

## Welcome to English 28

Below you will find information that will be very valuable to you to succeed in English 28. Be sure to read it carefully and consult it throughout the semester. The information in it is subject to change, so it is up to you to keep up with any changes by coming to class regularly and staying in touch with your classmates and with me.

**Instructor:** Dr. Joe Puterbaugh

**Email:** [puterbjr@wlaac.edu](mailto:puterbjr@wlaac.edu)

**Office Hours:** MW (9:30am-10am) GC 280Q and by appointment

Class Web site: <http://puterbaughenglish28.wordpress.com>

Prerequisite: Completion of English 21 with a grade of “C” or better or appropriate placement level demonstrated through the English assessment process.

### Important Dates

LAST DAY TO:

Add classes 9/12

Drop a class w/ a fee 9/12

Drop class without a “W” 9/12

Drop classes with a “W” 11/21

CAMPUS CLOSED:

Veteran’s Day 11/11

Thanksgiving 11/27-11/28

**Course Description:** English 28 is an intermediate course in written composition and critical thinking. It is a prerequisite for English 101, and is a designated requirement for an A.A. or A.S. degree. The course emphasizes academic writing based primarily on critical reading.

### Required Texts & Materials

- *The Soloist* by Steve Lopez
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
- *A Pocket Style Manual* by Diana Hacker, 6th edition
- College dictionary and thesaurus
- 2 green composition books (for Midterm and Final exams)

### Student Learning Outcomes:

Once you complete English 28 successfully, you should be able to do the following:

- Identify and restate an author’s thesis or main idea, whether it is stated or implied, and identify an author’s main support points and organizing features.
- Evaluate the quality and reliability of support.
- Explain the author’s tone and how it functions in the text.
- Recognize connections between two or more authors’ ideas.
- Demonstrate mastery of subject/verb agreement and other common grammar and punctuation errors, including: past participle and illogical shifts in verb tense, punctuation (comma, semi-colon, and apostrophe), pronoun agreement and pronoun reference.

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- Compose essays that respond effectively to a topic based on one or more assigned readings.
- Write essays and in-class exams that include clearly stated thesis statements and detailed support.
- Assemble essays that have clearly organized introductions, bodies and conclusions, and developed with well-supported arguments.
- Differentiate rhetorical features such as the use of summary and argument, comparison and contrast, and the analysis of the rhetorical situation.
- Employ MLA style and revise writing for content and mechanics.

**This course will also facilitate the following Institutional Learning Outcomes:**

- Critical Thinking: Analyze problems by differentiating fact from opinion, using evidence, and using sound reasoning to specify multiple solutions and their consequences.
- Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.
- Interpersonal skills: Apply self-assessment and reflection strategies to interpersonal, work, community, career, and educational pathways.
- Technical competence: Use the appropriate technology effectively for academic, personal, and professional needs.
- Cultural diversity: Respectfully engage with other cultures in an effort to understand them.
- Ethics: Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.

**Attendance**

Because class discussions and in-class work are an integral part of this course, attendance is mandatory. Up to **3 absences** are allowed. You are expected to attend every class meeting, to arrive on time and to stay throughout the class period. Excessive absences will lower your grade, as well as walking in and out of class or leaving early. **Students who are pre-registered for this class and miss the first meeting or the first week of classes may lose their right to a place in the class. If you are absent more hours than the number of hours we meet per week, I may drop you from the class.**

**Cell Phones, iPods, etc.**

Turn them off and put them away when class begins. Although it may not seem possible, you *can* survive without Twitter or listening to your iPod for a little over an hour. Distractions interrupt/disrupt the class and I will not tolerate interruptions. You will be asked to leave if this occurs.

**Contacting me**

E-mail is the best and quickest way to contact me. If you have a problem, do not let it snowball. Contact me immediately or see me during my office hours.

**Campus Resources:**

**Office of Disabled Student Programs and Services (DSP&S): Heldman Learning Resources Center (HLRC), Room 119 310-287-4450.**

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters, and assistive technology (see the WLAC catalog).

**Instructional Support (Tutoring) & Learning Skills Center (HLRC) 310-287-4486.**

Improve your reading, language, vocabulary spelling, math fundamentals and chemistry knowledge with self-paced computer-aided courses in the Learning Skills Center. Sign up for tutoring in various college subjects (see the WLAC catalog).

**Academic Integrity**

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

**Plagiarism** is the taking of anyone else's work and passing it off as one's own. If you do purposely plagiarize and I catch you (and I will catch you), you will earn an automatic zero on the assignment and I will report your plagiarism to a higher authority. One major reason students plagiarize is procrastination. I will do what I can to discourage procrastination through the assignments, but it is your responsibility to plan ahead. That is the best way to avoid any plagiarism blunders.

