

English 101

College Reading and Composition I

(Section: 6502, Mondays 7:00-10:00)

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Office: **Learning Resource Center, Rm. 219**
Office hours: **Mondays 10:00 (p.m.)-
10:30 (And by appt.)**

Course Objectives

This is an English course that unites literary analysis with the study of our cultural "Zeitgeist." That is, you will be asking yourself the following questions: To what extent do literary texts resonate with current social issues? Do the struggles faced by a particular hero in literature echo those faced by college students today? Ultimately, you will be asked to enter the sociocultural "conversation" - both inside and outside the classroom. As for the mechanics of writing, you will learn various college-level methods of **invention, argumentation, arrangement, paragraph development** and **revision**. Your main goal in this course is to craft a clear, conceptual, thesis-driven paper that utilizes various research techniques.

REQUIRED MATERIALS (Available at Eagles Landing Bookstore)

- A Streetcar Named Desire by Tennessee Williams (*New Directions*, ISBN: 0811216020)
- The Hunger Games by Suzanne Collins (*Scholastic Press*, ISBN: 0439023521)
- America Now: Short Readings from Recent Periodicals ed. Robert Atwan (ISBN: 9781457615931) 2013 edition
- Envelope or box large enough to store all hand-outs, drafts, essays, inventions, etc. until the end of the semester
- While it isn't required, I suggest you purchase a copy of *They Say, I Say* by Gerald Graff. This text would be a valuable resource not only for this class, but also for your classes to follow. I will borrow heavily from *They Say, I Say* and will provide photocopies

*All other course materials will be provided via email. Please make sure the email address in your student records is current! If it isn't, you will not receive important alerts, updates, and emails containing links to online readings

Course Requirements

You are responsible for completing 3 thesis-driven essays as well as 5 short-answer "journal" assignments. You must sit for a midterm and a final exam, as well. Of course, English 101 functions as a workshop, therefore class participation is absolutely necessary. Poor attendance and lack of participation will result in a grade penalty.

Student Learning Outcomes (PLOs)

Institutional PLOs	How English addresses these SLOs
<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 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:</p> <p>Analyze written text to identify underlying logic and point of view</p> <p>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</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</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>information in all its various formats.</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 values-inflected and ethical decision-making in multiple contexts.</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>

Grading

Your final grade will be determined as follows:

- Essays 1-3 40% (Essay 1: 5%; Essay 2: 15%; Essay 3: 20%)
- 5 Short-Response Assignments 15%
- Midterm 15%
- Final Exam 20%
- Attendance & Participation 10%

Late Policy

Late essays will be accepted, but do be aware that two late assignments in a row may result in a grade penalty on that second assignment.

Extra Credit Option

There are two ways to earn a 5% grade bump. I HIGHLY RECOMMEND COMPLETING ONE OF THESE ASSIGNMENTS. This 5% can make up for poor performance on your first essay, a late assignment, an extra absence, etc. Consider assignments like these insurance policies - always keep yourself (and your grade) covered.

Option A: Write a 1,000-word creative writing piece: a short story, series of poems, a one-act play, an imaginative diary entry, an alternate ending to one of the assigned literary texts, etc. Please attach to the creative piece a short explanation for which text your piece was written in response to and why you found that text inspiring (Ex: "I chose to write an alternate ending to "Streetcar" because Stella's relationship with Stanley reminds me of a relationship I once had, and I feel Stella deserves an ending that suggests she will find solice through the art of basket weaving.") This must be submitted by our last class.

Option B: Go see a play! There are many inexpensive productions and you don't need to go downtown to find them! Several theater companies in the North Hollywood Arts District sell tickets for as cheaply as \$7. Even local schools like Valley College and CSUN stage productions of plays new and old. After seeing the

play, please turn in a 1,000-word performance review (examples can be found online) and proof of ticket purchase. A few recommended web sites: Goldstar.com & Plays411.com. This information must be submitted by the final day of class.

Attendance Policy

Since this class will be conducted as a workshop, regular attendance is extremely important. The standard guidelines for attendance are as follows:

- You are allowed to miss 2 classes without effect to your final grade. Additional absences could result in a 5% grade penalty.
- Tardiness of more than 30 minutes may be counted as an absence.
- If you miss more four 4 classes I will strongly suggest you withdraw from the course. There will not be enough time to make up for unfinished work.
- An attendance sheet will be passed around at the beginning of every class session. If you arrive late, be sure to sign in.
- If you need to leave early, please inform me at the beginning of class.

