

Instructor Sandowicz
Section 0953: MTWR, 10:20am – 12:25pm
Room: GC-340

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ENGLISH 28—SUMMER 2014 COURSE INFORMATION

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

COURSE OBJECTIVES: Upon completion of this course the student will have the following skills:

Writing

- 1.) Students can write essays of 500 – 750 words which exhibit the following qualities:
 - Respond effectively to a topic based on one or more assigned readings.
 - State a clear thesis and develop and support it throughout the essay.
 - Provide adequate support from a variety of sources.
 - Organize clearly, including introduction, organized body and conclusion.
 - Use Standard English grammar, punctuation, spelling and usage.
 - Clearly address an audience and have a purpose.
- 2.) Students also can:
 - Quote and accurately cite quotations and integrate these smoothly into papers.
 - Apply, exemplify an evaluate ideas.
 - Use basic Research methods.

Reading

Students should be able to read a variety of college-level expository prose in order to:

- Identify and restate the thesis or main idea, whether it is stated or implied.
- Identify main and supporting points as well as organizing features
- Identify rhetorical features such as compare-contrast, definition, description, persuasion, etc.
- Identify author’s tone and how it functions in the text.

English 28 will help students meet the following Institutional Student Learning Outcomes:

Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.”

In analyzing essays and engaging in class discussions.

Communication: Effectively communicate thought in a well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.”

In essays and class discussions, argue a point of view about questions raised in essays.

“Research: Upon successful completion of this course, students will be able to argue a point and support it (in writing) with multiple examples and limited outside sources.”

In formal essays and research essay in MLA format

NOTE: *The Course Information and Syllabus are tentative and subject to change as appropriate*

REQUIRED TEXTS:

1. Kozol, Jonathan. *Amazing Grace: The Lives of Children and the Conscience of a Nation*. 1995.
2. Roberts, Steven V. *From Every End of This Earth: 13 Families and the New Lives They Made in America*. 2009.
3. Hacker, Diana. *A Pocket Style Manual*, any edition.

****Note:** There will be a textbook check the 1st week of class. You will not be able to submit work without purchasing the required texts. Also, you may *not* use other students' books for class readings and/or activities and **YOU MAY NOT USE ANY FORM OF ELECTRONIC BOOKS****

REQUIRED WRITING MATERIALS:

1. Notebook: in-class writings, group work, and writing exercises.
2. Journal: topics will be assigned in class. Due dates and journal entry requirements will be discussed in class.

REQUIRED WRITTEN WORK:

Essay #1: The Paragraph (<i>Amazing Grace...</i>)	100 pts.
Essay #2 (<i>Amazing Grace...</i>)	100 pts.
Essay #3: Mid-term (In-class Essay)	100 pts.
Essay #4 (<i>From Every End of This Earth...</i>)	100 pts.
Essay #5 (<i>From Every End of This Earth...</i>)	100 pts.
Essay #6: Final Exam (In-class Essay)	<u>100 pts.</u>
	600 pts
OTHER WORK: journal (100), quizzes (100), and in-class writings (100).	300 pts.
DISCUSSION/PARTICIPATION:	<u>100 pts.</u>
	1000 pts.

GRADING SCALE:

900-1000 = A
800-899 = B
700-799 = C
600-699 = D
599 and below = F

CHECK SYSTEM: Checks are usually reserved for assignments related to formal essays and discussion questions and cumulatively are worth 100 pts.

V++ = Excellent--All questions are answered. Answers are fully developed and go beyond the scope of the question adding insight and depth.

V+ = Very Good--All questions are answered. Answers are fully developed.

V = Good/Satisfactory--Parts of questions aren't addressed and/or answers lack clarity/focus and require further development.

V- = Poor-- Assignment is unfinished and/or answers are inadequate and lack substance/focus/clarity

0 = Fail--Assignment not turned in and/or answers do not address questions and/or not enough of the assignment has been completed.

P.U. (Phone Usage) = Fail. Using your phone in any way during class will result in zero points for all submitted in-class work.

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POLICIES

CLASS FORMAT:

Students should demonstrate the same responsible maturity that is demanded in the workplace by arriving **on time**, staying the **entire** period, having the necessary materials and texts. Writing and reading assignments must be completed on time for you to participate actively in class activities and group activities. The exchange of conflicting ideas is encouraged, but *must* be conducted in an orderly, mutually respectful manner.

