**English 125**

**College Writing Skills**

**Fall 2010**

**Elaine G. Stamper**

**Monday/Wednesday 6:00-7:50**

**CCI-207**

You are responsible for all the information contained in this syllabus. Please be sure to bring it with you to all class meetings this semester.

**Contact information:**

e-mail address: [elaine.stamper@reedleycollege.edu](mailto:elaine.stamper@reedleycollege.edu). Please write “English 125” in the subject line of all e-mails to me.

Office: Faculty Annex-5 (Portable building near Administration; first office inside on the left)

Campus Phone: (559) 638-3641 ext. 3472

**Office Hours:** **Monday, Wednesday, Thursday: 3:00-4:00 in my office;**

**Monday and Wednesday, 5:30-6:00 in CCI-207**;

**and other days/times by appointment.**

**Required Texts and Materials:**

* Biays, John Sheridan, and Carol Wershoven. *Along These Lines: Writing Paragraphs and Essays.* 5th ed. Pearson: Upper Saddle River, NJ, 2010. Please note that the textbook is available on reserve in the library. If you choose to use the reserve copy, you must photocopy the relevant pages and bring them to class. I will not accept homework from the textbook that is written on notebook paper, typed, etc.
* Notebook for organizing class notes and assignments
* Blue Books:
  + two for in-class essays
  + one for in-class responses
* A USB Flash Drive (also known as a jump drive or thumb drive) to save your work done on computers.
* Highlighter and/or Post-it Notes for annotating readings
* Stapler

**Course Description:**

English 125 students will write and revise short papers and gain practice in developing and organizing ideas logically. The course emphasizes the avoidance of common writing errors; develops writing skills by having students read model essays and analyze rhetorical strategies; develops students’ critical thinking skills by considering matters of audience, purpose, tone, and style; and uses writing as a means of thinking about and expressing ideas.

**Course Outcomes:**

In the process of completing this course, students will:

A. Write an essay of at least 750 words which includes:

* + 1. an introduction, multiple body paragraphs, and conclusion of some sophistication (Introduction should be more than a thesis; a conclusion should be more than a summary; an essay should have ample substance and strong paragraph structure)
    2. a clearly defined thesis
    3. supporting details that exhibit critical thinking
    4. appropriate and purposeful use of quotations
    5. complete sentences and sentence types, writing simple, compound, and complex sentences, which avoid fragments, comma splices, and sentence fuses
    6. correct use of MLA format, with correct use of in-text citations for at least one source and a works cited page
    7. descriptive vocabulary and exhibit growth in using sophisticated word choice
    8. avoidance of plagiarism
    9. evaluation and analysis of ideas
    10. demonstrated awareness of the 3rd person/universal audience

B. Complete a passing multi-paragraph in-class essay with a thesis and support

C. Plan and revise independently, employing all stages of the writing process as necessary and appropriate

**Writing Assignments**

* **Summary/response:**  You will be given newspaper and/or magazine articles to read, summarize, and respond to in writing. We will discuss this assignment further in class. There will be 3 or 4 of these.
* **Two in-class timed essays:** The timed essays provide practice in writing quickly and expressively under timed conditions—a typical requirement in other college courses; these timed essays will be approximately two pages in length.
* **Two out-of-class essays:** The final grade for each essay will be determined in part by completion of the following steps: in-class pre-writing; in-class first draft; out-of-class second draft with substantial revisions; feedback from a writing center tutor on at least one draft; and possibly one out-of-class third draft. All drafts must be typed and be in the required format. The final paper must be submitted with all of the steps. The out-of-class essays will be approximately three pages in length.
* **Revision of one essay:** Using feedback you receive (from me and, if you wish, a peer and/or Writing Center tutor) on one of the essays, you will make revisions. The grade will be based on evidence that you have reflected carefully on the feedback and that you understand the revision process in general, as well as the nature and quality of the specific revisions made.
* **Reflections:** For each essay, you will write a short (1-page) reflection paper.

