

**John C. Cabral**

English 21, Section 3220  
Th 6:50-10:00, CSB-102A  
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**Spring 2013**

English Fundamentals  
Office Hours: Th 10:00-10:35, CSB 102A  
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**Required Textbooks/Materials:**

Ellsworth, *English Simplified (ES)*  
Kelly, *The Seagull Reader: Essays (SR)*  
*My Skills Lab* (bundled with *ES*)  
A Good Portable Dictionary  
A Notebook with Plenty of Paper

**Course Requirements:**

1. Five or six essays of 400-500 words suggested from the reading (50% 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. (15% of course grade). MSL Course ID: English276159S
4. Midterm exam (10% of course grade).
5. Final exam (10% of course grade).

**Course Description:**

This is a course in reading and writing designed to strengthen the student's basic communication skills, including grammar, spelling, punctuation, and sentence construction. Greatest emphasis is placed on the writing of competent paragraphs and short essays. Note: This course is graded Credit/No Credit.

**Prerequisite:**

Dev Com 1 and Dev Com 36A or appropriate skill level demonstrated through the ENL assessment process

**Methods of Instruction:**

These include lecture, discussion, and small cooperative learning groups.

## **Class Policy:**

1. Attendance Policy: Attendance is important. You may be dropped from the class after two absences. Two tardies count as one absence. Leaving early counts as one absence. If you choose to withdraw from this course, it is your responsibility to do so within the college's deadlines. Be aware that 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 four 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 three days 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 must be taken at the college's Moodle site on the specified dates. 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.
  - 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. You can get into trouble for using and not properly crediting a source, even if you do not intend to cheat. 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 (DSPS) as early as possible in the semester. To arrange for accommodations, contact DSPS 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 21 Student Learning Outcomes:**

1. Produce an essay of at least 250 words, which has a thesis, an introduction, body, and conclusion. Sentence structure will be diversified.
2. Self edit and correct grammar, spelling, and punctuation errors in his/her essays.
3. 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.

**Course Objectives:**

1. The student will demonstrate basic communication skills through the writing of short expository and argumentative essays.
2. The student will demonstrate comprehension of written material through the reading of short essays.

**Note: Since this course is graded only on the basis of Credit/  
No Credit, you must average 70 or better on all assignments in  
order to earn credit.**

**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 responds to a problem, question, or assertion 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 21.

Less than 60 (F) The writer has difficulty negotiating his/her way through a complete sentence. The writing is difficult to read and understand. Clearly, the student is not ready for English 21.

**Course Schedule:**

- 2/7 Orientation to course. In-class writing sample.
- 2/14 *ES* sections 101-03, 124-25, 501-503. *SR* pp. 3-14, 35-39. Handouts: "Parts of a Sentence," "Paragraphs and Papers"; Vocabulary: Introductory Material, A-AUTO.
- 2/21 *ES* sections 111-18, 124-125, 505-06. *SR* pp. 14-21, 53-59. Handouts: "Verbs," "Phrases," "Recognizing Clauses"; Vocabulary: BENE-CIRCUM. Quiz 1. Essay 1 due.
- 2/28 *ES* sections 124-25, 505-06. *SR* pp. 66-82. Handouts: "Dependent Clauses"; Vocabulary: COGNI-DEM.
- 3/7 *ES* section 125, 505-06. *SR* pp. 96-111. Handouts: "Noun and Adjective Clauses"; Vocabulary: DICT-EX. Quiz 2.
- 3/14 *ES* sections 125. *SR* pp. 112-23. Handouts: "Adverb Clauses," "Kinds of Sentences"; Vocabulary: FID-HYPER. Essay 2 due.
- 3/21 *ES* sections 128-30. *SR* pp. 123-31. Handouts: "Effective Sentences," "Parallel Structure"; Vocabulary: LOG-MIT. Quiz 3.
- 3/28 *ES* sections 128-30. *SR* pp. 132-38, 143-50. Handouts: "Fragments," "Comma Splices and Fused Sentences"; Vocabulary: MONO-PHIL.
- 4/4 Spring Break
- 4/11 *ES* sections 128-30. *SR* pp. 186-95. Handouts: "Placement of Sentence Parts," "Dangling and Misplaced Modifiers"; Vocabulary: PHOB-PRO. Quiz 4. Essay 3 due.
- 4/18 *ES* sections 128-30. *SR* pp. 196-204. Handouts: "Sentences and Grammar: Review"; Vocabulary: RE-SPECT. Midterm Exam.
- 4/25 *SR* pp. 224-42. Handout: "Notes on Punctuation." Essay 4 due.
- 5/2 *SR* pp. 242-50, 270-79. Handout: "Period Shortage."
- 5/9 *ES* sections 201-227. *SR* pp. 280-82, 290-97. Handouts: "Punctuation (1)"; Vocabulary: SUB-TORT. Essay 5 due.

5/16 *ES* sections 201-227. *SR* pp. 314-20, 343-50. Handout:  
"Punctuation (2)."

5/23 *ES* sections 201-227. *SR* pp. 376-95. Handouts: "Punctuation  
Review"; Vocabulary: VER-VOKE. Essay 6 due.

5/30 Final Exam (8:00-10:00).