

John C. Cabral

English 28, Sec. #3124

F 6:50-10:00, Room CSB 101

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Fall 2012

Intermediate Reading and Composition

Phone: (562)697-1637

Office Hours: F 10:00-10:35, CSB 101

Required Textbooks and Materials:

Abbott, *Flatland*

Clines, *Research Writing Simplified--7e (RWS)*

Graff, *They Say/I Say with Writings--2e (TS)*

My Writing Lab (bundled with *RWS* above)--Course ID: English630492W

A good portable dictionary

A 3-ring Binder with paper

Course Requirements:

1. Five short essays of 600-750 words, suggested from the reading (35% of course grade).
2. Participation/Quizzes (15% of course grade).
3. Homework: You must take the diagnostic pre-tests, which will identify your personal areas of difficulty, and then follow the study plan that will help you learn to correct your errors. You must achieve mastery of 80% or higher in the areas tested in the pre-test. Once your study plan is completed (you have achieved mastery in all areas), you should take the post-tests. It is here where you will be officially graded. (10% of course grade).
4. Term paper project, which includes a rough draft with an annotated bibliography, and a 1250-word final draft (20% of course grade).
5. Mid-term exam (10%).
6. Final exam (10%).

Course Description: English 28 is a course in reading and writing designed to strengthen the student's basic communication skills, including grammar, spelling, punctuation, and sentence construction. Instruction includes the assignment of full-length expository and argumentative essays.

Prerequisite: Qualifying profile from the English Placement Process or passing grade in English 21.

Class Policy:

1. Attendance Policy: Attendance is important. A student may be dropped for excessive absences when the total hours of absence exceed 10% of the total scheduled hours of the class. Two tardies count as one absence. Leaving early counts as one tardy. If you choose to withdraw from this course, it is your responsibility to do so within the college's deadlines. Excessive tardies or absences, in the event that you are not dropped, will undermine your overall grade.
2. All essays written outside of class must be double-spaced (one side only) and typed/printed with standard (Courier or Times Roman) 12-point fonts. Do not justify the right margin.
3. Since writing is a process of learning and self discovery, you may revise your first two short essays in an effort to improve your grade. No extra-credit assignments will be given.
4. A 10-point penalty will be assessed on all late assignments. No late assignments will be accepted beyond two weeks after the original due date.
5. I won't accept an essay unless a rough draft accompanies it. The pages of each draft should be stapled together. The initial version should be clipped or stapled to the final draft with the final draft on top (No folders or binders).
6. Quizzes may be given unannounced, and no make-ups will be allowed.
7. You will be required to maintain a portfolio of all graded work.
8. Expectations for Classroom Behavior:
 - A. All students are expected to adhere to the Standards of Student Conduct delineated in the college catalog. Violations include disruption from pagers and cell phones, which must be turned off before you come to class. Students who violate the Standards of Conduct are subject to disciplinary action, which includes, but is not limited to, removal from class, suspension, and expulsion.
 - B. All students must purchase the required texts and bring them to class by the second meeting.

- C. Each student needs to take responsibility for asking for clarification as needed during class.
 - D. Students are required to have at least one work partner between meetings who is responsible for answering questions, offering feedback on assignments, and for providing missed information.
 - E. Children may not attend class sessions.
 - F. Homework assignments, including reading, need to be completed on time.
 - G. Students need to arrive on time and stay until the end of class to meet attendance requirements.
9. Plagiarism is a form of academic dishonesty that will not be tolerated. College regulations and procedures call for discipline that may include suspension or expulsion from the college. Using and not properly crediting a source, even if you do not intend to cheat, can have serious consequences. It is your responsibility to familiarize yourself with the conventions of citation, by which you indicate which ideas are not your own and how your reader can find those sources.
10. An incomplete grade will be assigned only under the most extraordinary circumstances (medical emergency, etc.). Verification will be required.
11. Students with verifiable disabilities who want to request academic accommodations are responsible for notifying their instructor and Disabled Students Programs and Services (DSPPS) as early as possible in the semester. To arrange for accommodations, contact DSPPS in INST 1018 at (818)364-7732.

Additional Support Services:

- 1. The Learning Center in Library LRC (818)364-7756.
- 2. Counseling in Administrative Wing (818)364-7655 or 364-7656.

