

ENGLISH 125
College Writing Skills

<u>Course Information</u> Tuesday – 6-7:50 pm CCI 207 Thursday – 6-7:50 pm CCI 207 4 Units	<u>Instructor Information</u> Name: Benjamin Ovando Email: ovandoenglish@gmail.com Phone: (559) 425-6525 (calls and text messages)
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REQUIRED COURSE MATERIALS:

Textbooks

Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing (11th edition)*. New York: Bedford St. Martins, 2010. Print.

Beason, Larry, and Mark Lester. *A Commonsense Guide to Grammar and Usage (5th edition)*. New York: Bedford St. Martins, 2011. Print.

Other Required Materials

Regular access to a computer (required for readings on Blackboard) with:

- internet access (broadband recommended);
- Adobe Acrobat Reader 7.0 (or later);
- a printer.

One two-pocket folder

A 8.5 X 11 Blue Book for final exam

A USB flash drive

COURSE DESCRIPTION:

English 125: College Writing Skills is a course created to extend your opportunities for reading, writing, thinking, and inquiry. This course is designed to develop your abilities as a reader and writer – a literacy user – as an active participant in the world of language in which you are already immersed. The primary focus is on developing basic essay writing skills including prewriting, revising, and editing short formal essays. The secondary focus is on developing basic college level writing skills such as creating clear, complex sentences, well-developed paragraphs, and expanding the knowledge and use of grammar. With attention to the ways you read and write and through much practice in and out of class, you will develop skills that help you write effectively for many audiences, including your other classes.

As this class focuses on college writing, it is modeled after a “workshop” style writing class. This means that every week we will have an in-class writing workshop. In this workshop you will bring or create a piece of your own writing and other students will give you feedback on your progress. Additionally, throughout the semester, I will also give you feedback on your writing. At the end of the semester, you will submit a final portfolio that represents the final drafts of your writing in this class. Therefore, you will have all semester to work on and improve your writing.

COURSE OBJECTIVES:

In the process of completing this course, students will:

1. Write complete, appropriate, varied English sentences, using coordination, subordination, and modification to clarify meanings
2. Use punctuation, capitalization, abbreviations, etc., conventionally and spell correctly
3. Use standard dialect noun, verb, and pronoun forms and verb tenses correctly
4. Differentiate between standard dialects and community dialects and slang, and use dialects appropriately
5. Study English sentence structures as they relate to meanings and learn to recognize relationships between the ways words are ordered and grouped and the meanings the reader may grasp. Utilizing punctuation, sentence variety and length, and different styles in modification and diction, the student must say what he or she means and make that meaning clear to the reader.
6. Write in paragraphs that develop topic sentences with adequate, detailed support
7. Use various patterns of paragraph development, such as spatial and time orders in description and narration, cause and effect, comparison and contrast, example or analogy, and persuasion. Decisions about organization must be related to the author’s purpose, to the reader, and to the writer’s resources.

8. Initiate and carry through appropriate use of the writing process: recognizing the affect of purpose and audience, discovering topics, selecting and ordering ideas and the evidence to develop the topic, writing and revising, and editing and finishing the paper
9. Write with coherence and unity, paying attention to reference, agreement, consistency, and transitions
10. Use critical thinking skills in writing, with attention to avoiding fallacies, relating structure to ideas, developing logical support for generalizations, following logical orders, and differentiating between statements of fact and opinion
11. Use basic library sources to find information, and avoid plagiarism in the preparation of a limited paper based on published sources

COURSE OUTCOMES:

Upon completion of this course, students will be able to:

1. Prewrite constructively to generate ideas and determine ideas, opinions, positions, and ultimately theses and plans
2. Respond to a prompt quickly and independently
3. Write a developed essay with a clear thesis and support
4. Write with some sophistication: introduction should be more than a thesis; a conclusion should be more than a summary; an essay should have ample substance
5. Plan and revise fairly independently employing all stages of the writing process as necessary and appropriate
6. Recognize and revise common errors such as problems with comma splices throughout a piece
7. Construct idiomatically correct sentences although there may be an “accent” resulting from a consistent type of ESL error
8. Use a variety of rhetorics and structures, including documented sources
9. Use MLA style with some guidance to set up papers and document sources

MAJOR ASSIGNMENTS:

Reading

Students are responsible for completing assigned reading *before* each class meeting and to actively participate in discussions, activities, and instructional presentations. Selections of the readings for this class are digital documents located on Blackboard. It is your responsibility to download and read these documents in a timely manner. Also, short writing assignments over the readings will be assigned periodically.

