
Los Angeles Mission College
English 101: College Reading & Composition I
Fall 2012, Section #3130

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Office Hours: T 6-6:45p, LRC
Tuesday 6:50-10:00pm; CSB 101

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Welcome! The easiest way to do well in this course is to come to class, take notes, ask questions, turn in all assignments, and follow the syllabus very closely. You are encouraged to think critically about our readings and bring new ideas to our discussion. Often, it's your new way of thinking about a story that makes it come alive in a totally different way. Please feel free to email me if you have any questions. Let's have a great semester!

Required Texts/Materials:

The Norton Field Guide to Writing with Readings and Handbook, Bullock (2nd Edition)
One Amazing Thing by Chitra Banerjee Divakaruni
Reliable access to the Internet for email & Moodle
Research Writing Simplified
College Dictionary
1GB Flashdrive

Course Description

English 101 further develops proficiency in critical reading and writing through the application of principles of rhetoric and the techniques of critical thinking. Students will write essays based on college-level readings. Emphasis is placed on the research paper.

Student Learning Outcomes

At the successful completion of this course, you will be able to:		Method of Assessment
SLO#1	#1 Produce a unified essay of 1,000 words that shows a mastery of critical thinking, logical organization and mechanics.	Writing Final: The production of an essay in response to a writing prompt
SLO#2	#2 Analyze and evaluate academic articles and literature.	In class exercise
SLO#3	#3 Produce a 2,500 word research paper which utilizes library research materials and documents evidence.	Research Paper

Attendance/Tardiness:

Due to the nature of a writing class, we will be doing group activities during class that cannot be made up if you are not present. Therefore, you will be allowed two unexcused absences during the semester. Upon the third absence, you will begin to lose participation points and risk being dropped from the course. Entering the class late or leaving early is not only disruptive to the other students, but it means that you also missed part of the lecture. Three late arrivals or early departures will equal one unexcused absence. If there is some sort of emergency or scheduling conflict that simply cannot be avoided, please speak to me privately or email me and we will make other arrangements for you to get the lecture notes for that day.

Plagiarism:

JUST DON'T. Plagiarism is defined as presenting another's work (physical or mental) as your own. This could be copying verbatim from a written source without citing it, paraphrasing without giving proper credit, or presenting another's ideas as your original thought. Plagiarism will result in a zero on the assignment, a second offense may lead to failing the class. Plagiarism is a serious offense, please see me if you have any questions about what might be considered plagiarism.

Student Conduct:

The classroom will foster creative thinking and acceptance of all questions. Students will be required to be respectful of other's opinions. No derogatory remarks or inappropriate language will be tolerated, and doing so will lead to you being asked to leave class. Cell phone use is prohibited in class and ringers should be turned off prior to class. This cell phone policy includes texting. You may bring laptops to class, but the use of non-academic sites (Facebook, myspace, etc.) is prohibited. Failure to follow this will lead to you being asked to leave class.

Special Accommodations:

Any student who has a disability and has special needs is to alert me of this by the second week of the semester so that special accommodations can be made. More information can be obtained through the Disabled Students Programs & Services at <http://www.lamission.edu/dsps/default.aspx> or (818) 364-7732. They are located in Instructional Building 1018.

Learning Resource Center (LRC):

Every student will be required to visit the LRC at least once for every essay we complete. You need to make an appointment prior to going and prepare a specific area that you would like to work on in your paper. Their phone number is (818) 364-7754 and they are located in LRC 219. You must receive documentation of these visits to receive credit on your paper.

Grading:

This class is graded, and letter grades will be assigned according to the policy of the school.

My Writing Lab(12.5 points/unit):	75 points
Quizzes (13 @ 5pts):	65 points
Grammar Presentation:	65 points
Rough Drafts (3 @ 15pts):	45 points
Essay 1:	25 points
Essay 2:	50 points
Essay 3:	100 points
Exercises (6 @ 15 points):	90 points
In-Class Essay (2 @ 25pts):	50 points
Research Paper Outline:	25 points
Annotated Bibliography	50 points
Debate:	50 points
Moodle Discussions (16 @ 5pts)	80 points
Participation:	80 points
Research Paper	150 points
TOTAL:	1000 points

<p>Quizzes: Based on reading in textbook & novel Grammar Presentation: Sign-up & format given in class Rough Drafts: must be typed Essay #1-3: min. 5 pages, typed, with works cited page Exercises: 3 per progression, format given in class In-Class Essay: no preparation necessary, prompt given in-class Debate: format given in class Final Project web-based project; format given in class Moodle Discussions: weekly discussions to be posted on Moodle Participation: attendance, in-class exercises, free-writing</p>
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Grading Scale: A= 1000-900 points
B= 899-800 points
C= 799-700 points
D= 699-600 points
F= 599 points or below

Students will be notified ahead of time when and if any changes are made to course requirements or policies.

Schedule:

Note: Assignments must be handed in at the beginning of the class they are due. Late work will lose 10 points for each class they are late. If you are absent, make sure the work is completed before class and emailed to me. You will need to provide a hard copy of the assignment the day you return. Late Moodle posts will not receive any credit. Quizzes cannot be made up.