English 28 Student Learning Outcomes:

At the end of the course, the student will be able to:		Domain of Learning which is addressed (Bloom's Taxonomy)	Method of Assessment
SLO#1	Produce a 350-500 word essay, utilizing standard rhetorical modes and maintaining unity and coherence.	Behavioral: Produce & Apply Knowledge	Writing Final: The production of an essay in response to a writing prompt
SLO#2	Evaluate the elements of an expository essay in terms of logical fallacies and the judgments and assumptions of the author.	Cognitive: Analyze & Evaluate	In class exercise
SLO#3	Produce a 1,000 word research paper that supports an argument.	Cognitive: Analyze & Evaluate Behavioral: Produce & Apply Knowledge	Research Paper

Institutional Program Learning Outcomes (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</p>	<p>PLO 1:</p> <p>Analyze written text to identify underlying logic and point of view.</p>

<p>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>Write a well organized paper that develops a thesis and cogent main ideas and includes adequate support for statements.</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</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>

values-inflected and ethical decision-making in multiple contexts.

PROGRAM LEARNING OUTCOME MATRIX

List Course No. , Course name and Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
<p>English 21:</p> <ul style="list-style-type: none"> Produce an essay of at least 250 words that 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. 	X	X	X	X	
<p>English 28:</p> <ul style="list-style-type: none"> Produce a 350-500 word essay, utilizing standard rhetorical modes and maintaining unity and coherence. Evaluate the elements of an expository essay in terms of logical fallacies and the judgments and assumptions of the author. Produce a 1,000 word research paper, which supports an argument. 	X	X	X	X	

<p>English 101:</p> <ul style="list-style-type: none"> • Produce a unified essay of 1,000 words that shows a mastery of critical thinking, logical organization, and mechanics. • Analyze and evaluate academic articles and literature • Produce a 2,500 word research paper that utilizes library research materials and documents evidence. 	X	X	X	X	X
<p>English 102:</p> <ul style="list-style-type: none"> • Produce a 3 to 5 page essay demonstrating the ability to use literary analysis. • Produce a 3 to 5 page essay comparing and contrasting two literary works. • Produce an analytical research paper on a literary work. 	X	X	X	X	X
<p>English 103:</p> <ul style="list-style-type: none"> • Produce unified essays of 6,000 to 10,000 words that show a mastery of critical thinking, logical organization, and mechanics. • Analyze and evaluate academic articles and literature. • Utilize library research materials and document evidence. • Write a clear, well-organized analytical research paper employing appropriate evidence to support the arguments or 	X	X	X	X	X

conclusions using documentation and deductive and inductive reasoning skills.					
<p>English 127:</p> <ul style="list-style-type: none"> Students will read significant contemporary and classical poets, classify and analyze their poems, distinguish various poetic forms, and compose original poetry that employs literary tropes and varied techniques. 	X	X	X	X	
<p>English 203:</p> <ul style="list-style-type: none"> Plan and write an essay of 2000+ words, which is an analysis of themes and languages used in Western and non-Western literary genres and major periods from the beginnings of various civilizations to the 1600s. Produce a 2,500 word research paper that utilizes library research materials to analyze and compare concepts in readings like the Classical 'hero', in ancient literature. 	X	X	X	X	
<p>English 205:</p> <ul style="list-style-type: none"> Plan and write an essay of 2000+ words in which the student is asked to analyze themes and languages used in British poetry and prose. Produce a 2,500 word research paper that utilizes library research materials and documents evidence, in which the student is asked to research a literary period or a literary 	X	X	X	X	

trend.					
<p>English 206:</p> <ul style="list-style-type: none"> Plan and write an essay of 2000+ words in which the student is asked to analyze themes and languages used in English poetry and prose. Produce a 2,500 word research paper which utilizes library research materials and documents evidence on subjects regarding literary themes, historical periods, or literary genres in modern English literature. 	X	X	X	X	
<p>English 208:</p> <ul style="list-style-type: none"> Write a critical essay analyzing the use and effects of journalistic influences in passages from a selection of short stories, representative of a movement in American literature (early twentieth-century realism). 	X	X	X	X	
<p>English 240:</p> <ul style="list-style-type: none"> Analyze literary works using literary terms to dissect plot, theme, and characters. Analyze and discuss films identifying techniques that convey plot, theme, and characters. 	X	X	X	X	

<ul style="list-style-type: none"> Compare and contrast films and books showing deductive and inductive reasoning skills. 					
<p>Speech 101:</p> <ul style="list-style-type: none"> Construct a speech mapping outline that includes an introduction, body, and conclusion with works cited attached. Demonstrates the ability to deliver a well-structured speech to the class including the use of presentational aids. Demonstrate an ability to adapt a speech to the audience by conducting an audience analysis. 	X	X	X	X	
<p>Speech 102:</p> <ul style="list-style-type: none"> Research, write, and deliver a 7 minute Persuasive speech, with the use of oral citations for support and backing Distinguish and interpret the rhetorical concepts of logic, fallacies, critical thinking, and argument. 	X	X	X	X	X
<p>Speech 151:</p> <ul style="list-style-type: none"> Demonstrate the ability to plan, research, and participate in the writing and presenting of an ad hoc committee symposium. 	X	X	X	X	