**Class Policies and Procedures**

**ATTENDANCE:**

* In accordance with district policy, **students who miss more than four classes in the first nine weeks of the course will be dropped from the class**.
* Regular attendance is essential. Students who are absent have difficulty understanding the assignments and often do not turn things in. Even though I don’t give you a grade for attendance, you are “shooting yourself in the foot” if you are absent more than two times during the semester: students who do not attend all or most of the classes generally fail.
* That said, please let me know—by phone or e-mail—if you are going to be absent and, if possible, why.
* 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.
* If you are more than 10 minutes late or leave class more than 10 minutes early, I will mark you as tardy. Two tardies equal one absence.

**PARTICIPATION:** I firmly believe that students learn not only from the instructor but also from each other. So, be prepared to interact in pairs and groups with other students in the class. You can only be an active, prepared participant if you attend class regularly and on time, contribute in a meaningful, useful way to discussions, and do the assigned work both in and out of class. If you have not done the necessary work in order to participate, I consider this a disruption to the class and will ask you to leave. You will be marked absent.

**QUIZZES, SUMMARIES, and HOMEWORK:** Quizzes may be unannounced; summary/responses are listed on the schedule; homework is generally listed on the schedule but may be announced in class. Quizzes, summaries, and homework cannot be made up. If you are absent, make sure that you find out if there was additional homework given in class.

**SUBMITTING PAPERS AND REVISIONS**: **All** **essays and drafts** of essays must be **typed** (unless I ask you to use a Blue Book) in Times New Roman, 12 point, and double-spaced on 8 1/2 by 11 inch paper. In the upper left hand corner, put your name, class (English 125), instructor’s name (Ms. Stamper), type of assignment, draft number, and date (example: 29 August 2010). Title your paper and center, **do not underline**, it above your text. See handout for sample and guidelines. **Submit all drafts, last to first,** with each assignment.

**I reserve the right to refuse any essay draft that is not typed, is not submitted in the proper format, is not submitted at the beginning of class, or does not include pre-writing and the proper number of drafts. Re-submission of the paper will be required and will result in a penalty for late work.**

**LATE WORK:** All assignments are due in class (or in my e-mail in-box or in my office mailbox; you can also give the assignment to the receptionist at the front desk in Administration) by the start of class timeon the day they are due.

* **Late papers will drop one letter grade for each class day they are late.**
* **Summary/Responses, reflections, and homework cannot be submitted late.**
* **Timed in-class essays cannot be made up unless you have a signed doctor’s note. You are responsible for making the arrangements with me within one week of the original assignment date.**
* **By the start of class time** means that papers need to be printed out before class, organized, stapled, and ready to turn as soon as class begins. Please do not ask me if you can print an out-of-class draft on the printer in our classroom.

**ACADEMIC DISHONESTY:** Cheating, copying, or plagiarizing others’ work may, according to the Reedley College 2006-2008 Catalog, result in anything from a failing grade on the paper or assignment to a failing grade in the course. Do **not** have anyone other than me, a student in our class, or a Writing Center tutor help you at all with your papers.

**STUDENTS 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 of the Rehabilitation Act, please talk to me as soon as possible. Contact Disabled Student Programs and Services (DSP&S) at (559) 638-0332 or visit their website for more information:* [*http://www.reedleycollege.edu/services/dsp/LD.htm*](http://www.reedleycollege.edu/services/dsp/LD.htm)*.*