TRACK YOUR GRADES	
Summary	/50
Essay 1	/100
Essay 2	/100
Midterm	/100
Essay 3	/100
Essay 4	/150
Reading Quizzes	/100
Final	/150
Participation	/150
<b>Total</b>	<b>/1000</b>

**Essays**

Students will prepare four essays outside of class and two essays in class. The outside essays must be typed and in the MLA format. All drafts are required on their respective due dates for full credit on the essays. They must meet the page requirements in order to be accepted. Be sure to keep all graded essays throughout the semester. On due dates for essays, essays must be turned in to me at the beginning of the class to be accepted. **I do not accept essays e-mailed to me or left in my mailbox.** Absence does not excuse you from turning in writing assignments.

**Reading Assignments and Quizzes**

You will be assigned material to read for every class meeting, and to make sure everyone is keeping up, I'll give occasional pop quizzes based on the reading for that day. If you come to class prepared, you won't have any problem with these quizzes. There will be no makeup quizzes, so absent students will miss the quiz.

**Midterm and Final Exams**

The Midterm Exam and the Final Exam will be open-book, in-class essay exams. They will be made up of one essay question pertaining to the reading. You must be present for both the Midterm and the Final, and bring a composition book.

**Participation**

Come to class on time and stay in the classroom for the entire period; come prepared, with textbooks and other required materials; have the assigned readings and written work finished; demonstrate preparation and understanding of the material; and participate in class discussions. Remember that participation is worth 15% of your grade. It can make or break you, so take it seriously.

**Late Assignment Policy**

Each student is allowed **one** late essay (**except for the Midterm, the Final, and Essay 4, which is due on the last day of classes**). It must be turned in by the next class meeting to receive credit and the grade will be marked off ten percent. Please plan ahead.

**Grading:** Each class component is worth a percentage of your grade:

- Summary 5% (50 points)
- Essay 1 10% (100 points)
- Essay 2 10% (100 points)
- Essay 3 10% (100 points)
- Essay 4 15% (150 points)
- Midterm Exam – 10% (100 points)
- Reading Quizzes – 10% (100 points)
- Participation (attendance, class discussion) – 15% (150 points)
- Final examination – 15% (150 points)

**Final grade score:** 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D

<p><b>Schedule of Assignments</b>                  The instructor reserves the right to adjust this schedule as needed.</p>
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<b>Week 1</b> <b>9/3</b>	Introductions; overview of course syllabus
<b>Week 2</b> <b>9/8</b>	Read <i>The Soloist</i> Preface, Chapters 1 and 2 Entering the conversation: Writing argument Summary assignment; Summary practice
<b>9/10</b>	Read <i>The Soloist</i> Chapters 3, 4, 5

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<b>Week 3</b>	
<b>9/15</b>	Read <i>The Soloist</i> Chapter 6 and 7 One-paragraph summary first draft DUE
<b>9/17</b>	Read <i>The Soloist</i> Chapter 8 and 9 Read Aron, “Barbarians at the Gate: The Cultural War Over the Last True Skid Row in America” (hand-out)
<b>Week 4</b>	
<b>9/22</b>	Read <i>The Soloist</i> Chapters 10 and 11 One-paragraph summary final draft DUE Essay 1 handout: Summary and Response
<b>9/24</b>	Read <i>The Soloist</i> Chapter 12
<b>Week 5</b>	
<b>9/29</b>	Read <i>The Soloist</i> Chapters 13, 14, 15 Essay 1 Thesis and Outline DUE
<b>10/1</b>	Read <i>The Soloist</i> Chapters 16, 17, 18
<b>Week 6</b>	
<b>10/6</b>	Read <i>The Soloist</i> Chapters 19, 20, 21 Essay 1 Final Draft DUE
<b>10/8</b>	Read <i>The Soloist</i> Chapters 22, 23, 24 Essay 2 handout: Summary and Response (2)
<b>Week 7</b>	
<b>10/13</b>	Read <i>The Soloist</i> Chapters 25, 26, 27 Read “The Singer Solution to World Poverty” (handout)
<b>10/15</b>	Read <i>The Soloist</i> Chapters 28, 29, 30, 31 Essay 2 First Draft DUE
<b>Week 8</b>	
<b>10/20</b>	Review <i>The Soloist</i> for Midterm Exam Preparing for the Midterm Exam and Mastering Timed Writing
<b>10/22</b>	MIDTERM EXAM - BRING A GREEN BOOK Essay 2 Final Draft DUE
<b>Week 9</b>	
<b>10/27</b>	Read <i>The Immortal Life</i> , Prologue, Chapters 1, 2, 3 Essay 3 handout: Comparison and Contrast
<b>10/29</b>	Read <i>The Immortal Life</i> , Chapters 4, 5, 6
<b>Week 10</b>	
<b>11/3</b>	Read <i>The Immortal Life</i> , Chapters 7, 8, 9 Essay 3 Thesis and Outline DUE
<b>11/5</b>	Read <i>The Immortal Life</i> , Chapters 10, 11, 12
<b>Week 11</b>	
<b>11/10</b>	Read <i>The Immortal Life</i> , Chapters 13, 14, 15
<b>11/12</b>	Read <i>The Immortal Life</i> , Chapters 16, 17, 18 Essay 3 DUE

