**English 125: Writing Skills for College**

**Spring 2010 Dinuba Vocational Center - Section 71565**

Instructor: Ms.Cathy Focarazzo

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4 units—Tuesday-Thursdays 12:00 – 1:50 PM DVC 104

I do not have scheduled office hours, but if you have questions or concerns and need to speak with me personally, I will make myself available before or after class or we can arrange a meeting. I am always concerned with students and their needs regarding my classes and always welcome feedback.

**Course Description:**

This course is to prepare you for future academic writing and to aid you in your career as a student. Writing is an extremely important skill to master in order to become a successful student and these skills will benefit you in your future career after college and in many personal areas of your life.

In order to accomplish this goal you will be asked to read a variety of essays and short stories and analyze them for style, argument, development, organization and other rhetorical factors that will help shape your own writing ability. In addition, you will be writing several short essays, responses to readings, and journal entries that will help you to develop a sense of the writing process including prewriting, revising, peer editing, workshopping, and the editing of your own work. You will increase your knowledge of formatting and how to research and find the resources you need to accomplish this. You will also become more proficient in the area of grammar and increase your ability to identify and correct grammatical errors through strategies learned during this course.

We will work both individually and collaboratively and develop a sense of community that will enhance intellectual growth and development for all of us. We are here to learn critical thinking and develop analytical skills and to understand the process of rhetorical reading which will ultimately result in the development of our own writing.

**Required Texts:**

1. Kirszner, Laurie G. And Stephen Mandell. Patterns for College Writing: A Rhetorical Reader and Guide. 11th ed. Boston: St. Martin’s, 2007.
2. Hacker, Diana. A Pocket Handbook.

**Required Materials:**

1. Notebook for notes and journals.
2. Lined paper for in-class writing.
3. Several blue or black ink pens and pencils (No other colors).
4. Portfolio—Folder to keep work in and use for final portfolio

**Course Description :**

Develops the process of writing, revising and finishing short papers, including logical development and organization of ideas. Emphasizes avoiding common writing errors; develops critical thinking and writing skills by reading model essays by analyzing and utilizing rhetorical strategies appropriate to purpose and audience. Develops basic research skills. Meets A.A./A.S. degree requirements for writing. Prepares students for English 1A.

**Entry Level Skills**: Upon entering this course, the student should be able to:

1. Write short out-of-class and in-class compositions which limit subjects and unify content by common purposes or main ideas.

2. Demonstrate adequate ability to develop ideas in writing.

3. Use academic diction and avoid extensive errors in grammar, usage and mechanics.

4. Demonstrate a rudimentary understanding of rhetorical forms used in writing.

5. Demonstrate writing readiness for English 125.

**Expected Outcomes:**

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| Expected Outcomes/Objectives:   should be written in the context of Student Learning Outcomes (SLO). Upon successful completion of the course, what will the student be able to do? See curriculum web site for more details ([http://online.fresnocitycollege.edu/senate/curriculum/slo.html](file:///C:\Documents%20and%20Settings\Cathy\slo.html)). :   1. Analyze, compare, evaluate, and generate writing that relates structure to ideas, develops logical support for generalizations, and follows logical order. 2. Analyze, compare, and evaluate a variety of readings in order to differentiate between fact and opinion and to establish the credibility of texts. 3. Identify, compare, and employ the various patterns of essays with coherent paragraphs that adequately develop topic sentences. 4. Employ all aspects of the writing process (establish writing topics, narrow purpose and audience, develop those topics with evidence and support, revise and edit papers). 5. Utilize basic research skills to find information and avoid plagiarism in the preparation of a 4-6 page paper supported by published sources. 6. Use a computer as a part of research and essay development. |

**Coursework and Grades:**

Class participation and Attendance 200 pts.

Responses/journals 300 pts.

Quizzes/Homework/in class writing 100 pts.

Essays: Writing Project 1 100 pts.

Writing Project 2 150 pts.

Writing Project 3 150 pts.

Final Portfolio 200 pts.

1200 pts.\* Total

\* Total points are subject to time constraints and direction of class during semester. This is subject to change at any time.

Class participation consists of reading the assignments before class, participation in class and in group discussions, participating actively in workshopping, and completing in-class assignments and online assignments.

Periodically, I will assign homework in addition to the readings and it can be made up if you have made arrangements with me and have my permission–this is at my discretion.

Quizzes will usually be announced ahead of time for the most part, but occasionally I may surprise you with a ‘pop’ quiz to check and see if you are staying up with the readings and assignments.