**Some Important Points:**

* You must use the school e-mail account and check it on a regular basis. There are computers available at various computer labs (including the library) on campus. If you don’t know how to set up or use e-mail, please get help from me, a tutorial center, or a lab. There is also a video tutorial on Web Advisor.
* I use Blackboard. In the unlikely event that I had to cancel class, I would post it as an announcement on Blackboard and send the announcement as an e-mail. On Blackboard, you can get an extra copy of the syllabus and schedule or most other handouts, find out if there was any homework on the day you missed class, and check your grade. If you need help with Blackboard, see me or a computer lab assistant in the library.
* Please make sure that you save all of your work—save all drafts of written work on your flash drive and keep all graded and returned work in your notebook for this class.
* Nothing annoys me like rudeness; that means cell phone usage (texting, checking for texts or calls, phones going off), repeated tardiness, people talking when I or someone else is talking, and students “packing up” before I have ended the class. So, turn off your phones and put them away before class, come to class on time, be considerate when others are talking, and wait for me to finish class before you start closing books and putting things away. **If you do not abide by these rules of common courtesy, I will ask you to leave the classroom and this will be counted as an absence.**
* One of my goals for this class is to help you understand that writing is never truly “finished”—as someone once said, a piece of writing is only abandoned because time for revision runs out. Therefore, be prepared to do multiple drafts of essays.
* Please contact me by e-mail ([elaine.stamper@reedleycollege.edu](mailto:elaine.stamper@reedleycollege.edu)) if you have any problems or questions about anything**. Please write “Eng 125” in the subject line so that I can give it priority.** I check my e-mail regularly and will get back to you promptly.
* **You reap what you sow**: you will get out of this class just as much as you put in. My job is to help you to become better writers and to prepare you to write for other classes. I really care about my students and will do whatever I can to help you. But, the final responsibility is yours.

**GRADING:**

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| **Task** | **% of final grade** | **Points** |
| **Participation, quizzes, and homework assignments** | 10% | 100 |
| **Summary/Responses (3-4)** | 15% | 150 |
| **Reflections (5 reflections, 20 points each)** | 10% | 100 |
| **Essay #1** (in-class) | 5% | 50 |
| **Essay #2** (includes pre-writing and a minimum of two drafts) | 15% | 150 |
| **Essay #3** (Timed, in-class essay) | 5% | 50 |
| **Essay #4** (includes pre-writing and a minimum of two drafts) | 20% | 200 |
| **Revision of one essay** | 10% | 100 |
| **Final Exam** | 10% | 100 |
| **Total** | **100%** | **1000 points** |

**A = 100-90 excellent**

**B = 89-80 very good**

**C = 79-70 average**

**D = 69- 60 needs improvement (not passing)**

**F = 59-0 fail (not passing)**

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| **Last day to drop for a full refund Friday, August 27th** |
| **Last day to add or to drop without a ‘W’ Friday, September 3rd** |
| Labor Day Holiday (no classes) Monday, September 6th |
| **Last day to drop without an ‘F’ Friday, October 15th** |
| Veteran’s Day Holiday (no classes) Thursday, November 11th |
| Thanksgiving Holiday (no classes) Thursday-Friday, November 25th-26th |
| **Final Exam Monday, December 13th, 6:00-8:00** |

