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English 101 – College Reading and Composition I

Course Description:

ENGLISH 101 COLLEGE READING AND COMPOSITION I (UC:CSU) 3 UNITS

Prerequisite: English 28 or ESL 8 with a grade of "C" or better, or appropriate English placement results. English 101 is a course in reading and writing to improve the student's skill in thinking clearly, reading carefully, and writing effectively; the organization and composition of expository material, including the research paper, are emphasized. Acceptable for credit: UCLA: English 203; CSUN: English 155.

Students will write two in-class essays, three research-based essays, a midterm examination and a final examination. Each student will also contribute a brief oral report as part of the final research project, which is referred to below as the "seminar presentation."

Required Texts:

Jacobus, Lee, Ed. *A World of Ideas* 8th Edition
Shelley, Mary Wollstonecraft. *Frankenstein: Longman Cultural Edition* 2nd Ed.
Bullock & Weinberg, eds., *Little Seagull Handbook*
A collegiate English dictionary of the student's choice
Students should bring the Jacobus text and the Seagull Handbook to every class session.

Other Required Materials:

A 2-pocket folder to hold all written assignments, including online exercise printouts, quizzes, and essays.
Handouts: Grammar review exercises may be provided by the instructor.
Internet: Students will be required to use the Internet to access research materials and supplemental readings and to complete online homework assignments.

Grading Policy: This class is graded A, B, C, D, or F. A grade of C or higher indicates that the student has mastered the necessary skills for advancing to English 102 or 103. To receive a grade of C or higher, the student must meet attendance requirements, complete all essay assignments, AND pass the final exam. Credit for English 101 is transferable to CSU and CU programs.

Course averages will be determined as follows:
Essays, including midterm examination 40%
Class participation, grammar exercises, and quizzes 15%
Research project 25%
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 entirely at the instructor's discretion, and they will not compensate for any work not completed earlier in the semester. The research paper and the final examination are essential measures of the student's ability to read and write at a first-year university level. Failure to complete either of these components of the course will result in a failing grade for the course.

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 or failing the course. 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 the instructor is required for an excused absence, but please do not ask the instructor to repeat information given in the missed class.

Conferences:

The instructor may schedule formal meetings with individual students to discuss progress. In that case, attendance is mandatory. Failing to appear at a scheduled conference will be recorded as an absence from 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 dropped from the roster or receiving a lower grade. Please be aware that every unscheduled entry and departure from a classroom affects all students by distracting them from the discussion or writing assignment at hand, affecting their ability to get the full benefit of that work.

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 retain backup copies of all essays and be prepared to submit a copy upon request from the instructor.

Plagiarism:

Plagiarism is the use of another person's words or ideas without properly documenting their source. Proper documentation of sources is particularly important for success, since research is a primary activity in this course. 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. The LACCD policy on academic dishonesty is documented in Administrative Board Rules 9803.28. This policy, along with student conduct rules in general are available online at http://www.laccd.edu/board_rules/documents/Ch.IX-ArticleVIII.pdf.

Class Discussion:

We will regularly discuss readings from our text. All students should make an honest effort to contribute their ideas. All opinions are welcome, but they should be expressed in a way that is respectful of other classmates and the instructor. Disrespectful comments directed at anyone in the classroom will not be tolerated.

Weekly Schedule of Assignments:

The weekly schedule distributed with this syllabus reflects the amount and type of work that will be assigned during the semester. The instructor will adjust this schedule as needed in response to our progress as a group. That is, assignments may be due on different dates, or grammar exercises may be changed to address particular problem areas, but the workload will not significantly increase or decrease.

Weekly Schedule English 101

Class Date:

Aug. 30

Review Syllabus
Begin Discussing Lao Tzu
Diagnostic Quiz and Essay

Assignment for Sep. 6: Read Lao Tzu and Machiavelli in Jacobus text.

- Oct. 25 Discuss Readings
Punctuation, Mechanics and MLA Citation Quiz *Nature*
Pronouns and Modifiers Review
Frankenstein on film, cont.
Assignment for Nov. 1: Submit **Topic and Preliminary Sources for Essay #3**; Read Gould and Fukuyama in Jacobus.
- Nov. 1 Discuss Reading
Review Outlining
Verb Tense Consistency and Parallelism Review
Pronouns and Modifiers Quiz
Assignment for Nov. 8: Continue reading *Frankenstein*. Read Woolf and Greer in Jacobus.
- Nov. 8 Review Outlining
Proofreading and Documentation Exercises *Social Status*
Discuss Readings &
Seminar Presentations *Gender*
Assignment for Nov. 15: **Works Cited and Outline for Essay #3**. Finish reading *Frankenstein*. Submit *Frankenstein* Reading Questions folder.
- Nov. 15 Final discussion of *Frankenstein*
Grammar Review: Punctuation
In-class Essay
Assignment for Nov. 29: Full 1st draft of **Essay #3**.
- Nov. 22 *** **Holiday** ***
- Nov. 29 Seminar Presentations
Peer Review of Essay #3
Assignment for Dec. 6: **Final Draft of Essay #3**
- Dec. 6 Seminar Presentations
Review for Final Exam
- Dec. 13 *** **Final Examination** ***

Student Learning Outcomes

At the end of this course students should be able to do the following work:

- Produce a unified essay of 1,000 words that shows a mastery of critical thinking, logical organization and mechanics.
- Identify and analyze the logical fallacies in academic articles, literature and other media.
- Produce a 6 to 8 page research paper which utilizes library research materials and documents evidence.

Note: Students with Disabilities

Students with a verified disability who may need authorized accommodation(s) for this class are encouraged to notify the instructor and the Office of Special Services or Disabled Students as soon as possible, at least two weeks before any exam or quiz. All information will remain confidential.

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

d) Analyze global issues from multiple perspectives

b) Evaluate information

e) Communicate the merits of works of art, music, or literature

c) Solve problems and use logical reasoning (critical thinking) and to develop strategies for solutions

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 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: Analyze written text to identify underlying logic and point of view 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 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: Utilize diverse sources of information, to research a topic. Attribute quotes and other information gleaned from print and electronic sources, according to MLA style</p> |
| <p>Problem Solving 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: Evaluate arguments for validity, objectivity and soundness Argue a point after having gathered and synthesized relevant information, data and evidence.</p> |
| <p>Aesthetic Responsiveness 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: 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: 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: Distinguish fallacies in arguments and be able to recognize the validity or lack of validity of various points of view.</p> |