



## **English 101: College Reading and Composition I**

Spring 2014

Section 3980 (Tuesdays 6:45 – 10 in GC 160)

Dr. Kimberly Manner

Email: [mannerke@wlaac.edu](mailto:mannerke@wlaac.edu)

Office Phone: (310) 287-4551

Student Drop-In Hours: M/W 10-11 and 2:30-3:30; T 5:15 – 6:45 in GC 280D

### **Course Description**

From the 2012-2014 *West Los Angeles College Catalogue*:

#### **101 College Reading and Composition I (3) UC:CSU**

*Prerequisite: Appropriate placement level demonstrated through the English assessment process, or a grade of “C” or better in English 28.*

This course teaches students to write college-level essays in response to reading and analyzing college-level texts. Students will be required to write analytically and read critically texts that reflect cultural diversity and/or texts that focus on contemporary issues or classical ideas. Full-length works and literature may be included. Students will be required to write a research paper or a series of research-based essays in which they accurately, clearly and coherently synthesize ideas and information from a variety of sources and points of view.

In English 101 we will focus on strengthening your critical thinking abilities and argumentative skills. All formal essays will be thesis-driven, with support drawn from the readings. The writing you do for this course will allow you to develop a more sophisticated style, one that involves intertextual argumentation and analysis. You will also learn the mechanics required for academic writing, such as how to cite outside sources, in addition to developing your ability to evaluate sources.

Students will study the writing process as well as the writing situation in order to better understand their own processes as they develop cogent, thought-provoking, college-level essays.

### **Student Learning Outcome**

At the end of the course, the successful student will be able to argue a point and support it (in writing) using extensive evidence from outside sources.

### **Textbooks and Materials**

The following books are required:

- Boutry, Katherine, Clare Norris-Bell, and Holly Bailey-Hofmann. *The West Guide to Writing: Success from Community College to University*. Dubuque, IA: Kendall Hunt Publishing, 2012. Print. ISBN: 978-1-4652-0589-6.
- Gaiman, Neil. *American Gods*. (Any edition is acceptable.)

The following materials are required:

- A three-ring binder
- A file folder
- Three green books (examination books)

The following book is recommended:

- Modern Language Association. *The MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: MLA, 2009. Print.

### **Student Success**

Skip Downing, in his book *On Course: Strategies for Creating Success in College and Life*, notes that successful students are those who:

- 1) accept personal responsibility, seeing themselves as the primary cause of their outcomes and experiences.
- 2) discover self-motivation, finding purpose in their lives by discovering personally meaningful goals and dreams.
- 3) master self-management, consistently planning and taking purposeful actions in pursuit of their goals and dreams.
- 4) employ interdependence, building mutually supportive relationships that help them achieve their goals and dreams.
- 5) gain self-awareness, consciously employing behaviors, beliefs, and attitudes that keep them on course.
- 6) adopt life-long learning, finding valuable lessons and wisdom in nearly every experience they have.
- 7) develop emotional intelligence, effectively managing their emotions in support of their goals and dreams.
- 8) believe in themselves, seeing themselves as capable, lovable and unconditionally worthy human beings.

If you have not already adopted these choices of successful students, this course will help you to do so as you develop your writing and critical thinking skills.

### **Etudes**

As a supplement to this class, an online ETUDES-NG site will be available to enrolled students. (Students adding the class will have a delay in access.) This site will feature lecture content, handouts, etc. and is a helpful resource for the class. You can access our class Etudes site at: <http://myetudes.org/portal>. For help logging in, contact the Distance Learning Office at 310-287-4306.

### **Attendance and Participation**

Your regular attendance and active participation are crucial to your success in this class. You cannot learn if you are not in class. I realize that people fall ill and families have emergencies. If you experience serious health problems or other impediments to your completing the class, please talk to me. We will discuss your options and find the best solution for your situation. (Sometimes the best solution might be to drop the class and to take it again after your health or situation has stabilized.)

If you miss class, you are responsible for finding out from your classmates what you missed and for ensuring your work is turned in on time.

It is also important that you come to class prepared and on time. Not only does tardiness disrupt the class, it also results in your missing crucial information.