Essays/Instructor’s Drafts

There will be 4 formal essays of 2-4 pages in length assigned during the course, and there will be numerous shorter writing assignments that will support the writing process of the essays. For each essay, students will go through the various stages of the writing process, including prewriting, drafting, revision, and editing. At the end of the process the student will submit a draft to the instructor for evaluation and feedback. **This Instructor’s Draft must be a completed essay, meet the minimum requirements listed on the prompt, be documented MLA Style, and include a Works Cited page.** You are required to submit a draft of your essay to the instructor for feedback three times during the semester; however, your essay will not be given a grade until it is submitted in the Final Portfolio.

Please note: Should I discover while reading your Instructor’s Draft that you have not run spell check, sufficiently proofread and edited your work, or submitted a completed draft, I will discontinue reading and return the draft to you. You will have one week to revise the paper (the return date will be clearly marked on your essay). The highest grade such a paper can receive is a “C”. If you do not revise the draft, you will receive a zero for the assignment.

General Assignments and Quizzes

You will be given a range of assignments throughout the semester. Assignment due dates will be indicated on the Course Schedule and will be due on the days listed. In addition, quizzes will be given randomly during the semester. They will be based on your readings for the week and are generally 10 points each.

Late Assignments

Late homework **WILL NOT** be accepted and missed in-class assignments or quizzes of any type **CANNOT** be made up. If you know you will be absent, please turn in your work early or email the assignment to the instructor no later than the regularly scheduled class time.

If your Instructor's Draft is late, you will be penalized one letter grade for every day your draft is late. **This includes days our class does not meet; for example, weekend days.** After the third day, I will no longer accept the draft. **I do not accept late drafts via email.**

Final Portfolio

At the end of the semester, you will submit a final portfolio that will contain your best writing in the class. You are free to revise all essays written during the semester for the final portfolio. This means that your portfolio should demonstrate both a product, final documents that are revised and polished and that show the best work that you can do, and a process, the drafts and thinking and writing that you have done to get to the product. Accordingly you will need to have a folder or a binder in which to keep all of your work for this course. **The final portfolio must include all 4 essays assigned in class, be submitted on time, and meet the minimum requirements. Failure to do any of the previously listed will cause a student to receive a failing grade for the portfolio, and therefore fail the class.**

Final

There will be an in-class timed essay final at the end of the semester which will be based on your readings and test your ability to apply the skills we learned in class. More details will be given towards the end of the semester.

GRADING/EVALUATION:

The grading for this class will be broken down as follows:

General assignments, reading responses, and quizzes – 15% of final grade	<u>Grade Scale</u>
Essay 1 Instructor's Draft – 6%	A= 90-100%
Essay 2 Instructor's Draft – 6%	B= 80- 89%
Essay 3 Instructor's Draft – 8%	C= 70-79%
Essay 4 Instructor's Draft – 10%	D= 60-69%
Final Portfolio – 50%	F = 0-59%
Final Exam – 5%	

You will receive a "letter" grade from the instructor, unless you apply for the Credit/No Credit option via the registrar. If you choose the Credit/No Credit option, you only need to achieve 70% of the total class points to receive a "Credit" grade. Please read the College Catalog for more information regarding the Credit/No Credit option.

CLASSROOM POLICIES

Subject to Change

This syllabus and class schedule are subject to change. You will be notified of any changes.

Attendance

This course is discussion and activity driven. A good deal of time is spent discussing and modeling, working together and demonstrating. Missing more than **Four (4)** classes **BEFORE the drop deadline** will result in automatic withdrawal from the class. Tardiness in excess of 15 minutes will be counted as half an absence unless cleared with the instructor prior to class.

