Write **Narrative Paragraph**

Assignment for Sep. 5: Read "Shame" and answer the reading comprehension questions. Study Group 1 from the Spelling List (p. 590 in the Langan text). Register for MySkillsLab and complete the Reading Level diagnostic test.

Sep. 5

Discuss Reading
Review ESL Pointers Ch. 45
Practice w/Subjects & Verbs and Complete Sentences Ch. 23
Spelling Quiz
Paragraph Development Ch. 1 and Description Ch. 8
Write **Description Paragraph**

Assignment for Sep. 12: Begin MySkillsLab Reading Skills Exercises. Study Group 2 from Spelling List. Read "A Homemade Education" and complete vocabulary worksheet.

- Sep. 12** Correcting Fragments & Run-ons Ch. 24-25
 Spelling Quiz
 Discuss Reading
Write Summary
 Discuss Essay Development and Revision Ch. 3-6
 Discuss Exemplification Ch. 10
 Assignment for Sep. 19: Complete 1st draft of **Exemplification Essay**.
- Sep. 19** Correcting Fragments & Run-ons, cont.
 Practice w/Verbs & Agreement Ch. 26-27
 Subjects/Verbs & Spelling Quiz
 Review Writing Argument and In-Class Essays
 Fact vs. Opinion Exercise
 Assignment for Sep. 26: Study Groups 3-4 from Spelling List. Complete final draft of **Exemplification Essay**.
- Sep. 26** Practice w/Pronouns & Agreement Ch. 29-30
 Sentence Errors & Spelling Quiz
 Verbs Review
Write In-Class Essay
 Assignment for Oct. 3. Read "Letter from Birmingham Jail" and complete vocabulary list. Print Commonly Confused Words list from MySkillslab document sharing. Study Spelling Groups 3-4 (words 51-100) for quiz.
- Oct. 3** Discuss Reading
 Review Writing Cause and Effect Essays
 Spelling Quiz
 Verbs Review, cont.
 Word Choice Review
 Assignment for Oct. 10: Write **Cause & Effect Essay**. Study Commonly Confused Words page 1 for Spelling Quiz.
- Oct. 10** Discuss "Letter from Birmingham Jail"
 Verbs and Agreement Review, cont.
 Pronouns and Agreement Review Ch. 29-30
 Review Word Choice
 Spelling Quiz
 Practice w/Adjectives & Adverbs and Modifiers Ch 31-33
 Discuss Comparison and Contrast
 Assignment for Oct. 17: Submit 1st draft of **Comparison and Contrast Essay** to Pearson tutors. Study Commonly Confused Words list page 2 for Spelling Quiz.
- Oct. 17** Spelling Quiz
 Word Choice Review
 Verbs Quiz
 Practice w/Adjectives & Adverbs and Modifiers, cont.
 Assignment for Oct. 24: Complete final draft of **Comparison and Contrast Essay**. Study Commonly Confused Words list page 3 for Spelling Quiz.
- Oct. 24** Preview Rodriguez Readings
 Spelling Quiz
 Adjectives, Adverbs, and Modifiers Quiz
 Idioms w/Prepositions
 Word Choice Review
 Assignment for Oct. 31: Study Commonly Confused Words list page 4 for Spelling Quiz. Study for Midterm Exam.

- Oct. 31** Discuss Readings
Word Choice Review
***** Midterm Exam *****
Assignment for Nov. 7: Finish Rodriguez readings in the *Mercury Reader* and complete vocabulary worksheet. Study Commonly Confused Words list page 5 for Spelling Quiz.
- Nov. 7** Practice w/Capitalization and Commas Ch. 35 and Worksheet
Idioms w/Prepositions, cont.
Discuss Readings
Spelling Quiz
Prewriting for Extended Argument Essay
Preview "A Rose for Emily"
Assignment for week of Nov. 14: Read "A Rose for Emily" and complete vocabulary worksheet. Study Spelling Groups 5-6 (words 101-150) p. 590 for Spelling Quiz.
- Nov. 14** Discuss Reading
Idioms w/Prepositions, cont.
Word Choice Quiz
Practice w/Apostrophes & Quotations Ch. 37-38
Review Parallelism and Conciseness
Capitalization, Commas Quiz
Assignment for Nov. 21: Submit 1st draft of **Extended Argument Essay** to Pearson tutors. Study Spelling Groups 7-8 for Spelling Quiz.
- Nov. 21** Apostrophes and Quotations Quiz
Write **In-Class Essay**
Assignment for Dec. 5: Study Spelling Groups 9-10 for Spelling Quiz. Work toward completing all remaining MySkillsLab Reading Skills Exercises.
- Nov. 28** **** Thanksgiving Holiday ****
- Dec. 5** Parallelism and Conciseness Quiz
Spelling Quiz
Proofreading Practice
Peer Review of **Extended Argument Essay**
Assignment for Dec. 12: Final Draft of **Extended Argument Essay**.
- Dec. 12** *** Final Examination 8:00 – 10:00 p.m. ***

English 21 Student Learning Outcomes

At the end of this course, the student should be able to demonstrate these skills:

Produce an essay of at least 250 words, which has a thesis, an introduction, body, and conclusion. Sentence structure will be diversified.

Self edit and correct grammar, spelling, and punctuation errors in his/her essays.

Differentiate fact from opinion, identify and paraphrase the main ideas and supporting points in a reading, generalize meaning by recognizing and interpreting inferences, and predict meaning of vocabulary through contextual clues in readings.

EMERGENCY PROCEDURE: If a campus emergency that poses risk to students occurs, please 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 quickly, yet orderly and safely, exit the classroom and the building. Proceed to a safe location near the walkway intersection. As the last person to exit, I will lock the classroom door behind me and meet you outside of the building in order to account for your presence and safety.