### **Reading Requirement and "Golden Lines" Journal**

Expect to read an average of 100 pages each week for this course from a variety of sources (the textbook, the assigned novel, the newspaper, the Internet and your independent research). You will be required to participate in discussions of the text, you will respond in writing to questions about the reading and you might take pop quizzes on the reading. You will, therefore, need to read the assigned texts thoroughly. In some cases, this will mean reading a particular text at least twice.

As you read the assigned novel, you will be required to record two “golden lines” (memorable quotations) each week. Jot down the quotation, cite the page number where the quotation is found, and then write a paragraph for each golden line explaining:

- why you chose the quotation;
- what it means to you; and
- how it fits with the plot/story development.

Each entry should be around 300 words long, for a total of approximately two pages per week if typed double-spaced. I will stamp your completed golden lines each day they are due and will collect the stamped golden lines to assign credit on the day you write your analytical essay on the novel. Please remember to bring your golden lines to each class meeting.

In addition to the Golden Lines Journal, you will be required to respond to or incorporate what you have read in your formal writing assignments. The focus of this class is analyzing and interpreting different texts; you must do the reading on time to be successful.

### **Writing Requirement**

Expect to write daily. You will have both informal writing assignments (reading responses and prewriting exercises) and formal writing assignments (essays). You will write in class and outside of class.

You will be required to write three in-class essays (one of which is the final exam), two short out-of-class essays, one longer out-of-class essay and several in-class short writing assignments. Each formal out-of-class essay must be typed and formatted in MLA style. The specific requirements for each out-of-class formal essay are detailed on the individual assignment sheets at the end of this syllabus.

Each of the out-of-class essays will require prewriting assignments and rough drafts. You must complete these assignments on time in order to earn full credit for the final draft. Please keep everything you do. You will submit final drafts electronically and with your prewriting assignments in a file folder. Always include your name, my name, class, date and page numbers on your papers. Final drafts should be typed in a reasonably sized font (12-point, no script fonts, please), with 1" margins all around.

### **Grading**

Since this is a writing class, most of your grade is based on the written assignments. I evaluate your writing for its cogency, support and structure, as well as if it addresses the complexities of the issue. Of lesser importance, but still a factor in your grade, are style and grammar/mechanics.

Your final grade will be determined by your performance in each of the following categories:

Homework/Classwork	
(Quizzes/Peer Critiques/Prewriting Exercises/Drafts):	10%
Golden Lines Journal:	10%
In-Class Writing Exercises (graded credit/no credit):	10%
In-Class Essay 1 (Reflective Essay):	10%
In-Class Essay 2 ( <i>American Gods</i> Analysis):	10%
In-Class Essay 3 (Final Exam):	10%
Out-of-Class Essays (Research Project):	40%
Informative Essay	(10%)
Evaluative Essay	(10%)
Proposal Argument	(20%)

### **Important Deadlines**

You will have something due each class meeting. All assignments count toward your final grade; however,

some assignments count more significantly than others. The essays are worth a combined total of 70% of your semester grade. Here are the deadlines for final drafts of each essay:

Tuesday, February 18	Reflective Essay (in-class; bring a green book)
Tuesday, April 1	Informative Essay
Tuesday, April 1	Analytic Essay (in-class; bring a green book)
Tuesday, May 6	Evaluation Essay
Tuesday, May 20	Proposal Argument
Tuesday, June 3	Final Exam (6:45-8:45) –Bring a green book

I will collect (and record points for) prewriting assignments for each essay in class on the day the essay is due. Please put your prewriting materials in a file folder with your name on it. You will use the same file folder for each essay.

### **Late Work Policy**

I do not accept late work. If you cannot make it to class, please arrange for someone else to turn your work in. I will not accept final drafts of essays if you have not done the prewriting exercises and rough drafts.

I will make an exception to my late work policy one time, with the No Questions Asked coupon found at the end of the syllabus. If you choose to use your NQA coupon, you will have until the next class meeting to turn in your late work.

### **Academic Dishonesty**

Plagiarism—passing off another’s work as your own, **either intentionally or unintentionally**— is a very serious offense. If you plagiarize, you will receive a zero for the assignment and be referred to Student Services for disciplinary action. One of the objectives of this course is that you will learn how to incorporate research into your writing; failing to cite those sources correctly demonstrates that you have not mastered the course objective. As a rule of thumb, tell yourself: when in doubt, cite the source. I would rather mentor than police; please ask me for help if you are having problems with an assignment.

