

English 28 – Fall 2013, Section # 3121, Wednesday 6:50 – 10:00 pm, CSB 101

Instructor Aaron Stell  
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Office hours: Wednesday 5:45 to 6:20 pm, Instructional Bldg.

Course Description:

English 28 is a basic writing course emphasizing structured essays, critical reading and an introduction to the research paper.

Course Themes:

The Purpose of Education  
The Meaning of Life

Required Textbooks and Materials:

- Penfield, Elizabeth. Short Takes: Model Essays for Composition. Pearson. 2013. 11<sup>th</sup> Edition.
- English Simplified and My Skills Lab
- Camus, Albert. The Stanger.
- Selected readings
- Journal

Student Learning Outcomes

- Produce a 350-500 word essay, utilizing standard rhetorical modes and maintaining unity and coherence.
- Produce a 4 to 5 page research paper, which supports an argument.

Attendance

- Attendance is required. Students are eligible to be dropped after the second class absence. A student who does not show up for the first class may be dropped from the class.

Expectations

- Late work is accepted only for the final drafts of the essays. The grade is lowered one letter grade and must be turned within two weeks after the initial due date to receive credit.
- Late work is not accepted for all other minor assignments.
- Keep all written work, especially peer reviewed rough drafts in a portfolio.
- Make sure all cell phones are turned off before entering class.
- Withdrawing from the class is your responsibility. Do not get a Fail by default.

Academic Integrity

- Forms of academic dishonesty include:
  - Collusion - lending your work to another student to submit as his or her own
  - Fabrication - deliberately creating false information
  - Plagiarism - the act of knowingly representing the words, ideas, or work of another as your own
- Committing any form of academic dishonesty will result in a Fail for that assignment.

MySkillsLab

- Either bring proof of 80% proficiency in the My Writing Lab program from a previous class or take the diagnostic exam and reach 80% proficiency in the My Writing Lab program. This requirement must be met by the end of the 13<sup>th</sup> week of the semester.

#### Midterm and Final Exams

- A two-hour midterm and final exam are scheduled for this course. Failure to take these exams can result in a Fail for the course. Students must bring the following materials:
  - Photo ID
  - Large Bluebook/Greenbook
  - Several writing utensils
  - A paper dictionary is recommended – No electronic devices

#### Grading Scale

- 1080 – 1200 = A
- 960 – 1079 = B
- 840 – 959 = C
- 720 – 839 = D
- 719 and below = F

**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.

If you are a student with a disability and require classroom accommodations, please see me to discuss arrangements. The sooner I am aware that you are eligible for accommodations, the quicker I will be able to provide them. If you have not done so already, you may also wish to contact the DSP&S Office on your home campus. Students taking classes only with ITV/The Weekend College may contact the DSP&S Office at Mission College in Instructional Building 1018 (818.364.7732 TTD 818.364.7861) and bring a letter stating the accommodations that are needed.

This syllabus is a guide to this course and is subject to change at the instructor's discretion. Please contact me immediately if you have any questions. Do not suffer in silence.

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#### Week 1 (8/28)

- **IN CLASS**
  - Introduction to the Course
  - Writing Lesson - MLA
  - Exploring the Reading and Writing Process
  - Introduction to the Research Essay
  - Assign Essay 1 – Autobiographical introduction
- **HOMEWORK**
  - Read and Summarize Against School
  - Read Short Takes Freeze Frame
  - Essay 1

#### Week 2 (9/4)

- IN CLASS
  - Writing Lesson - Compression
  - Peer Review Essay 1
  - Discuss Freeze Frame and Against School
  - Listen to and Discuss Harlem Renaissance
  - Assign Essay 2 - Narration of a Transformative Moment
- HOMEWORK
  - Essay 2
  - Read Short Takes - Ch. 1 introduction and “Time to Look and Listen”
  - Read and Summarize Investing in Education

### Week 3 (9/11)

- IN CLASS
  - Writing Lessons - Parallel structure, Punctuation and Sentence Variety
  - Peer Review and Revise Essay 2
  - Watch and Discuss Is Texas Rewriting History?
  - Discuss Investing in Education
- HOMEWORK
  - Read and Summarize A New Professional
  - Bring in your favorite text

### Week 4 (9/18)

- IN CLASS
  - Writing Lesson: Sound Devices and Logical Fallacies
  - Peer Review and Revise Essay 2
  - Discuss A New Professional
  - Explore Logical Fallacies
- HOMEWORK
  - Identify logical fallacies

### Week 5 (9/25)

- IN CLASS
  - Watch Waiting for Superman
  - Review Logical Fallacies

### Week 6 (10/2)

- IN CLASS
  - Socratic Seminar – What is the Purpose of Education?
  - Essay 3: Using Examples – What is the purpose of (Your) Education?
  - Introduction to Existentialism: What is the meaning of life?
- HOMEWORK
  - Read Short Takes - Ch. 2 introduction and “A Bleak Future”
  - Read and psychologically analyze The Stranger, Part 1

### Week 7 (10/9)

- IN CLASS
  - Peer Review Essay 3
  - Discuss “A Bleak Future” and The Stranger, Part 1
  - Midterm review
- HOMEWORK

