A LOOK AT ISSUES MARGINALIZED GROUPS FACE

“It is only through literature that one can put oneself in someone else’s shoes and understand the other’s different and contradictory sides and refrain from becoming too ruthless.”

Azar Nafisi

Course Description

The purpose of this class is to help you gain two important skills: thinking critically and writing well. As with any skill, practice is required to improve, so you can expect to do a great deal of writing, both in and outside class. Even the most experienced writers must wrestle with their ideas through outlining or idea mapping, drafting, and revision; receive constructive criticism from others; and revise their work again, often many times, in order to make it elegant and persuasive.

In addition to discussing the fundamentals of writing good persuasive essays, we will concentrate on many different kinds of Post-Colonial writings. These include fiction, nonfiction essays, and critical writings. In order to help you successfully craft your arguments, we will pay particular attention to how these materials make their argument.

Texts and Supplies

Kincaid, Jamaica. Lucy.
Maasik, Sonia and Jack Solomon. Signs of Life in the USA: Readings on Popular Culture for Writers.
Rhys, Jean. Wide Sargasso Sea.
Dictionary
A folder to keep your portfolio
General Disclaimer

This class is rated “R” and contains adult themes. We might debate controversial topics such as abortion or same-sex marriages, might read literature containing profanity or sexual references, or might view and discuss “R”-rated movies. If you have concerns about these policies, please speak to the instructor about them during or after class, preferably within the first week of the semester.

Course Objectives

After completing this course, students will be able to demonstrate the following skills:

1. They will be able to write coherent essays that demonstrate logical organization, adequate development, overall lucidity, and conventional mechanics.
2. They will be able to read essays written by a variety of authors, demonstrate the ability to summarize their main thesis and supporting points accurately, and employ some of their ideas in the synthesis of original compositions.
3. They will be able to demonstrate an understanding of basic grammar and sentence structure.
4. They will be able to write contemporaneous essays at a level of coherence, substance, and competency writing according to department standards
5. They will be able to write a competent research paper demonstrating the ability to use library research materials, electronic informational systems, and methods of documentation according to MLA style.

Attendance

Any student missing the first day of class is automatically dropped from the class unless prior arrangements have been made.
Your punctual attendance in every class is both necessary and expected. I strongly advise you not to miss class because you will be expected to participate in group discussions and exercises. Typically, during class time you will be actively participating in four ways:
   1. sharing your writing with others
   2. listening and responding to the writing of others
   3. learning and practicing new skills, and
   4. receiving feedback about writing problems.
Since you cannot participate if you are not present, excessive absences will negatively affect your performance.
If an unforeseen emergency prevents you from attending class, it is your responsibility to get the information you missed from a classmate.
Any student missing more than four hours of unexcused absences during the semester may be dropped without warning. If you miss class and are worried that I might drop you, get in touch with me as soon as possible to discuss your status in the class.
If you are tardy see me after class to make sure that your absence mark is changed to a tardy mark. If you are marked absent, as a result of being tardy, it is up to you to clear the absence immediately after class; otherwise the absent mark will remain unchanged. If you stop coming to class, it is your responsibility to officially withdraw from the course. If your name is still on my grade roster, you will receive a letter grade.

**Course Requirements**

**Participation:** This is a workshop-style class meaning full engagement in the class on an ongoing basis is required. You will need to complete assigned readings before class so that you can participate in and initiate class discussions. Ten percent of your final grade is derived from your participation.

**Current Event:** There are a number of outside-the-classroom-activities that will dovetail nicely with our course’s content. Each student is expected to attend one of these activities. A list of possible events will be given during the course of the semester. Ten percent of your grade is derived from attending an outside event.

**Portfolio:** You will be required to keep a portfolio. It will be comprised of one-paged responses to reading assignments. **Each entry must be typed and double-spaced.** They are due at the beginning of class. No late entries are accepted. Ten percent of your final grade is derived from the portfolio.

**Essays:** Four essays are assigned. Each is to be typed, and double-spaced. Always make backup copies of all your essays that you hand in to me. Missing essays will receive a F. Late essays will not be accepted unless permission is given in advance for unavoidable circumstances. Each essay is worth 100 points.

**Final:** TBA. 10%

**Research paper:** The research paper cannot be an informative essay that merely repeats information from an encyclopedia. The paper must be an argument that attempts to prove a point with evidence. 20% of your final grade will be derived from the research paper.

**Information Competency:** You are required to attend three information competency workshops offered by the library staff.

**Grading**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>A 90-100</td>
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<tr>
<td>Current Event</td>
<td>10%</td>
<td>B 80-89</td>
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<tr>
<td>Portfolio</td>
<td>10%</td>
<td>C 70-79</td>
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<tr>
<td>Essays</td>
<td>40%</td>
<td>D 60-69</td>
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<tr>
<td>Research paper</td>
<td>20%</td>
<td>F 0-59</td>
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<tr>
<td>Final</td>
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Los Angeles Mission College regulations state that you must earn a C or better in English 101 in order to fulfill its writing requirement. If you earn a grade lower than a C, you will have to repeat the course. **You cannot pass this course if you do not complete all the assignments.**

**You must earn a “C” or better on at least one essay in order to pass the class. A “C” after doing a re-write does not meet this requirement.**
Grading Criteria

An “A” paper is an excellent paper and is free from careless grammatical, spelling, and organizational errors. It begins with a clear thesis. It has seamless transitions from paragraph, never losing sight of its focal point. It draws a logical conclusion that answers a problem stated in the thesis. It meets the length 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 “B” paper is a good essay and has many of the qualities found in an “A” paper, but it might have one too many writing errors. It might be an “A” paper in all features, but it is too short. Often it lacks the depth of explanation and originality seen in an “A” paper.