### **Classroom Conduct**

All electronic devices that can cause a distraction or disturbance (pagers, cell phones, video games, etc.) must be turned off. If there is an urgent reason why you need to be accessible during class, please speak to me before class begins. We will figure out how to accommodate your situation without disrupting class. *Under no circumstance may students text during class.*

We will determine additional conduct codes and consequences as a class. At a minimum, I expect each person to treat his or her classmates and instructor with respect.

### **Students with Disabilities**

Students with disabilities--whether physical, learning, or psychological--who believe that they may need accommodations in this class are encouraged to contact Disabled Students Programs & Services (DSP&S) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Authorization, based on verification of disability, is required before any accommodation can be made. The phone number for DSP&S is (310) 287-4450, and they are located in SSB 320.

### **And finally...**

I look forward to working with each of you this term. If you have any questions, please ask. If I don’t know the answer, one of your classmates will.

**Instructions for Out-of-Class Essays**

English 101 is the class in which you learn to write the research paper. Doing so is a multi-step process. First, you must decide on a topic to research. Then you must determine what information you need to find in your research. After that, you conduct your research, finding both primary and secondary sources. As you search for information, you need to evaluate what you find for its relevance, timeliness, and reliability. As you write, you need to determine how best to incorporate the new information you have gathered into a thesis-driven argument. Finally, you need to cite sources accurately according to the style manual of the discipline in which you are writing.

We will practice all of these skills throughout the semester as you complete a semester-long research project on a single topic. Your research task is to identify a problem in your community and propose a solution to the problem. In doing so, you will have to inform your readers of the nature and scope of the problem. You will have to evaluate alternative solutions that have been proposed or attempted already. Finally, you will put forward your own proposal, one that incorporates best practices as it solves or ameliorates the problem.

To help you achieve this sometimes-daunting task, we will break the research paper down into its component parts. After instruction in library research methods and the conventions of citation in MLA style, as well as introspection and preliminary research, you will write an informative essay about a problem you have identified. Then you will do more research into what steps have already been taken to solve the problem. You will write an evaluative essay about those attempted solutions. The third and final essay in the project will incorporate the first two essays as you develop your own solution to the problem.

## Essay 1: Informative Essay

### Purpose

This essay requires you to conduct library research and incorporate sources in your writing. You will learn how to cite sources using MLA style. The assignment allows you to practice writing for an audience as you identify and describe a problem that affects a community you are part of.

### Required Readings

- Chapters 9, 10, 11, 12, 21, and 22 of *The West Guide*
- At least three sources from your own research

### Background

This essay is the first in a series of three essays you will write about a single topic. Your audience will be members of your own community (however you define it). I will also be a reader, but my primary role will be to consider how well you have addressed the members of your community.

I would like you to identify and describe a problem that affects your community. Your community can be the neighborhood in which you live, the West Los Angeles College community, the community in which you grew up, the Westside or even the Los Angeles area. You will need to identify both the problem and the community it affects.

You will also need to do library research to see what others in the “conversation” have said about the problem you identify. Your research might also include field research, but please keep in mind the time limitations for this project.

### Writing Task

Please write an essay of 800 to 1,000 words in which you

### IDENTIFY A PROBLEM THAT AFFECTS YOUR COMMUNITY.

Your essay should...

- Introduce the problem you are addressing
- Identify the nature and scope of the problem
- Describe the potential effects of the problem
- Explain what steps have already been taken to solve the problem (and why they have not been successful)

The **purpose** of this essay is to convince your community that a problem exists and that this problem needs to be addressed.

Please note that the following topics are off-limits:

Abortion  
Death Penalty  
Euthanasia  
Gun Control  
Stem Cell Research  
Drug Legalization

**Rough Draft due March 25**

**Final Draft due April 1**

## Essay #2: Evaluation

### Purpose

This assignment affords you the opportunity to practice your critical thinking skills as you evaluate the relative merits of proposed solutions to the problem you identified for Essay 1. You will learn to develop criteria for evaluation and apply those criteria to solutions that others have devised. In doing so, you will continue to practice your library research skills, as well as continue to evaluate sources. We will focus on the arrangement stage of the writing process, as well as on proofreading and editing in preparation for publication.