- Read and psychologically analyze The Stranger, Part 2

#### Week 8 (10/16)

- IN CLASS
  - Midterm Exam
- HOMEWORK
  - Read and psychologically analyze The Stranger Part 2

#### Week 9 (10/23)

- IN CLASS
  - Discuss The Stranger, Part 2
  - Watch This Emotional Life: Rethinking Happiness
- HOMEWORK
  - Read and Summarize The Pursuit of Happiness

#### Week 10 (10/30)

- IN CLASS
  - Discuss The Pursuit of Happiness
  - Discuss the psychological reading of The Stranger
- HOMEWORK
  - Read Short Takes - Ch. 7 introduction and Retreat into the iWorld
  - Essay 4 Cause/Effect – Psychological analysis of The Stranger

#### Week 11 (11/6)

- IN CLASS
  - Writing Lesson – Introduction to Thesis Statements
  - Peer Review Essay 4
  - Research Essay
  - Explore Etymologies
  - Work on topics and thesis statements
- HOMEWORK
  - Read Short Takes, Ch. 3 introduction and High on Progress
  - Research Essay Part 1 – Definition

#### Week 12 (11/13)

- IN CLASS
  - Writing Lesson: Research and Writing
  - Peer Review: Research Essay Part 1
- HOMEWORK
  - Research Essay Part 2/3 – Cause/Effect

#### Week 13 (11/20)

- IN CLASS
  - Peer Review: Research Essay Part 2/3
- HOMEWORK
  - Research Essay Part 4

#### Week 14 (11/27)

- IN CLASS

- Peer Review: Research Essay Part 4
- Excerpted readings of Research Essay

Week 15 (12/4)

- IN CLASS
  - Peer Review: Final Draft of Research Essay
  - Final Exam Review

Week 16 (12/11)

- IN CLASS
  - Final Exam

Essays 1 through 4 Grading Criteria

- \_\_\_\_\_ (5) Essay contains a title that reveals/illustrates the topic of the writing.
- \_\_\_\_\_ (5) Essay contains a thesis/central idea.
- \_\_\_\_\_ (10) The essay is presented in a logical order with an introduction, body paragraphs and conclusion.
- \_\_\_\_\_ (20) The body of the essay is well developed through the use of examples, concrete description, sensory details.
- \_\_\_\_\_ (20) Sentences show effective style.
- \_\_\_\_\_ (40) Essay adheres to proper mechanics, grammar, and spelling.
- \_\_\_\_\_ (100) Total

Research Essay Guidelines

This is a 4 to 5 page argumentative Research Essay on a topic of your choosing that addresses the criteria below. You are arguing a solution to a problem. So I encourage you to consider several problems (social, political, environmental, etc.) that interest you. You must follow this 4-part structure. All essays must use standard MLA format, proper citations and a Works Cited page.

- Definition (Part 1).
  - *What is X?*
    - § You have already explored your concept's etymology. Now consult the dictionary to begin describing the fundamental properties and qualities of a term or placing it in a category. For example, we need to define and understand what constitutes a family before we discuss family values.

- o Questions to consider:
    - § How has your concept changed throughout history? How does its usual meaning change in a particular context?
    - § Ask if the etymology applies today, or is it a primitive definition we have moved beyond or should move beyond?
    - § Are there exceptions or other definitions that would make it more or less reliable?
  - o When you are writing:
    - § Define the key terms and concepts of your topic.
    - § Select a specific part of the definition or etymology to use for your argument.
    - § Quote and analyze how other authorities (religious, philosophical, political, social, historical) view your concept. Show how they are similar or different.
    - § Place some concepts in established categories and argue for or against that category. Is the concept religious, philosophical, primitive, practical, or all of the above?
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· Cause/Effect (Parts 2 and 3).

- o *What are the causes/effects of X?*
    - § Place the claim in a cause-and-effect relationship to show that it is either the cause of an effect or an effect of a cause.
  - o Questions to consider:
    - § What caused (causes) it? Why did it happen? What are the effects? What probably will be the results on both a short-term and a long-term basis?
    - § Ask if these causes alone are sufficient to create these effects, or if these effects could result from other causes.
    - § Address counter-arguments to the cause-and-effect outcome. Who would disagree with you? Are they right? Are they wrong? Are they some combination of both?
  - o When you are writing:
    - § Consider psychological, historical, political, religious, philosophical and social causes.
    - § Use facts and statistics.
    - § Apply the following questions to focus the main cause: 1) What was done? 2) Where was it done? 3) Who did it? 4) How was it done? 5) Why did it happen?
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·Solution (Part 4).

- o *What can, should, ought we do about X?*
  - § Create solutions to the problems of your topic.
- o Questions to ask and answer:
  - § What should we do? How should we act? What should future policy be? How can we solve this problem? What course of action should we pursue?
- o When you are writing
  - § State the claim as something that should be done.

- § Use statistical data, appeals (emotional, logical, ethical), rhetorical questions, analogies/metaphors/similes, parallel structure and authorities as proof.
- § Use emotional language appropriately.