A “C” paper is an adequate essay. It may have errors but not enough to hurt its clarity. It shows some of the qualities of an “A” or a “B” paper, but it does not develop the idea to its fullest. It is adequately organized but is rather simplistic.

A “D” paper is inadequate. It contains all or some of the following problems: is too short, has many errors, lacks clarity and focus, lacks organization, rambles, or is too general.

An “F” paper is off topic or poorly written.

Late assignments

Because of the importance of promptness, all assignments are expected to arrive on the day set as the due date. All work is to be turned in at the start of the class period. Late assignments turned in without justifiable reason will not be accepted.

Assignment Format

Your name
Teacher name
English 101/Section Number
Date
Assignment

Academic Honesty

Each student is expected to abide by ethical standards in preparing and presenting material that demonstrates his or her level of knowledge. Such standards are founded on basic concepts of integrity and honesty. No student shall plagiarize, steal or pass off as one’s own ideas or words of another or use creative production without crediting the source.

Final Comment

Let me know when help is needed. I will do my very best to help you better your English skills.

This syllabus is subject to change.
ENGLISH 101 SCHEDULE
SECTION 3250

All reading assignments must be completed by the beginning of class on the dates indicated below.

WEEK ONE (September 12)
Course Introduction: View the syllabus and discuss directions, goals, and objectives of the course. Ice breaker.
Homework: Read “Letter from Birmingham Jail” by Martin Luther King Jr.
Read background information about “Strategies for Argument.”

WEEK TWO (September 19)
Discuss Logical Fallacies.
Discuss Martin Luther King Jr.’s essay.
Discuss the Research Paper.
Distribute list of Research Paper topics.
Discuss entry one and two of portfolio.
Homework: Select research paper topic.
Read Chapter Six (pages 475-547) in Signs of Life.
Respond with two entries. One entry will employ the rhetorical method of summary and the other narration.

WEEK THREE September 26)
Submit portfolio entry one and two.
Submit research paper topics for approval.
Discuss using narration to write an introduction.
Discuss “We’ve Come a Long Way, Maybe: Gender Codes in American Culture”
Distribute Essay One Instructions
Homework: Prepare for Essay One

WEEK FOUR (October 3)
Essay One (in-class)
Return research paper topics.
Give feedback on portfolio entry one and two.
Homework: Read Chapter Seven (pages 549-630) in Signs of Life.
Respond with two portfolio entries. Both entries will employ the rhetorical mode of summary.

WEEK FIVE (October 10)
Submit portfolio entry three and four.
Discuss Essay One results.
Discuss incorporating quotations into the essay.
Discuss “Constructing Race: Readings in Multicultural Semiotics”
Distribute Essay Two Instructions.
Homework: Prepare for Essay Two.
WEEK SIX (October 17)
Discuss portfolio entry assignment.
Collect Essay Two.
Create thesis statement for research paper.
Mandatory library project.
Discuss MLA requirements for the research paper.
Discuss the rhetorical modes of definition and illustration.
Give feedback on portfolio entry three and four.
Homework: Read the handouts on multicultural vs. canonical education.
Respond with two portfolio entries. One entry will employ the rhetorical mode of summary and one will employ definition and illustration.

WEEK SEVEN (October 24)
Submit portfolio entry five and six.
Discuss readings on multicultural education.
Give feedback on Essay Two
Homework: Prepare Works Cited page for research paper

WEEK EIGHT (October 31)
Continue discussion on multicultural education
Discuss creating a rebuttal
Collect works cited page for research paper

WEEK NINE (November 7)
Finish discussion on multicultural education
Homework: Write Essay Three

WEEK TEN (November 14)
Collect Essay Three
Discuss background information to Lucy
Discuss portfolio entries for Lucy
Homework: Read Lucy
Respond with two portfolio entries. One will employ the rhetorical mode of summary and the other will employ argument.
Prepare outline for research paper.

WEEK ELEVEN (November 21)
Collect outline for research paper.
Submit portfolio entry seven and eight.
Discuss Lucy
Distribute Essay Four Instructions.
Homework: Prepare for Essay Four.
WEEK TWELVE (November 28)
   Finish *Lucy* discussion.
   Write Essay Four in class.
   Read *WSS*.
   **Homework:** Read *WSS*.
   Respond with two entries for portfolio. One will employ the
   rhetorical mode of summary and the other will employ argument

WEEK THIRTEEN (December 5)
   View movie *WSS*.
   Collect last two portfolio entries.
   **Homework:** Work on research paper.

WEEK FOURTEEN (December 12)
   Conferences
   Submit Research Paper

**Final Exam**
   December 19, 2005
   7:00PM – 9:00PM

I may alter this schedule as the semester progresses, adding, deleting, or changing reading
or writing assignments if the class needs these changes.