Week One: 8/28

Introduction, Course Expectations, Syllabus Overview, “How to Mark a Book”

Week Two: 9/4

Norton CH 1-5; Quiz #1; Grammar Presentation; Exercise #1 Due

Moodle Post: post by midnight 8/31, respond to two by midnight 9/2

Week Three: 9/11

Norton CH 21-24; Quiz #2; Grammar Presentation; Exercise #2 Due

Moodle Post: post by midnight 9/7, respond to two by midnight 9/9

Diagnostic Tests, Master Unit “The Writing Process” & “Paragraph Dev. – Describing” by midnight 9/11

Week Four: 9/18

Norton CH 6,15,35; Quiz #3; Grammar Presentation; Rough Draft Due/Peer Review

Moodle Post: post by midnight 9/14, respond to two by midnight 9/16

Master Unit “The Elements of Good Writing” & “Paragraph Dev. – Narrating” by midnight 9/18

Week Five: 9/25

Norton CH 25-27, 49; Quiz #4; Grammar Presentation; Paper #1 Due

Moodle Post: post by midnight 9/21, respond to two by midnight 9/23

Master “Paragraph Dev.-Illustrating” & “Recognizing the Essay”/“Thesis Statement”/“Essay Organization”

Week Six: 10/2

Norton CH 7-9; Quiz #5; Grammar Presentation; Exercise #1 Due

Moodle Post: post by midnight 9/28, respond to two by midnight 9/30

Master “Paragraph Dev.-Definition” & “Essay Introductions, Conclusions, and Titles”/“Revising the Essay”
/“Editing the Essay” by 10/2 at midnight

Week Seven: 10/9

Norton CH 29-31; Quiz #6; Grammar Presentation; Exercise #2 Due

Moodle Post: post by midnight 10/5, respond to two by midnight 10/7

Master “Paragraph Dev.-Comparing & Contrasting” & “Parts of Speech, Phrases and Clauses”/ “Subjects
& Verbs” /“Fragments”/“Run Ons” by 10/9 at midnight

Week Eight: 10/16

Norton CH 32-34; Quiz #7; Grammar Presentation; Rough Draft Due/Peer Review; Midterm In-Class Essay

Moodle Post: post by midnight 10/12, respond to two by midnight 10/14

Master “Paragraph Dev.-Division/Classification” & “Regular & Irregular Verbs”/“Tense”/“Subject-Verb
Agreement”/“Consistent Verb Tense & Active Voice” by 10/16 at midnight

Week Nine: 10/23

Norton CH 36-38, 49; Quiz #8; Grammar Presentation; Paper #2 Due

Moodle Post: post by midnight 10/19, respond to two by midnight 10/21

Master “Paragraph Dev.-Process” & “Pronoun Case”/“Pronoun Reference and Point of View”/“Pronoun Antecedent Agreement”/“Adjectives” by 10/23 at midnight

Week Ten: 10/30

Norton CH 42-43; Quiz #9; Grammar Presentation; Exercise #1 Due

Moodle Post: post by midnight 10/26, respond to two by midnight 10/28

Master “Paragraph Dev.-Cause & Effect” & “Adverbs”/“Misplaced or Dangling Modifiers”/“Parallelism”

Week Eleven: 11/6

Norton CH 44-46; Quiz #10; Grammar Presentation; Exercise #2 Due

Moodle Post: post by midnight 11/2, respond to two by midnight 11/4

Master “Commas”/“Apostrophes”/“Quotation Marks”/“Capitalization” by 11/6 at midnight

Week Twelve: 11/13

Norton CH 17, 47-48; Quiz #11; Grammar Presentation; Rough Draft Due

Moodle Post: post by midnight 11/9, respond to two by midnight 11/11

Master “Paragraph Dev.-Argument” & “Abbreviations & Numbers”/ “Varying Sentence Structure”/ “Combining Sentences”/ “Easily Confused Words”/ “Final Punctuation” by 11/13 at midnight

Week Thirteen: 11/20

Norton CH 49, 51-53; Quiz #12; Grammar Presentation; Essay #3 Due; Research Paper Outline Due

Moodle Post: post by midnight 11/16, respond to two by midnight 11/18

Take BOTH Diagnostic Post Tests by 11/20 at midnight

Week Fourteen: 11/27

Norton CH 20, 28; Quiz #13; Grammar Presentation; Annotated Bibliography Due

Moodle Post: post by midnight 11/23, respond to two by midnight 11/25

Week Fifteen: 12/4

Norton CH 49; Quiz #13; Grammar Presentation; Debate

Moodle Post: post by midnight 11/30, respond to two by midnight 12/2

Final Exam: 12/11, 8-10pm

Research Paper Due; In-Class Essay

This semester, our class will focus on the ideas of literacy and storytelling. Literacy enables us to understand and empathize with the narratives or stories of others. Start thinking about the ways that literacy or the idea of your story has impacted who you are today. Perhaps it’s why you’re sitting in this classroom right now. In addition to our novel, *One Amazing Thing*, and our readings from the *Norton Field Guide*, we will be sampling excerpts from Annette Simmons’ *The Story Factor*, available on Moodle, to guide our understanding of the elements of story and help us narrate our own experiences.

If you have any additional suggestions, please bring them up in class or place them on the Moodle discussion board. I look forward to a great semester!

Handouts for individual exercises, essays, and projects will be available on Moodle and will be reviewed in class thoroughly. These will contain the prompt, writing and

formatting instructions, and reiterate due dates. Please make sure to view each week's module in Moodle very closely.