#### English 125: Writing Skills for College

Reedley College, Spring 2015

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Course Information: English 125 (4 Units), 8-9:50 a.m. T Soc 35 / Th Hum 62

#### Course Description

In this course, students will develop the process of writing, revising, and finishing essays, which includes the logical development and organization of ideas. Students will learn to avoid common writing errors, develop their writing skills by reading model essays and analyzing rhetorical strategies, develop critical thinking skills by matching the structures of writing to meaning and audience, and by using writing as thinking to explore and express ideas. This course is a companion to ENGL 126 and prepares students for ENGL 1A. Students must successfully complete written course work to receive credit.

English 125 Outcomes and Goals

**Outcomes:**

At the end of English 125 students should be able to:

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| 1. Write multiple papers of at least 1200 words, which include an introduction, multiple body paragraphs, and conclusion of some sophistication. This essay will include:
	1. a clearly defined thesis statement
	2. unified supporting paragraphs, which begin with topic sentences
	3. quotations that support the topic sentences and the thesis
	4. supporting material and ideas, which exhibit critical thinking
	5. complete sentences which include a variety of sentence types (simple, compound, complex, and compound/complex sentence)
	6. descriptive vocabulary that exhibits growth and sophisticated word choice
	7. avoidance of fragments, comma splices, sentence fuses and other basic skills errors, such as capitalization, spelling, homophone issues, verb tense issues, subject-verb agreement, pronoun agreement, word choice issues, confused syntax, etc.
	8. use of MLA guidelines to set up essays, correctly use in-text citations for at least one source, and complete a works cited page
	9. writing that is free from plagiarism
	10. demonstrated awareness of how to write from the 3rd person point of view for a specific audience
2. Plan and revise independently, employing all stages of the writing process as necessary and appropriate.
3. Complete a multi-paragraph in-class essay with a thesis and support.

**Goals:**

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| In the process of completing this course, students will:  |
| 1. learn about writing papers which include introductions, body paragraphs, and conclusions
2. learn to write with some sophistication
3. practice writing thesis statements
4. practice writing topic sentences
5. learn about using quotations and in-text citations that support the topic sentences and the thesis
6. practice developing supporting material that exhibits critical thinking
7. develop an understanding of what a complete sentence is and practice using a variety of sentence types (simple, compound, complex, and compound/complex sentence)
8. learn about common sentence errors, such as fragments, comma splices, sentence fuses
9. develop their usage of descriptive vocabulary that exhibits growth and sophisticated word choice
10. learn how to follow MLA guidelines when formatting papers and using quotations and a works cited page
11. learn about avoiding plagiarism
12. write papers in which they will use 3rd person point of view and practice addressing a specific audience
13. practice using all stages of the writing process as necessary and appropriate
14. practice writing in-class essays
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###### Required Texts, Materials and Expenses

* Graff , Gerald and Cathy Birkenstein. *They Say, I Say*. 2nd Edition. New York: W.W. Norton, 2010.
* Reading Handouts which will be provided to you.
* Much of this class will be paperless (unless otherwise specified), so a computer, some kind of word processing program, and online access are required.
* USB Drive
* Blue Books
* Notebook

You are required to have all of these items within the first two weeks of class. If you do not, you run the risk of being dropped from the course.

#### Projects and Assignments

Class Participation: You must be prepared and willing to participate in the class discussions and group activities. For full class participation credit, I expect that you will 1) have the homework done for the day, 2) have thought about the homework, will come with questions, experiences, thoughts, challenges, etc, 3) be willing to take risks by discussing things you don’t understand or by bringing topics to our discussions.

Small Group Workshops: A key component to this class is peer response to drafts of formal and informal writing. Students will be expected to share their writing with their peers in order to get feedback about how to revise the writing to better address an audiences questions, challenges, and responses. This means that everyone will need to share their writing with others AND strive to be a good reader to peer drafts. Workshopping will happen in the class, in small groups and as a large group. You will get more specific instructions for how we will workshop in the class, but know that I will expect you will share your texts with your peers and be open to their response. I also expect that you will read your peer’s texts actively and work hard to give them quality feedback about how they can improve their writing.

Writing Online: In this class, you will have several opportunities to try out different genres of online writing for most of the writing you will do for this class. This class will use Blackboard to support your learning, thinking, and conversations as a writer. Reading Journals will be the primary assignment you will post online and you will post these on a group discussion board so that your peers and I can read your writing. I also reserve the right to bring reading journals in to class, to use as discussion starters or models for thinking about various aspects of writing or reading. These reading journals need to be at least 150 words and posted by 8 a.m. the day they are due.