### Required Readings

- Chapters 13, 14, 15, and 16 of *The West Guide*
- Your own research from a variety of sources (such as Internet, journals, books, magazines, newspapers, interviews, government documents)

### Background

For your informative essay, you identified a problem, discussed the nature and scope of the problem (who it impacts and to what degree) and argued that the problem is significant enough to require a solution. Now you will do further research to find out what types of solutions have already been tried. As you research these solutions, you will evaluate each using criteria you will already have developed.

Before beginning your research on the solutions, ask yourself what criteria should be applied to any proposed solutions. For example, you might consider the cost of implementation. You might also consider the effects—both intended and unintended—of implementation. You might consider whether or not the proposal is designed well. You might look at who benefits from the proposed solution(s). You will necessarily develop further criteria specific to the problem you are addressing.

### Writing Task

Once you have developed your criteria and located your sources, please write a thesis-driven essay of 800 to 1,200 words in which you

### EVALUATE SOLUTIONS THAT HAVE ALREADY BEEN PROPOSED FOR THE PROBLEM YOU IDENTIFIED IN ESSAY 1.

As you write your essay, please remember that you need to provide support for the criteria you have chosen. You also need to incorporate sources in a way that does not give up control of your argument to those sources.

**Rough Draft due April 29**

**Final Draft due May 6**

### Essay #3: A Researched Proposal

#### Purpose

This essay allows you to use all the skills you've learned in English 101: you will generate ideas, arrange those ideas in a logical fashion and integrate and cite sources using MLA style as you prepare a thesis-driven argument free of surface errors. In addition, you will learn how to find and evaluate outside sources to support your own argument. In doing so, you will continue to practice maintaining authorial control.

#### Required Readings

- At least ten articles from a variety of sources (such as Internet, journals, books, magazines, newspapers, interviews, government documents). This includes the articles you have already found for previous essays in this class.

#### Background

Have you ever found yourself saying, "There should be a law..." or "Someone ought to..." or even "If I were in charge, I would..."? Now is your chance! For your research paper, you'll need to identify a problem and propose a solution. As you look for a topic, I want you to look at the world around you. What kinds of problems do you see? What would be the best way to solve these problems?

Many students hear the words "research assignment" and immediately collect as many sources as they can, stringing summaries and quotations from those sources together with transitions and connecting thoughts. While this type of "review of the literature" does have its uses, in this class you are learning to advance your own opinion while considering what others have said on the issues you care about. As you research your topic, you should evaluate your sources, both for credibility and for usefulness for your purpose.

By now you have experience finding a topic, doing library and primary research about that topic, and evaluating solutions others have proposed. Now you need to synthesize the information you have found into a reasonable policy proposal that offers a feasible solution to the problem you have identified. Marshall a variety of source materials as you convince your reader that the solution you propose is the best one for the problem you have identified.

#### Writing Task

We will discuss in class how to write a proposal argument. In short, your research paper needs to:

#### **IDENTIFY A PROBLEM AND PROPOSE A SOLUTION.**

Your paper should be at least **2,000 words** long. It should rely on **at least three and no more than nine different sources** for support. You should incorporate the other essays you have written for this class (informative and evaluative) into the final draft of this proposal argument.

**Rough Draft due May 13**

**Final Draft due May 20**

### Schedule of Assignments and Activities

*Note: Schedule subject to change--changes will be announced in class*

(Be sure to look ahead at the schedule, as some assignments will take longer than others to complete.)

#### Week 1—February 11

Course Overview and Expectations

The Academic Discourse Community

Writing Situation: Purpose, Audience, and Tone

Writing to Reflect—Reflection vs. Reportage

Writing an Effective In-Class Essay

Introduction to *American Gods*

*Homework: Bring a keepsake object and green book to class*

*Read chapters 1-5 of American Gods (AG)*

*Write Golden Lines 1 and 2*

#### Week 2—February 18

**Golden Lines 1 and 2 due at the start of class**

Reading Discussion

Keepsake Discussion

**Reflective Essay (in-class)**

*Homework: Read chapters 6-8 of AG*

*Write two "Golden Lines"*

*Read chapter 1 and pages 349-359 of The West Guide (West)*

*Make a list of three problems you would like to research this semester*

#### Week 3—February 25

**Golden Lines 3 and 4 due at the start of class**

Reading Discussion

Begin Research Project

*In-Class Writing: Identifying a Problem*

Refining Research Questions

Evaluating Sources

Using Sources

*Homework: Identify two research questions (one for each topic)*

*Read pp. 385-393 and 399-404 of West*

*Read chapters 9-11 of AG and write two Golden Lines*

#### Week 4—March 4

**Meet in the Library (2<sup>nd</sup> floor)**

**Golden Lines 5 and 6 due**

How to Do Library Research

Databases vs. Google

Preliminary Research

Reading Discussion

Citing Sources using MLA Style

*Homework: Finish preliminary research and complete topic proposal*

*Complete a preliminary bibliography of at least five sources (using MLA format)*

