

English Fundamentals: English 21 ~ Fall 2012

Course # 3118

CSB 101

Wednesday 6:50-10:00pm

Instructor: Jennifer Triplett

Office: TBA

Office hours: By appointment and TBA

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Required Text:

- *Mercury Reader*
- *The Color of Water* by James McBride
- *My Skills Lab access code:*
 - Course ID: english64097

Required Materials:

- An active E-mail account
 - Access to Internet
 - 2 Blue or Green Books
 - Folder with 2 pockets
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Course Description (from LAMC catalog):

This is a course in reading and writing designed to strengthen the student's basic communication skills, including grammar, spelling, punctuation, and sentence construction. Greatest emphasis is placed on the writing of competent paragraphs and short essays.

Student Learning Objectives (SLOs):

- Produce an essay of at least 250 words, which has a thesis, introduction, body and conclusion
- Self-edit and correct grammar, spelling, and punctuation errors in his/her essay
- 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 a reading

This course supports the LAMC Institutional Program Learning Outcomes (PLOs).

PLEASE NOTE: You will be surveyed towards the end of the semester to garner how well we have met these outcomes.

As a result of the English or Speech course that should be able to:

- a) Research information
- b) Evaluate information
- c) Solve problems and use logical reasoning (critical thinking) and to develop strategies for solutions
- d) Analyze global issues from multiple perspectives
- e) Communicate the merits of works of art, music, or literature
- f) Make value judgments and ethical decisions

Here are the PLOs and how your courses meet these PLOs.

Institutional PLOs	How English addresses these PLOs
<p>Written and Oral Communication</p> <p>Students will demonstrate the interactive nature of communication involving speaking, writing, listening and reading. Evidence will be the student's ability to make a clear, well-organized verbal presentation employing appropriate evidence to support the arguments or conclusions and to write a clear, well-organized paper using documentation and quantitative tools when appropriate.</p>	<p>PLO 1:</p> <p>Analyze written text to identify underlying logic and point of view</p> <p>Develop a well-organized paper which develops cogent main ideas stated in a thesis and which has adequate support for statements made.</p>
<p>Information Competency</p> <p>Students will demonstrate information competency by combining aspects of library literacy, research methods and technological literacy. It includes consideration of ethical and legal implications of information and requires the application of both critical thinking and communication skills. Evidence will be the ability to find, evaluate, use, and communicate information in all its various formats.</p>	<p>PLO 2:</p> <p>Utilize diverse sources of information, to research a topic.</p> <p>Attribute quotes and other information gleaned from print and electronic sources, according to MLA style</p>
<p>Problem Solving</p> <p>Students will demonstrate the ability to solve problems by examining, selecting, using and evaluating various approaches to developing solutions. Evidence will be the ability to observe and draw reasonable inferences from observations, distinguish between relevant and irrelevant data, define problems, analyze the structure of discipline or profession-based problem solving frameworks and to use such frameworks and strategies to develop solutions.</p>	<p>PLO 3:</p> <p>Evaluate arguments for validity, objectivity and soundness</p> <p>Argue a point after having gathered and synthesized relevant information, data and evidence.</p>
<p>Aesthetic Responsiveness</p> <p>Students will demonstrate aesthetic responsiveness by taking a position on and communicating the merits of specific works of art, music and literature and how those works reflect human values. Evidence will be written or oral communications that articulate a personal response to works of art, explain how personal and formal factors shape that response and connect works of art to broader contexts.</p>	<p>PLO 4:</p> <p>Critique text in terms of style and relate a text to the period in which it was written.</p>
<p>Ethics and Values applied to decision-making</p> <p>Students will demonstrate facility in making value judgments and ethical decisions by analyzing and formulating the value foundation/framework of a specific area of knowledge in its theory and practice or in a professional context. Evidence will be the ability to identify own values, infer and analyze values in artistic and humanistic works as well as scientific and technological developments and to engage in values-inflected and ethical decision-making in multiple contexts.</p>	<p>PLO 5:</p> <p>Distinguish fallacies in arguments and be able to recognize the validity or lack of validity of various points of view.</p>

A Message:

I once read a very brief but powerful quote that made a deep impact: “writing matters.” Whether you are planning on becoming a theoretical physicist or working for a publishing company, writing is going to be an important part of the process. Learning how to read and write well will help you both in your academics and in your future careers, no matter what that may be. Indeed, writing does matter, and English 21 is a great start to your journey to become strong readers, writers, and critical thinkers.