Formal Writing Projects: In this class, you will have 4 formal writing projects including one in class final essay. These writing projects are meant to get you to read, write, and respond as both a student in the university and a public intellectual. More information about these writing projects will be given to you during the semester. Generally, these projects require outside research using both academic and nonacademic sources; they require you to write multiple drafts before a project is complete, and they must be written toward an audience, which means you will need to contextualize and explain your claims and examples, give readers a clear sense of why your responses and ideas matter, and be proofread in the final text.

Course Policies

The common policies we’ll all be expected to adhere to in order to get credit for this class are:

* Take full and active responsibility for your participation, writing, input in discussions, and progress in this course;
* Give courtesy and respect to everyone;
* Participate in each session’s discussions and activities;
* Come to each session on time (see “Attendance” section below);
* Complete/Do all assignments as directed and in the spirit they are asked of you.

Plagiarism

Remember to always quote and cite your sources appropriately, even if they are unpublished or from friends or classmates. An unacknowledged paraphrase, a patchwork from several sources, as well as the submission of someone else’s work (published or not), all constitute plagiarism in the eyes of the university, and a **failure of this course**. Please ask questions if you’re ever unsure BEFORE you turn in work. **Ignorance IS NOT an acceptable excuse.** The University’s language on plagiarism and academic honesty is:

**Attendance:**

* In accordance with district policy, students who miss four classes in the first nine weeks of the course will be dropped from the class.
* Regular attendance is essential and will be documented.
* You are required to let me know by email if you need to be absent for a reasonable excuse that you do not want counted against your attendance.
* Students who do not attend the first class meeting will be dropped unless they have contacted me before the first class with an acceptable reason for why they must miss the first day. Students who add or choose to drop the class are responsible for completing the process through Web Advisor. Any student who does not add by the 2nd week will not be allowed to add the class after that.
* If you are more than 10 minutes late or leave class more than 10 minutes early without prior excuse, will be marked as tardy. Two tardies equal one absence.

Course Grade

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| TASK | % of Final grade | possible Points |
| Essay #1: Personal Essay (1 revision) | 15% | 150 |
| Essay #2: Rhetorical Analysis of Images (1 revision) | 15% | 150 |
| Essay #3: Rhetorical Analysis of Text (2 revisions) | 20% | 200 |
| essay #4: Research Paper (Proposal Paragraph, Annotated Bibliography, and Works Cited) (2 revisions) | 20% | 200 |
| Journals/Responses | 10% | 100 |
| Participation, quizzes, and homework | 10% | 100 |
| Final Exam | 10% | 100 |
| TOTAL | 100% | 1000 points |

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69% not passing
F = 0-59% not passing