CLASSROOM ETIQUETTE: Copies of Student Code of Conduct are available in the office of the Vice President of Student Services, or refer to Standards of Student Conduct in the Schedule of Classes. **This is an academic environment and you are expected to act accordingly. Once class starts your full attention must be given to the class and class activities. If you have a question, raise your hand. Any disruptions will be taken as such and will lead to appropriate disciplinary actions including possible removal and/or suspension from class. Any formal disciplinary action will be written up and placed in your student file.**

ELECTRONIC DEVICES: Cell phones that remain active are a disruption—**THIS INCLUDES TEXTING**. Therefore, I require that you turn them, and any other electronic device (iPods, etc.), off before class starts. Also, **KEEP PHONES OFF YOUR DESK. REPEATED OFFENSES WILL RESULT IN 0 POINTS FOR IN-CLASS WORK**. Failure to follow the rules of the class will result in a subtraction of points from your grade and may result in a suspension from class**

ATTENDANCE: There will be 11 quizzes (during the semester) at the beginning of class, in-class pre-writing, writing and editing assignments, and peer evaluation. Because this class involves *a lot* of student participation, **ATTENDANCE IS EXTREMELY IMPORTANT: EXCESSIVE ABSENTEEISM (4) and/or tardiness (3 tardies = 1 Absence; “ins and outs” and leaving early will be counted as tardies) WILL RESULT IN THE LOSS OF UP TO ONE FULL GRADE POINT AND MAY RESULT IN AN AUTOMATIC DROP FROM CLASS. NO ABSENCES ARE EXCUSED WITHOUT VERIFICATION OF ILLNESS (DOCTOR’S NOTE). **ALL DROPS ARE FINAL****

IF YOU ARRIVE TARDY:

If you arrive tardy to class, enter class *quietly* and *quietly* take a seat. Do not interrupt the instructor to ask, “Where are we?” In addition, do not walk to the front of the class to pick up any hand-outs offered to students at the beginning of class. The instructor will give you any hand-outs when doing so will not disrupt the lesson.

Assigned Seating: Expect seat assignments at one *or more* times during the course of the semester as determined by the instructor.

SPECIAL NEEDS AND DISABLED STUDENTS POLICY

The DSP&S Office provides special assistance in areas including: registration assistance specialized tutoring, academic and career guidance counseling, instructor liaison, special instruction and testing assistance. You can contact the Director of the DSP&S Office, Adrienne Foster, at fosteraa@wlac.edu (or 310-287-4450) describing the accommodations that are necessary. Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs and Services located in HRLC 119 as soon as possible to better ensure such accommodations are implemented in a timely fashion.

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COURSE CONTENT

IN-CLASS WORK:

Class meetings will consist of in-class readings (from our texts and from handouts), discussion questions, discussions of reading and writing assignments, exercises in pre-writing, revising, and evaluating techniques, lectures, and quizzes. There will be in-class writing assignments on topics related to our texts and peer evaluations of the four out-of-class essays. Also, there will be two in-class timed essays (midterm and final).

OUT-OF-CLASS WORK:

The student will be required to submit **four typed** out-of-class essays during the semester. Topics and essay lengths will be discussed in class and there will be pre-writing and/or revising involving each of the **four out-of-class papers**. Homework assignments are noted on the syllabus and may be “tweaked” during the course of the semester by the instructor. It is the student’s responsibility to keep track of all assignments and submit homework assignments on time.

ESSAYS AND HOMEWORK MUST BE SUBMITTED ON TIME: All essays are due in person at the beginning of class. Essays turned in one class time late receive 20% fewer points. Essays turned in more than one class time late must be turned in, but receive no points. ***ALL ESSAYS ARE REQUIRED TO PASS THIS CLASS.*** Always make a copy of your assignment and keep it until your original is replaced to you. You will be responsible for replacing a paper if it is lost or stolen.

****You may resubmit one paper under the following conditions**:**

1. It was turned in on the due date.
2. You received a grade of “C” or lower.
3. **The paper must be assignment #: 1, 2 or 4 DUE: 7/24**
4. The paper received no penalties.

PLAGIARISM: Zero Tolerance Policy. Any form of plagiarism will result in a zero for the assignment, and may result in a suspension from class. An essay missing citations and/or a Works Cited page will result in an N/C (no credit). A plagiarized essay is not subject to re-submit.

It is not difficult to determine whether a paper has been plagiarized. It will be *very difficult* for you to pass this class if you submit an essay that includes any form of plagiarism. You must cite *ANY* information, thoughts, ideas, and words not your own. We will explore this topic in greater detail throughout the course of the semester. Also, **before you can submit any work**, you must submit **Plagiarism: Consequences and How to Avoid It**. (Until you turn in this assignment you will not be able to submit subsequent assignments resulting in a loss of points that cannot be made up.) In order to help you with this assignment and increase your awareness and understanding of plagiarism, make sure to check out www.plagiarism.org.