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<b>Week 12</b>	
<b>11/17</b>	Read <i>The Immortal Life</i> , Chapters 19, 20, 21 Essay 4 handout: Rhetorical Analysis
<b>11/19</b>	Read <i>The Immortal Life</i> , Chapters 22, 23, 24
<b>Week 13</b>	
<b>11/24</b>	Read <i>The Immortal Life</i> , Chapters 25, 26, 27
<b>11/26</b>	Read <i>The Immortal Life</i> , Chapters 28, 29, 30 Essay 4 Thesis and Outline DUE
<b>Week 14</b>	
<b>12/1</b>	Read <i>The Immortal Life</i> , Chapters 31, 32, 33 Review Top 20 Student Errors in Essays
<b>12/3</b>	Read <i>The Immortal Life</i> , Chapters 34, 35, 36 Essay 4 First Draft DUE
<b>Week 15</b>	
<b>12/8</b>	Read <i>The Immortal Life</i> , Chapters 37, 38/"Where Are They Now"
<b>12/10</b>	Read <i>The Immortal Life</i> , "Afterward" Review for Final Exam Last Day of Classes: Essay 4 Final Draft DUE (no late essays accepted)
<b>Week 16</b>	
<b>12/17</b>	<b>FINAL EXAM: December 17, 8:00am-10:00am GC 140</b>

### GRADING RUBRIC

An "A" Paper is considered "excellent" and shall be characterized by the following: outstanding preparation; keen observance of the writing process; insightful understanding and development of the topic; excellent use of structure at the essay level (Introduction, Body, Conclusion), the paragraph level (Topic Sentence, One Paragraph = One Idea), and at the sentence level (appropriate knowledge of sentence combining strategies and sentence boundaries); mature use of language; proper consideration of audience; proper use of mechanics, grammar, syntax, spelling, and diction; the essay should be as close to error free as possible—however, it does not need to be perfect in order for a student to receive an "A" on an assignment

A "B" Paper shall be considered "competent/able/solid" and should demonstrate the following: good preparation; competent understanding and development of topic—this essay should make solid use of the subject matter, but it is clearly not as developed or as insightful as the "A" paper; able use of the writing process; competent adherence to structure; good use of language; a consideration of audience—although not as clear as in the "A" paper; able use of mechanics, grammar, syntax, spelling, and diction; errors may occur, but they are relatively few and do not interrupt the flow of the paper.

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A "C" Paper is "adequate" and is the minimum standard for acceptable college-level writing: It is characterized by the following: adequate preparation; satisfactory understanding and development of the topic and subject matter—however, one may notice occasional deviations from the topic, and the essay is clearly not as developed as the "B" paper; appropriate adherence to writing process; proper use of structure, but occasional breakdowns will be apparent; the paper may not have a clear understanding of audience; marginal use of mechanics, grammar, syntax, spelling, and diction; errors become more frequent and may become a hindrance to comprehension.

A "D" Paper is "inadequate" and represents an unacceptable level of expertise for college-level writing. It is characterized by the following: inadequate preparation; unsatisfactory understanding and development of topic; frequent deviations from subject matter; inappropriate use of writing process; poor use of structure, with more than occasional breakdowns; the paper has little or no idea of audience; inadequate use of mechanics, grammar, syntax, spelling, and diction; errors are definitely a hindrance to comprehension.

An "F" Paper is "inferior" and is characterized by the following: little or no work on the writing assignment at all; gross miscomprehension of subject matter; no understanding of audience; little or no use of the writing process; little or no development of topic; gross misuse of mechanics, grammar, syntax, spelling, and diction; the paper is so riddled with errors as to be virtually incomprehensible.