Explanation of Grades:

95-100 (A+) The A+ paper is an excellent essay that is free from careless grammatical, spelling, and organizational errors. It begins with a clear thesis. It has seamless transitions from paragraph to paragraph, never losing sight of its focal point. It draws a logical conclusion that answers a problem or question posed by the thesis. It meets the length requirement of the assignment. It has an original point of view that is lively and interesting to read. It has no format errors and is turned in on time. A grade of 95-100 represents a writing level of unusual polish and style. This

level of writing is rare because it demonstrates consistent excellence, and it always surpasses assignment expectations.

85-94 (B+/A) The B+/A paper has many of the same qualities found in the A+ essay. It might be in the 95-100 category but for one too many writing errors that detract from its overall quality, or it is submitted late. It often lacks the depth of explanation and originality seen in the A+ paper. It does what the assignment asks and demonstrates fine organization, substantive thoughtfulness, and concrete support for claims.

75-84 (C+/B) These essays follow the assignment and are unified, coherent and competently organized. They exhibit some of the qualities listed in the categories mentioned above, but they lack the degree of sophistication and depth of thought of their above-mentioned counterparts. Their theses are clearly identifiable and adequately supported and are developed with specific and appropriate details.

68-74 (D+/C) This level is characterized by writing that is sufficiently developed and adequately organized but which may be rather simplistic in its approach to its subject. These essays might be in the 75-84 category but for one too many writing errors that detract from their overall quality, or they are submitted late.

60-67 (D) This writing is characterized by patterns of errors and a lack of organization. It may be off-topic or inadequately developed. In some cases, the student may not be ready for English 28.

Less than 60 (F) The student has difficulty negotiating his/her way through a complete sentence, or the writing may be irrelevant to the assignment. In some cases, the writing is difficult to understand. Clearly, the student is not ready for English 28.

Course Schedule:

8/31 Orientation to course; in-class writing sample.

- 9/7 TS pp. 1-29, 389-405, 434-41. Handouts: "Parts of a Sentence," "Paragraphs and Papers"; Vocabulary: Introductory Material, A-AUTO.
- 9/14 TS pp. 30-41, 190-210. RWS Sections R1-R2. Handouts: "Politics and the English Language," "Verbs," "Phrases," "Recognizing Clauses"; Vocabulary: BENE-CIRCUM. Essay 1 due.
- 9/21 TS pp. 42-51, 275-98. RWS Sections R3-R4. Handouts: "Dependent Clauses"; Vocabulary: COGNI-DEM. Quiz 1.
- 9/28 TS pp. 53-67, 299-311, 335-48. RWS Sections C1-C5. Handouts: "Noun and Adjective Clauses"; Vocabulary: DICT-EX. Essay 2 due.
- 10/5 TS pp. 68-77, 380-87. RWS Sections S1-S5. Handouts: "Adverb Clauses," "Kinds of Sentences"; Vocabulary: FID-HYPER. Quiz 2.
- 10/12 TS pp. 78-91. RWS Sections P1-P6. Handouts: "Effective Sentences," "Parallel Structure"; Vocabulary: LOG-MIT. Essay 3 due.
- 10/19 TS pp. 92-101. RWS Sections Q1-Q9. Handouts: "Fragments," "Comma Splices and Fused Sentences"; Vocabulary: MONO-PHIL." Quiz 3.
- 10/26 TS pp. 103-20. RWS Sections W1-SP1. Handouts: "Placement of Sentence Parts," "Dangling and Misplaced Modifiers"; Vocabulary: PHOB-PRO. Midterm Exam.
- 11/2 TS pp. 121-29, 561-85. Handouts: "Sentences and Grammar: Review"; Vocabulary: RE-SPECT. Rough draft of term paper due.
- 11/9 TS pp. 129-38, 586-619. Quiz 4.
- 11/16 TS pp. 139-55, 620-46. Handouts: "Notes on Punctuation," "Punctuation (1)"; Vocabulary: SUB-TORT. Essay 4 due.
- 11/23 Holiday.
- 11/30 Begin *Flatland*. Handouts: "Period Shortage," "Punctuation (2)"; Vocabulary: VER-VOKE. Term paper (final draft) due.
- 12/7 Finish *Flatland*. Handouts: "Punctuation Review." Essay 5 due.
- 12/14 Final Exam (8:00-10:00). Bring bluebook.