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FORMAT OF ESSAYS:

In-class writing: May be in pencil or pen. Make sure your writing is legible. I need to be able to actually read what you've written in order to grade accurately. Crossing out or erasing (revision) is understandable because of time constraints.

The four out-of-class papers: **MUST BE TYPED AND DOUBLE SPACED.** On the due date each student must hand in:

1. Rough Draft
2. Xeroxed copies of rough draft from peer evaluations (if applicable)
3. Final paper: Typed and double-spaced and in MLA format. Also, include the following information in this format **on the upper left hand side of your first page:**

Your Name

Instructor Sandowicz

English 28

Date

Title

ESSAY FORMAT TIPS

- ❖ Do not use a title page.
- ❖ Include a creative and appropriate title.
- ❖ Make sure to use 12pt. Times New Roman Font.
- ❖ Make sure to double space the entire essay. (**You should never hit the “enter” key more than once!**)

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ENGLISH 28 SYLLABUS INTERMEDIATE READING AND COMPOSITION

A **Reading** or **Assignment** listed under “M,” “T,” “W,” or “Th” is homework and indicates work you need to have ready for the next class time.

Week 1: M: (6/16) Course Introduction. Explanation and discussion of course assignments and expectations. Student Info. Sheets. Journal assignment. Plagiarism assignment.

Assignment: 1. Plagiarism Assignment
2. Buy Required Books!

T: (6/17) Handout for Essay #1. The paragraph defined. Review sample paragraph. Topic sentences, transitions, diction, purpose & direction. Writing the effective paragraph. Providing sentence variety: Revising activity. Writing the Topic Sentence. Evaluating Topic Sentences (1-10). In-class reading: *Amazing Grace*. In-class writing assignment. Class discussion.

Reading: *Amazing Grace...* (Chapter 1)

Assignment: Study for Quiz #1!

W: (6/18) **Quiz #1.** Review Quiz. Grammar review: Choosing verb tense. Making subjects and verbs agree. *APSM 1*: Tighten Wordy Sentences. *AG* Questions. Class discussion. **Journal Topic #1.**

Reading: *Amazing Grace...* (pgs. 28 thru 39)

Th: (6/19) Discussion Questions (*Amazing Grace*, pgs. 27 thru 35). Class discussion. Review and questions for Essay #1, The Paragraph. Topic Sentence Practice.

Reading: *Amazing Grace...* (Finish Chapter 2, pgs. 39 – end of Ch. 2)

Assignment: 1. Rough Draft of Essay #1 (**4 Copies: Typed and Dbl-Spaced!**)
2. Study for Quiz #2!

Week 2: M: (6/23) **Quiz #2.** Review Quiz. Revising and editing the paragraph: *CLUCESS*. Mini-lesson on peer edit process. Peer edit of Essay #1.

Reading: *Amazing Grace...* (pgs. 62 thru 81)

Assignment: Essay #1 Due!

T: (6/24) **Essay #1 Due.** Handout for Essay #2. Reviewing essay structure: Introduction, thesis, body and conclusion. *APSM 28*: Forming a Thesis. Components and kinds of evidence. Writing introductory paragraphs handout. In-class reading: *Amazing Grace...* (5 -10 minutes). **Journal Topic #2.**

Reading: *Amazing Grace...* (Finish Chapter 3, pgs. 82- end of Ch. 3)

Assignment: Study for Quiz 3!

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W: (6/25): **Quiz #3.** Review quiz. Review homework. *APSM 5*: Eliminate Confusing Shifts. Support/Developmental Paragraphs Handout. Continued discussion of the components of an opinion/argumentative essay: Qualifying, counter argument/concession, rebuttal, reduction, and introducing a quote. Introduction Free-write: Looping.

Reading: *Amazing Grace...* (pgs. 104 – middle of 137)

Assignment: Continue Free Write

Th: (6/26): Developing and analyzing main ideas. Writing the Conclusion Handout. *APSM 6*: Untangle Mixed Constructions. **Journal Topic #3.**

Reading: *AG* (middle of pg. 137– top of pg. 226)

Assignment: 1. Rough Draft of Essay #2 (**4 Copies: Typed & Dbl-Spaced!**)
2. Study for Quiz #4!

Week 3: M: (6/30): **Quiz #4.** Mini-lesson on peer edit process. Peer edit of Essay #2.

