Instructor: Ms. Norma Darr
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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 9th Edition*, McGraw Hill
Mercury Reader LAMC Custom Text w/MySkillsLab and Pearson Cafe

MySkillsLab Course ID: darr07146

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

Students should bring the Langan and *Mercury Reader* texts and the dictionary to every class session. Both texts are on reserve at the LAMC library. If you use the text on reserve, you must bring notes on the readings and exercises scheduled for use in class each week.

Other Required Materials:

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

Internet: Internet access is 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 the MySkillsLab exercises with a passing score, complete essay assignments with a passing 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 commitment to their own education by practicing 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 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.

Sep. 4

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

Assignment for Sep. 11: Read "Shame" and answer the reading comprehension questions. Study Group 1 from the Spelling List (p. 571). Register for MySkillsLab and complete the Reading Level Lexile Locator and the Reading Skills Learning Path Builder.

Sep. 11

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

Assignment for Sep. 18: Begin work on MySkillsLab Reading Skills Exercises. Study Group 2 from Spelling List. Read "A Homemade Education" and complete vocabulary worksheet.

Sep. 18

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
Basic MLA Format

Assignment for Sep. 25: Read "Letter from Birmingham Jail" and complete vocabulary worksheet.

Sep. 25

Discuss Reading
Practice w/Verbs & Agreement Ch. 26-27
Subjects/Verbs, Sentence Structure & Spelling Quiz
Review Writing Argument and In-Class Essays

Assignment for Oct. 2: Study Groups 3-4 (51-100) from Spelling List. Complete 1st draft of **Exemplification Essay**.

Oct. 2

Practice w/Pronouns & Agreement Ch. 29-30
Spelling Quiz
Verbs Review
Write **In-Class Essay**

Assignment for Oct. 9: Study Spelling Groups 5-6 for Spelling Quiz. Print Commonly Confused Words list from MySkillsLab Document Sharing. Read "The Certainty of Fear" and answer reading comprehension questions.

Oct. 9

Review Word Choice
Discuss Reading
Revising Essays
Spelling Quiz
Verbs Review, cont.
Practice w/Modifiers Ch 33

Assignment for Oct. 16: Complete final draft of **Exemplification Essay**. Study Commonly Confused Words list page 1 for spelling quiz.

Oct. 16

Parallelism Review
Verbs and Agreement Review, cont.
Pronouns and Agreement Review Ch. 29-30
Review Word Choice, cont.
Spelling Quiz
Discuss Comparison and Contrast Ch 13

Assignment for Oct. 23: Submit 1st draft of **Comparison and Contrast Essay** to the Pearson Tutors.

Oct. 23

Verbs and Agreement Quiz
Review Idioms w/Prepositions
Pronouns Review, cont.
Practice w/Adjectives & Adverbs Ch 31-32
Conciseness
Outlining Ch 22

Assignment for Oct. 30: Study Commonly Confused Words list page 2. Complete final draft of **Comparison and Contrast Essay**.

Oct. 30

Spelling Quiz
Review Idioms w/Prepositions, cont.
Word Choice Review, cont.
***** Midterm Exam *****

Assignment for Nov. 6: Study Commonly Confused Words list page 3. Read the Richard Rodriguez essays in the *Mercury Reader* and complete vocabulary list.

Nov. 6 Practice w/Capitalization and Commas Ch. 35 and Worksheet
Review Idioms w/Prepositions, cont.
Discuss Readings
Word Choice Review, cont.
Spelling Quiz
Writing Cause and Effect Essays Ch 12
Prewriting for Extended Argument Essay Ch 16 & 22

Assignment for week of Nov. 13: Write **Cause and Effect Essay**. Study Commonly Confused Words list Page 4.

Nov. 13 Discusss Rodriguez readings, cont.
Word Choice Review, cont.
Spelling Quiz
MLA Citations
Practice w/Apostrophes & Quotations Ch. 37-38
Capitalization, Commas, and Spelling Quiz

Assignment for Nov. 20: Study Commonly Confused Words List. Submit 1st draft of **Extended Argument Essay** to MySkillsLab tutors.

Nov. 20 Apostrophes, Quotations, and Spelling Quiz
Comprehensive Word Choice Quiz
Write **In-Class Essay**

Assignment for Dec. 4: Study Spelling Groups 7-8. Complete 2nd draft of **Extended Argument Essay**.

Nov. 27 ***** Thanksgiving Holiday *****

Dec. 4 Spelling Quiz
Proofreading Practice: Conciseness and Mixed Sentence Structure
Peer Review of **Extended Argument Essay**

Assignment for Dec. 11: Final Draft of **Extended Argument Essay**. Read "Propaganda Techniques in Today's Advertising" and answer reading comprehension questions. Study Spelling Groups 9-10.

Dec. 11 Discuss Reading
Review Numbers and Abbreviations Ch 36
Propaganda Exercise
Review Grammar Problem Areas
Spelling Quiz

Assignment for Dec. 17: Complete all remaining MySkillsLab exercises.

Dec. 17 ***** 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, preferably through the main doors on the north end of Building 29. 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.