**Papers:**

1. All essays must be typed and follow MLA format; this includes margins, font, and spacing.

2. During workshops, you may be asked to bring in 2-3 copies of your drafts–I will let you know when this is required.

3. All prewriting, rough drafts, peer responses, tutor comments etc. are to be included with your final draft– *Save Everything !*

\*Note; it is a good idea to keep all of your work from class–it is rare, but if I was to make an error and you wanted to contest the grade, having the assignment would be necessary.

**Grading Scale:**

90-100% Credit

80-89% Credit

70-79% Credit

60-69% No Credit

0-59% No Credit

**Attendance Policy:**

1. Roll is taken at the beginning of class. If you are late, see me after class to make sure you are counted as present. Do not expect me to count you as attending if you have missed more than half the class without a serious or compelling reason.

2. I will make excuses for serious illness or emergencies but may require a doctor’s note or other verification. Let me know as soon as possible–not after the 3. More than 5 absences are considered grounds for dropping you from the class or to receive an F for the course. If you run into a serious problem, staying in touch with me is imperative and in certain circumstances, I will use my judgment to determine the outcome. It is your responsibility to drop the class if you cannot meet the requirements or attend the class regularly–no exceptions.

4. It is the student’s responsibility to find out about any homework or assignments or changes in the syllabus if they are absent. It is wise to stay in touch with another one of your classmates so that in the event of an absence, you can stay up on assignments.

**Behavioral Policy:**

1. Students shall conduct themselves with integrity and respect the other students’ right to learn. This means no rude remarks, talking during lecture, or any other disruptive behavior that may interfere with class time. If this becomes the case, I will ask you to leave and mark you absent.

2. Cell phones will be turned off or set to vibrate before class starts. No MP3 players or similar devices, earphones or computers are to be used during class.

**Important Dates:**

January 11–Instruction begins

January 18—Holiday, no school

February 12—Holiday, no school

March 29-April 2—Spring Break

May 21—Last day of instruction

S**tudents with Disabilities:** If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 or the Rehabilitation Act, please contact me as soon as possible.

**Academic Integrity**:

Cheating and plagiarism will not be tolerated. Plagiarism includes the intentional use of four or more words from another person’s work without citing them as a source or passing their work off as your own. As you are students and are still learning academic writing, I may give you some leniency for unintentional plagiarism. In this instance, the student will be warned and must rewrite the assignment. For more information on plagiarism, and this policy, consult pg. 35 of your catalogue.

\*This syllabus is subject to change at any time during the semester.

**Course Schedule:**

**Week 1**- Jan. 12 and 14– **Introduction to Course and discussion of Syllabus**

The Writing Process, Chapter 1: “Reading to Write: How to Use This Book”

Read chapters 2-5: “The Writing Process”

**Week 2**-Jan. 19 and 21—Read “Only Daughter” pg. 97 and “ Finishing School” pg. 107.

**Week 3**-Jan. 26 and 28—Read “The Hidden Life of Garbage” pg. 177 and “Just Walk on By” pg. 236.

**Week 4**-Feb. 2 and 4—.Workshops

**Week 5**-Feb. 9 and 11— Read “My First Conk” pg. 282 and “Getting Coffee is Hard to Do” pg. 287.

**Week 6**-Feb. 16 and 18— Read “A Peaceful Woman Explains Why She Carries a Gun” pg. 357 and “Earth Without People” pg. 368.

**Week 7**-Feb. 23 and 25—“Swollen Expectations” pg. 422 and “Sex, Lies, and Conversation” pg. 436

**Week 8-**Mar. 2 and 4—“College Pressures” pg. 462 and “Mother Tongue” pg. 477.

**Week 9-**March 9 and 11—Workshops

**Week 10**-March 16 and 18—“The Wife-Beater” pg. 528 and “Black and Latino” pg. 537

**Week 11-**Mar. 23 and 25—“The Time to Act is Now” pg. 617 and “Global Warming Delusions” pg. 623

**Week 12**-March 29 – April 2—**Spring Break**

**Week 13**-April 6 and 8—“American Dreams, Foreign Flags” pg. 650 and “Why Americans Hate This ‘Immigration” Debate” pg. 665

**Week 14**- April 13 and 15— Read “How Much Torture is OK?” pg. 692 and “Torture’s Terrible Toll” pg. 696

**Week 15-** April 20 and 22—TBA.

**Week 16**- April 27 and 29—TBA

**Week 17**- May 4 and 6- Final portfolios

**Week 18-** May 11 and -13—TBA

**Week 19- FINALS WEEK**

**\*\*\*For every essay read, you will write a journal response that is worth 15 points for a total of 300 points. These will be due at the end of each week or on Thursdays.**

**\*\*\*Expect to occasionally do in-class writings about the essays read, and always be prepared for discussions and questions regarding the readings.**