If you are absent from class, it is your responsibility to check on announcements made while you are away. It is also your responsibility to make sure that your name appears on the daily attendance sheet each day that you do attend class.

If you require an extended period of absence due to extenuating circumstances, **please advise the instructor as soon as possible.** I will make special arrangements based on the situation that will allow you to continue to participate in class. Please remember you will need to provide documentation of these circumstances (i.e. medical records, police records, etc.). Absences due to extenuating circumstances will not affect your grade in class if proper procedures are taken.

Blackboard

You must have regular internet access, since we will be using Blackboard. On Blackboard I will post daily announcements, comments and assignment changes. Additionally, your major assignments and the syllabus will be available there when you need them. We may also conduct discussion forums on Blackboard.

Turnitin.com

This campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit written assignments to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. You may indicate in writing to the instructor that you refuse to participate in the Turnitin.com process, in which case your instructor can use other electronic means to verify the originality of your work.

Cell Phones/Pagers

PLEASE TURN OFF OR SILENCE CELL PHONES AND PAGERS DURING CLASS. Also, text/instant messaging, checking voicemail/email or answering calls during class are strictly prohibited.

COLLEGE POLICIES**Students with Disabilities**

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. 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 of the Rehabilitation Act, please contact me as soon as possible.

Plagiarism and Cheating

All work in this class is assumed to be the original work of the student. Any student who “borrows” essays or class work, improperly cites works or authors, or performs any other type of misrepresentation will receive an automatic “F” for that assignment and risks failing the class, as well as possibly receiving suspension, probation, or expulsion from the college.

Disruptive Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process (including excessive talking, making rude or derogatory comments, answering cell phones, and leaving class early) shall not be tolerated and may lead to disciplinary action and/or removal from class.

Tentative Topic, Workshop, and Paper Schedule

Unit 1 – Definition [Weeks 1-4] – Essay: 2-3 pages

Tuesday, January 17 – Topic Workshop; Working Topic/Thesis due
Thursday, January 19 – Proposal Workshop; Proposal due
Tuesday, January 31 – Revision Workshop; Rough Draft 1 due (at least 1 full page)
Thursday, February 2 – Peer Workshop; Rough Draft 2 due (at least 2 full pages)
Tuesday, February 7 – Instructor’s Draft due

Unit 2 – Comparison and Contrast [Weeks 5-7] – Essay: 2-3 pages

Tuesday, February 7 – Topic Workshop: Working Topic/Thesis due
Thursday, February 9 – Proposal due
Tuesday, February 21 – Revision Workshop: Rough Draft 1 due (at least 1 full page)
Thursday, February 23 – Peer Workshop; Rough Draft 2 due (at least 2 full pages)
Tuesday, February 28 – Instructor’s Draft due

Unit 3 – Process [Weeks 8-10] – Essay: 3-4 pages

Tuesday, February 28 – Topic Workshop: Working Topic/Thesis due
Thursday, March 1 – Proposal due
Thursday, March 8 – Revision Workshop: Rough Draft 1 due (at least 2 full page)
Thursday, March 15 – Peer Workshop: Rough Draft 2 due (at least 3 full pages)
Tuesday, March 22 – Instructor’s Draft due

Unit 4 – Research and Argumentation [Weeks 11-15] – Essay: 4-5 pages

Tuesday, March 20 – Topic Workshop: Working Topic/Thesis due
Tuesday, March 27 – Source Workshop; Proposal due
Tuesday, April 10 – Focused Topic Paper due
Thursday, April 19 – Revision Workshop: Rough Draft 1 due (at least 2 full page)
Thursday, April 26 – Peer Workshop: Rough Draft 2 due (at least 4 full pages)
Tuesday, May 1 – Instructor’s Draft due

Unit 5 – Portfolio Preparation [Weeks 16-17] – Final Portfolio

May 1-10 – Revision Workshops

Important Dates

Friday, January 27 – Last day to add or drop without a “W”
Friday, March 9 – Last day to drop with a “W” (letter grade assigned after this point)
April 2-6 – Spring Break **NO CLASS**
Tuesday, May 15 – Final Exam