Course Requirements:

This class is graded **credit/no credit**. The following is a list of the assignments required throughout the semester and the amount of points they count toward passing this class. There are **1,000** total points. 700 points = 70% = passing. You will receive **a zero** for each missing assignment.

- Portfolio (100 points)
- Final Exam (100 points)
- Three essays (100 points each/300 points total)
- Two in-class timed essays (50 points each/100 points total)
- Quizzes – announced and surprises (10 points each/50 points total)
- My Skills Lab (150 points)
- In-class and HW assignments (50 points)
- Participation (150 points)

Portfolio Requirements:

At the end of the semester, you will be required to submit a portfolio of your work, which will include:

- Cover letter
- One in-class timed essay
- Two revised essay packets

The portfolio should demonstrate your understanding of how to write thesis-driven essays with adequate and relevant support, so choose the best two out of the three essays you write this semester, and the best in-class timed essay. You will further revise and polish the assignments you choose to include to showcase your progress throughout the semester. We will discuss the portfolio in more detail as the semester’s end draws near. Please do not throw any work away, as you will need to include it in the portfolio.

Essays:

Final drafts will be turned in as a packet in the following order:

- Final draft
- Second draft (with Pearson tutor services receipt)
- First draft
- Peer review sheets

LRC:

The LRC tutors are there to help students with their writing process. They are nice people and don’t bite, so do not be afraid or intimidated to ask for help. The LRC is located in the LRC building, room 219. Call ahead of time to make an appointment: (818) 364-7754. Services are free for LAMC students.

Revision Policy:

I will not accept revisions on any of the essays as you have plenty of opportunities to progress before you turn in your final drafts. However, the portfolio offers you the chance to show me that you have taken what you have learned throughout the semester and are able to apply them into your writings.

In-Class Timed Essays:

Timed essays are a good way to practice quick thinking and organizing. It will give you a chance to learn the areas in which you excel and the areas in which you need to practice. In addition to all of these benefits, it will help prepare you for timed writing exams you may have throughout your academic careers.

MySkillsLab:

These online assignments are a required part of this course, and by departmental policy, they are worth 15% of your grade. These exercises will give you extra practice on the skills you need to work on. If you need technical assistance, contact Pearson: <http://247pearsoned.custhelp.com>

Homework Assignments:

Homework assignments are due at the BEGINNING of class. If you are late, you will receive a zero on that assignment. Assignments that require Internet responses must be submitted at or before the time allotted. Anything posted after this time will not be counted.

Quizzes:

We will be having announced AND unannounced quizzes throughout the semester – this will be my way of making sure you stay on top of the assigned readings.

Participation:

Your participation in class discussions, attendance, peer review, and teacher conferencing are all a part of your participation grade.

- *Class discussions* – everyone’s opinions and ideas are valued and respected in this class. We will be discussing current events, controversial issues, and sensitive topics, so be prepared to hear opinions that might differ from your own. We must be respectful and professional at all times.
- *Attendance* – your attendance is crucial to the productivity and value of this course. If you aren’t here, you aren’t participating. Period.
- *Peer reviews* – As part of the focus on writing in English 101, you will have the opportunity to write (several) drafts of your writing assignments. This process includes meeting in small groups with 3 or 4 colleagues. The idea is to help you rethink ideas and revise your papers.
- *Conferences* – Having a one-on-one meeting with your instructor can be helpful to you in a variety of ways. You will be encouraged to meet with me during my office hours **at least once** during this semester to discuss one of your three essays. Of course, you are welcome to meet with me more than once. During our meeting, we will discuss your essay and other issues/questions/concerns you might have about the class and your progress.
- *Cell Phones and electronic devices* – The use of cell phones and/or other electronic devices during class time will lower your overall grade in the class. Please turn off your cell phones. If I see you texting, facebooking, twittering, emailing, watching iFunnies, playing games, or doing anything else that is not relevant to class, your participation grade will be lowered. Repeat offenders may lose all of their participation points.