*Read pp. 359-363 and chapters 9 and 10 of West*

*Read chapters 12-13 of AG and write two Golden Lines*

Week 5—March 11

**Topic Proposal Due**

**Preliminary Bibliography Due**

**Golden Lines 7 and 8 due**

Reading Discussion

Incorporating Sources

*In-Class Writing: Arrangement*

Topic Approval

Avoiding Plagiarism

*Homework: Read chapters 11 and 12 of West*

*Annotate your bibliography (using MLA format)*

*Read chapters 14-18 of AG and write two Golden Lines*

*Complete an informal outline*

Week 6—March 18

**Annotated Bibliography Due**

**Golden Lines 9 and 10 due**

**Informal Outline Due**

Reading Discussion

Arrangement Workshop

*Homework: Write a draft of informative essay*

*Finish AG and write two Golden Lines*

Week 7—March 25

**Rough Draft of Informative Essay Due**

**Golden Lines 11 and 12 due**

Reading Discussion

Writing about Literature (bring *West Guide* to class)

Peer Critique—Global Revision

*Homework: Revise Informative Essay*

*Bring prewriting folder to class*

*Read pp. 339-348 of West*

*Review and prewrite for in-class essay*

*Bring all your Golden Lines, stapled together, and a green book to class*

Week 8—April 1

**Final Draft of Informative Essay Due** (Submit Prewriting Folder for Credit)

**Analytic Essay (in-class)**

**Golden Lines Journal Collected**

*Homework: Research solutions to the problem you identified in your informative essay*

*Preliminary bibliography of at least five sources*

**April 7-13: SPRING BREAK WEEK**

Week 9—April 15

Begin Evaluation Essay

**Preliminary Bibliography Due**

Prewriting

*In-class writing: Developing Criteria*

*Homework: Read chapters 13 and 15 of West*

*Annotated bibliography*

Week 10—April 22

**Bring three proposals (from your research) to class**

**Annotated Bibliography Due**

Making Judgments

*In-class writing: Criterion Match*

Developing a Thesis Statement

*Homework: Complete a draft of your essay (including works cited page)*

*Read chapter 14 of West*

Week 11—April 29

**Rough Draft Due**

Peer Critique Workshop

*Homework: Read chapter 16 of West*

*Revise Evaluative Essay*

*Bring Prewriting Folder to class*

*Reread my comments on your informative essay and bring printouts of the most recent drafts of your informative and evaluative essays to class*

Week 12—May 6

**Final Draft of Evaluative Essay Due** (Submit Prewriting Folder for Credit)

Begin Proposal Argument

*In-class writing: Reflective Essay*

*In-class writing: Solutions*

Thesis Development and Arrangement Workshop

Drafting

*Homework: Complete a draft of your essay (including works cited page)*

Week 13—May 13

**Rough Draft of Research Paper Due**

Peer Critique: Global Revision

*Homework: Revise Essay*

*Bring Prewriting Folder to class*

Week 14—May 20

**NQA Coupon for Extra Credit**

**Final Draft of Research Paper Due** (Submit Prewriting Folder for Credit)

*Homework: Read and annotate “Describing 16 Habits of Mind” by Costa and Kallick (in Etudes)*

Week 15.2—May 27

Reading Discussion

Review for Final

*Homework: Bring a green book for the final exam*

The final exam will be held on **Tuesday, June 3**. Please bring a green book.

**NO QUESTIONS ASKED COUPON**

This coupon entitles the bearer to turn in one homework assignment late one class period, no questions asked. One coupon per student. The coupon must be turned in on the day an assignment is due. The assignment must be turned in the following class period to earn credit. Unused coupons may be redeemed for extra credit at the end of the semester.

Used by: \_\_\_\_\_

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Expires: May 20, 2014

Valid only in Dr. Manner's class