**Schedule of Classes (SOC) Rev. 1**

This Schedule of Classes May be Revised

Always Check For Latest Revision

(*TSIS*) refers to *They Say I Say*

(*HO*) refers to *Handout*

 (Bb) refers to Blackboard

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| Date | FOCUS of CLASS | READINGS and HOMEWORK DUE |
| **WK 1**1.13 T | Introductions, Syllabus, What is an Academic Conversation? |  |
|  **WK 1**1.15 Th | **Essay 1.** Personal reflection in class. What do I know about writing? |  **TSIS Preface: XVI-XXVI** |
| **WK 2**1.20 T | Discussion—Entering the Academic Conversation | **TSIS:** Introduction. Revision of Essay 1 |
| **WK 2**1.22 Th  | Discussion--Establishing credibility (ethos), Understanding Dr. King’s argumentIn-Class Analysis: Ethical Proof (ethos) in “Letter from Birmingham Jail” In Class Annotation Exercise | **HO:** Dr. Martin Luther King, “Letter from Birmingham Jail” |
| **WK 3**1.27 T | Discussion—Using Emotions In-Class Analysis: Pathetical Proof (Pathos) in “Letter from Birmingham Jail”In Class Annotation Exercise |  **TSIS: 19-29** **Reading Journal Due on Bb:** Analysis of Ethical Proof in “Letter from Birmingham Jail.” Include 2 academic words, defined in context. |
| **WK 3**1.29 Th | Discussion – Using LogicIn Class Analysis: Logical Proof (Logos) in “Letter from Birmingham Jail”In Class Annotation Exercise | **Reading Journal Due on Bb:** Analysis of Logical Proof in one of these texts “Letter from Birmingham Jail.” |
| WK 42.3 T | Summarization Versus Paraphrase. In Class Writing: Summarizing and Paraphrasing “Letter from Birmingham Jail” | **TSIS: 30-41****Reading Journal Due on Bb:** Summarize “Letter from Birmingham Jail” Include 2 academic words, defined in context. |
| **WK 4**2.5 Th | Discussion—Rhetoricality in Images. In Class Writing Activity | Make notes for class discussion on images |
| **WK 5**2.10 T | Discussion—What do we mean by Rhetorical Moves in Writing? | **TSIS: 42-51****Reading Journal Due on Bb:** Rhetoricallyanalyze one image. |
| **WK 5**2.12 Th | **Essay 2:** Rhetorically analyze image or images. In Class 2 page essay. |  “Hidden Intellectualism” **TSIS**: 198-205 |
|  **WK 6**2.17 T | Discussion – “Hidden Intellectualism”  | **TSIS: 55-67****Reading Journal Due on Bb:** Respond to Graff. ” Include 2 academic words, defined in context. |
| **WK 6**2.19 Th | Discussion – Audience and Voice | **Revision of Image Analysis****HO:** “In Search of our Mother’s Gardens.” |
| WK 72.24 T | Discussion - “In Search of our Mother’s Gardens.”  | **TSIS: 68-77****Reading Journal Due on Bb:** Respond to Walker. ” Include 2 academic words, defined in context. |
| **WK 7** 2.26 Th | **Structure Series:** Developing a Thesis(Main Claims)**HO**: Writing as a Process | **HO**: “Daddy’s Philosophy” and “Time Lines” |
| **WK 8**3.3 T | Discussion - “Daddy’s Philosophy” and “Time Lines”Introductions | **TSIS: 78-91****Reading Journal Due on Bb:** Respond to eitherpiece. ” Include 2 academic words, defined in context. |
| **WK 8**3.5 Th | Topic Sentences (Minor Claims) | In Class Brainstorm Activity**HO:** Jonathan Kozol, “The Human Cost of an Illiterate Society” 186-195 |
| **WK 9**3.10 T | Sentence Variety and Word ChoiceParagraph Construction: Form and Function | **TSIS: 92-101****Reading Journal Due on Bb:** What does a Topic Sentence do? |
| **WK 9**3.12 Th | Conclusions | HO: James Loewen: From “Lies My Teachers Told Me.” |
| WK 103.17 T | Finding and Evaluating Sources Works Cited | **TSIS: 105-120** **Reading Journal Due on Bb:** What has Changed in my Understanding of Essay Structure and Features? |
| **WK10**3.19 Th | Academic Vocabulary QuizRevision Strategies | HO: Brent Staples: Black Men and Public Spaces  |
| **WK 11**3.24 T | MLA / APA Conventions | **TSIS: 121-138****Reading Journal Due on Bb: Reflection.** What Have I learned so Far? |
| **WK 11**3.26 Th | Choosing a Topic / Project / Goal |  |
| **WK 12****3.31 T** | **Spring Break** |  |
| **WK 12****4.2 Th** | **Spring Break** |  |
| **WK 13****4.7 T** | **Essay 3:** Response to Chosen Reading Including: Summary, Analysis of Rhetorical Features, Research and Works Cited. |  **TSIS: 141-144****Reading Journal Due on Bb:** What Do I want to Write About? |
| **WK 13****4.9 Th** | Seminar on Annotated Bibliography | HO: Richard Rodriguez “The Fear of Losing a Culture.” |
| **WK 14****4.14 T** | Discussion – ‘The Fear of Losing a Culture.” |  **TSIS: 145-155** Prospectus Due**Reading Journal Due on Bb:** Response to Loewen. ” Include 2 academic words, defined in context. |
| **WK 14**4.16 Th | Academic Vocabulary Quiz |  |
| **WK 15**4.21 T | The Question Brainstorm | **TSIS: 156-174****Reading Journal Due on Bb:** Annotated Bibliography |
| **WK 15**4.23 Th | Essay 3 in Class Work |  |
| **WK 16**4.28 T | In Class Peer Workshop | **TSIS: 175-192**Essay 3 Draft Due in Class |
| **WK 16**4.30 Th | Revision Workshop |  |
| **WK 17**5.5 T | TBA | Essay 3 Revision Due in Class |
| **WK 17** 5.7 Th | TBA |   |
| **WK 18**5.12 T | TBA |  |
| **WK 18**5.14 Th | Final Essay 3 Due |  |
| **WK 19****5.19 T** | TBA |  |
| **WK 19****5.21 Th** | Final Exam – Essay 4 in Class Timed Essay |  |
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