**Important Dates:**

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| **1** | 8/16  8/18 | **Monday:** Introductions & Expectations; syllabus  **Wednesday: Quiz #1: Syllabus**. How to take notes. | Due Wednesday: Read syllabus and prepare for quiz. Buy textbook and other materials.  Due Monday: **HW #1:** Read “Writing from Reading,” pp. 323-337; do exercises 1-2. |
| **2** | 8/23  8/25 | **Monday: Due: HW #1.** Annotating a reading passage.  **Wednesday: Due: HW #1 and HW #2.** Finding the thesis; annotating a reading passage. Writing summaries, part 1. Conferences. | Due Wednesday: **HW #2:** Read “Writing an Essay,” pp. 236-241; do exercises 1-3.  Due next Monday: Read “Oreo, Dog Who Survived Roof Fall” and annotate. (See BB under assignments.) |
| **3** | 8/30  9/1 | **Monday:** Writing summaries, part 2. Assign Summary #1. Conferences.  **Wednesday: Due: Summary/Response #1.** Structure of an essay. Intro to pre-writing and prep for in-class essays. | Due Wednesday: Due: Summary/Response #1.  Due next Monday:  Bring Blue Book for in-class essay. |
| **4** | 9/6H  9/8 | **Monday: Essay #1 (in class)—no make-ups.**  Run-ons  **Wednesday: Due: Reflection #1.** Writing Introductions. Conferences. | Due Wednesday: **Reflection #1.**  Due next Monday: **HW #3**: Read “Writing an Essay” (“writing the introduction”), pp. 250-252; do exercise 8; read “Avoiding Run-on Sentences,” pp. 403-408; do exercises 1-3. Study for **Quiz #2.** |
| **5** | 9/13  9/15 | **Monday: Due: HW #3.**  **Quiz #2: run-ons.** Topic sentences.  **Wednesday:** | Due next Wednesday: **HW #4**: Read “Writing an Essay” (“writing the body of the essay”), pp. 252-254; do exercise 9. |
| **6** | 9/20  9/22 | **Monday:**  **Wednesday: Due: HW #4** (please turn in HW to Willie Alire, the librarian.) **Library/research orientation (meet at front desk in Library).** | Due Wednesday: See above.  Due next Monday: **HW #5**: Read “Avoiding Sentence Fragments,” pp. 423-431; do exercises 1-4. Study for **Quiz #3.** |
| **7** | 9/27  9/29 | **Monday:Due: HW #5. Quiz #3**: fragments. Using quotations in essays fragments; developing ideas.  **Wednesday:** Pre-write/prep for Essay #2 (out of class essay). Works Cited, part 1. | Due Wednesday:  Due next Monday: **Essay #2.1** (pre-write & 1st draft). |
| **8** | 10/4  10/6 | **Monday: Due: Essay #2.1 (draft #1).** Using sources. Works Cited, part 2.  **Wednesday:** **Due: Reflection #2.** Conferences. | Due Wednesday: **Reflection #2.**  Due next Monday: **Essay #2.2** (draft #2). |
| **9 Friday,10/15, is the last day to drop without an ‘F’.** | 10/11  10/13 | **Monday:** Quiz #3: fragments. Developing ideas (sample Essay #2). Correct punctuation for titles (italics and quotation marks).  **Wednesday: Due: Essay 2.2.** Conferences. Begin prep for midterm. | Due Wednesday: **Essay 2.2.** Turn in corrected library worksheet (italics and quotation marks). |
| **10** | 10/18  10/20 | **Monday: Due: Essay #2.3—final draft** (include pre-write, drafts 1, 2, & 3.). Review for midterm.  **Wednesday: Midterm** (quiz on fragments and run-ons) + in-class essay (focus on thesis and topic sentences). | Due Wednesday: Study for midterm. Bring Blue Book on Wednesday.  Due next Monday: TBA |
| **11** | 10/25  10/27 |  |  |
| **12** | 11/1  11/3 | **Tuesday: Due: Essay #4.1.** Sample Essay. Incorporating sources.  **Thursday: Due: Essay 4.2.** Peer review 1. | Due Thursday:  Due next Tuesday: Essay 4.3 (3rd draft). |
| **13** | 11/8  11/10 | **Tuesday: Due: Essay 4.3.** Peer review 2. Works Cited.    **Thursday: Due: Essay 4.4** (final draft including Works Cited). **Midterm quiz** (postponed from Week 10) on run-ons and frags. Review summary writing. | Due Thursday: Make final revisions to Essay #4. Add Works Cited. Be prepared for midterm quiz on run-ons and frags.  Due next Tuesday: Reflection #4. Reading assignment (photocopy). |
| **14** | 11/15  11/17 | **Tuesday: Due: Reflection #4.** Discuss reading HW.Prepare for Essay #3. In-class: Summary #2.  **Thursday: Essay #3** (**in-class essay**; postponed from earlier**)** | Due Thursday: Prepare for in-class essay.  Due next Tuesday: Reflection #3. |
| **15** | 11/22  11/24 | **Tuesday: Due: Reflection #3.** Conferences.  **Thursday:** Conferences. | Due Thursday:  Due next Tuesday: Revision of E#2 or E#4. |
| **16** | 11/29  12/1 | **Tuesday: Due: Revision of Essay #2 or #4.** Reading for Summary #3.  **Thursday: Due: Summary #3. Bring textbook.** Commas. | Due Thursday: Summary #3. Bring textbook to next class.  Due next Tuesday: TBA |
| **17** | 12/6  12/8 | **Tuesday: Catch-up Day.**  **Thursday: Prepare for final exam** | Due Thursday: no HW  Due next Tuesday: Study for final. |
| **18** | Final Exam | **Final Exam: Monday, Dec. 13th, 6:00-8:00** | No classes this week other than scheduled final exams |