The Learning Resource Center - Writing Lab

I strongly encourage you to visit the LAMC Writing Lab, located on the bottom floor of the library (rm. 219 - make a right as you walk in the door). The Writing Lab, open from 8 am to 8 pm, is an excellent resource for additional help with grammar, sentence structure, and other aspects of the writing process. For appointments, call (818) 364-7754.

Students With Disabilities

Any student requesting academic accommodations based on a disability should contact DSPS (Disabled Students Program & Services). A letter of verification for approved accommodations can be obtained from DSPS. For more information about who qualifies for these services, visit <http://www.lamission.edu/dsps/>.

Plagiarism

Plagiarism is the intentional or unintentional use of another writer's words or ideas without proper acknowledgement. At Los

Angeles Mission College we take plagiarism very seriously. If you are having real difficulty finishing a paper (or properly managing source material), please let me know. Always remember that it is much better to receive a low grade than to plagiarize (a plagiarized paper will receive an automatic "F"). Being open and honest about your inability to complete an assignment is much preferable to committing an act of intellectual dishonesty. If you are caught plagiarizing in this class—and it is easier to catch than you may realize—you will be reported for disciplinary action.

Technology in the Classroom

The use of laptop computers and cell phones is absolutely prohibited in this class! You are required to keep these items in your backpack at all times. I should not be able to see them in your hand, lap, pocket, etc. If I do, you will receive one warning. If I see it again, I reserve the right to confiscate your device until the end of the class period. However, if you do have a pressing need for the use of a certain kind of technology, please speak to me after of class, and we can work it out.

Tentative Course Outline

Monday, August 26th	Syllabus/Housekeeping In-class Diagnostic
Monday, Sept. 2nd	Labor Day - No Class!
Monday, Sept. 9th	Introduction to college-level writing Read: <u>America Now</u> pg. 1-21 & "Hidden Intellectualism" from Graff's <u>They Say/I Say</u> (Google) Short Answer #1 Due
Monday, Sept. 16th	Read: <u>America Now</u> pg. 243-248; 249-252; 254-256 "Shitty First Drafts" by Anne Lamott (Handout)
Monday, Sept. 23rd	<u>Unit 2: Shirley Jackson's "The Lottery"</u> (Google) Introduce Essay #1 Short Answer #2 Due

Monday, Sept. 30th	"The Lottery" cont. Read: "The Most Handsome Drowned Man in the World", Gabriel Garcia Marquez (email attachment)
Monday, Oct. 7th	Read: "A Streetcar Named Desire" Scenes 1-4 "Regarding <i>Streetcar</i> " by Arthur Miller (handout) "The Catastrophe of Success" by Tennessee Williams (Google) Essay #1 Due
Monday, Oct. 14th	Read: "Streetcar" Scenes 5-8; <u>America Now</u> : Pg. 71-76; 80-82 Short Answer #3 Due
Monday, Oct. 21st	Read: "Streetcar" Scenes 9-11 Midterm Review
Monday, Oct. 28th	Midterm
Monday, Nov. 4th	Read: <i>The Hunger Games</i> , ch. 1-7 <u>America Now</u> : pg. 110-111 Short Answer #4 Due
Monday, Nov. 11th	<i>The Hunger Games</i> , ch. 8-14 <u>America Now</u> : 187-193; 162-164 Essay #2 Due
Monday, Nov. 18th	<i>The Hunger Games</i> , ch. 15-20 <u>America Now</u> : pg. 132-135 "White Until Proven Black: Imagining Race in <i>The Hunger Games</i> " by Anna Holmes (Newyorker.com)
Monday, Nov. 25th	Read: <i>The Hunger Games</i> , ch. 21-27 "A Radical Female Hero from Dystopia" by A.O. Scott and Manohla Dargis (Newyorktimes.com)

Monday, Dec. 2nd	Final Review Short Answer #5 Due
Monday, Dec. 9th	Final Exam (in-class)
Friday, Dec. 15th	Final Essay Due (via email, by midnight)