Academic Dishonesty:

Plagiarism is intentionally or knowingly representing the words, ideas, or work of another as one’s own in any academic exercise. We will discuss plagiarism as we learn about MLA. Instances of plagiarism thereafter will be reported to administration handling academic dishonesty, and you will receive a zero on that assignment. If you are not clear about what constitutes plagiarism, ask!

Late Policy:

All written work is due at the beginning of class on the assigned day. If you know ahead of time that you will not be able to be in class on the day a paper is due, you must hand it in earlier. In case of medical or family emergencies, I might make an exception, but written documentation will be required. Otherwise, LATE PAPERS WILL NOT BE ACCEPTED. Also, I do not accept papers via Email.

Getting Help:

Feel free to ask for assistance at any time. It is your responsibility to make sure you are on top of things. There are plenty of ways to get help when you need it: (1) Email a classmate. (2) Ask me! If you are absent and need to know what you missed, contact a classmate. If you have other questions or concerns about the class, you may contact me in person or via Email. I respond to Email fairly quickly.

Tentative Schedule ~ Fall 2012

* This schedule is *tentative*. Depending on a number of different factors, readings, due dates, and homework assignments will most likely change. Thus, it is important to attend every class.

Week 1

8/29 Introductions/Syllabus
Diagnostic Essay
HW: start MySkillsLab

Week 2

9/5 “How to Mark a Book” by Mortimer Adler
“Letter to the President” by Jackie Robinson
Grammar

Week 3

9/12 Essay #1 prompt handout
General Writing Tips – Workshop first drafts
“Shitty First Drafts” by Anne Lamott
<http://occonline.occ.cccd.edu/online/mrogers/Shitty%20Drafts.pdf>

Week 4

9/19 Grammar
“The Fear of Losing a Culture” by Richard Rodriguez
1ST draft of Essay #1 due – bring 3 copies for peer review

Week 5

9/26 Grammar Practice cont.
Sentence Structure and Style
“The Myth of the Latin Woman: I Just Met a Girl Named Maria”
Final Draft of Essay #1 DUE

Week 6

10/3 Discussion of judgments, prejudice, and discrimination
“Mother Tongue” by Amy Tan
Essay #2 prompt handout – Workshop rough drafts

Week 7

10/10 Discrimination discussion cont.
Thesis Statements practice
“Public and Private Language” by Richard Rodriguez
1st draft of essay #2 due – bring 3 copies for peer review

Week 8

10/17 “A Homemade Education” by Malcolm X
“Black Men and Public Space” by Brent Staples
**All reading skills modules completed, including mastery check (MySkillsLab)*
Final Draft of Essay #2 due

Week 9

10/24 **In-Class Essay #1**
discussion of MLA – referencing the primary source

Week 10

10/31 “The Yellow Wallpaper” – group assignment
Essay #3 prompt handout – Workshop rough drafts

Week 11

11/7 Group presentations
“Sex, Lies and Advertising” by Gloria Steinem
1st draft of essay #3 due – bring 3 drafts for peer review

Week 12

11/14 “Sex, Lies, and Conversation” by Deborah Tannen
“No Name Woman” by Maxine Hong Kingston
**all writing modules due, including mastery check (MySkillsLab)*
Final Draft of Essay #3 due

Week 13

11/21 Revision strategies
Portfolio Talk

Week 14

11/28 **In-class essay #2**
Portfolio Cover Letter peer review/workshop – **drafts due**

Week 15

12/5 Portfolio workshops
Conferences

Week 16

12/12 **Portfolio DUE**
Final Exam 8:00-10:00pm