Reading: *Amazing Grace...* (Finish Chapter 6)

Assignment: Essay #2 due!

T: (7/1) **Essay #2 Due.** Handout for Essay #3 (Midterm). Writing the exam essay in parts: Intro with thesis, Body (Supporting paragraphs), Conclusion. *APSM 9-2. AG Questions* (Chapter 6) and class discussion. In-class writing.

Reading: *Amazing Grace...* (Epilogue)

Assignment: Study for Quiz #5!

W: (7/2) **Quiz #5.** *APSM 15.1* Run-ons. *AG* questions (Epilogue) and class discussion. In-class writing (timed). **Journal Topic #4**

Reading: Review *Amazing Grace...*

Th: (7/3) **Mid-Term: In-class essay.**

Reading: *From Every End of This Earth* (Introduction)

Week 4: M: (7/7) Handout for Essay #4. Pre-Writing Exercise: Group work handout: Identifying thesis and main points. Discussion of MLA: attribution and parenthetical citation. *APSM 29: Avoiding Plagiarism.* MLA practice handout. In-class reading: *From Every End...* Discussion questions and class discussion.

Reading: *From Every End of This Earth* (Chapter 1)

T: (7/8) Discussion questions (*From Every End...*, Chapter 1). Class discussion. Special Paragraphs within the Essay: Paragraph Frames

APSM 30: Integrating Nonfiction Sources. **Journal Topic #5.**

Reading: *From Every End of This Earth* (pgs. 28 thru 37)

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W: (7/9) Discussion questions (*From Every End...* pgs. 28 thru 37). Using refutation and concession. MLA w/ *From Every End...* (Intro). Practice narrowing thesis. *APSM 32: MLA Documentation Style. Finding Your Subject* handout.

Reading: *From Every End of This Earth* (pgs. 38 thru 48)

Th: (7/10) *APSM 15.2 (Run-ons)*. Discussion questions (*From Every End...* pgs. 38 thru 48). Class discussion. Building Your Introduction for Essay #4.

Reading: *From Every End of This Earth* (pgs. 49 thru 118)

Assignment: Rough Draft of Essay #4 (**4 Copies: Typed and Double-Spaced!**)

Week 5:

M: (7/14) Limited Subject & Thesis handout. Main ideas and topic sentences handout. Mini-lesson on peer editing. Peer Edit of Essay #4.

Reading: *From Every End of This Earth* (pgs. 121 thru 159)

Assignment: Essay #4 Due!

T: (7/15) **Essay #4 Due.** Handout for Essay #5. Generating ideas exercise. MLA Discussion: attribution, parenthetical citation, Works Cited page. Exercise on quoting sources accurately. Questions and class discussion. Examining Essays of Argument handout: Techniques, Components and Kinds of Evidence. Finding Counter Arguments and Rebuttals in Persuasive Writing. **Journal Topic #7.**

Reading: *From Every End of This Earth* (pgs. 163 thru 173)

Assignment: Study for Quiz #6!

W: (7/16) **Quiz #6.** Review quiz. Discussion questions (*From Every End...*, pgs. 163 thru 173). Class discussion. In-class reading: "We Need an Einstein..." Questions and class discussion. *APSM 32-2. In-Class Writing.*

Reading: *From Every End of This Earth* (pgs. 174 thru 187)

Assignment: Construct a working thesis for Essay #5.

Th: (7/17) Essay #5 lecture notes. Discussion questions (*From Every End...*, pgs. 174 thru 87). Class discussion. In-class reading "H-1B Questions Hit EDN..." Discussion questions and class discussion. Finding Your Limited Subject and Thesis. **Journal Topic #8.**

Reading: *From Every End of This Earth* (pgs. 188 thru 221)

Assignment: Study for Quiz #10

Week 6:

M: (7/21) Developing Main Ideas handout. Discussion questions (*From Every End...*, pgs. 197 thru 221). Class discussion. MLA practice. **Journal Topic #9.**

Reading: *From Every End of This Earth* (pgs. 222 thru 228)

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T: (7/22) Final Exam Study Guide.

Reading: *From Every End of This Earth* (pgs. 229 thru 254)

Assignment: **1.** Rough Draft of Essay #5 (**4 copies: Typed & Double Spaced!**)
2. Journal

W: (7/23) **Journal Due.** Mini-lesson on peer editing. Peer Edit of Essay #5.

Journal #10.

Reading: *From Every End of This Earth* (Finish book!!)

Assignment: **Essay #5 due!**

Th: (7/24) **Essay #5 Due & Final Exam:**