

# ENGLISH 125: COLLEGE WRITING SKILLS

**FALL 2012**  
**SECTION 52643**

**INSTRUCTOR: PROFESSOR CAREY KARLE**

phone: 555-638-3641 ext. 3421  
E-mail: carey.karle@reedleycollege.edu  
Office Hours—listed on page six

## Welcome to English 125 Online



**MOVING THOUGHTS—  
FROM PEN TO PAPER**

*The purpose of this course is to assist you on your journey to becoming a better writer. Before you can become a better or stronger writer, you must believe that writing well is important and serves a pur-*

*pose in your life. You have to be willing to constantly ask yourself, "What am I trying to say?" Then, you must challenge yourself to answer this question honestly and fully.*

This course emphasizes the development of the process of writing, revising, and finishing short papers, including the logical development and organization of ideas; avoiding common writing errors; developing reading skills by reading model essays and analyzing rhetorical strategies;

developing critical thinking skills by matching the structures of writing to meaning and audience, and by using writing as thinking to explore and express ideas.

We use Blackboard as our classroom. You can access our Blackboard directly from the Reedley College Website (click on the "Blackboard" link found under the "RC Online" link).

### **SPECIAL POINTS OF INTEREST:**

- ◆ Students who utilize the RC Writing Center when taking English 125 have a higher pass rate than those who do not use the RC Writing Center.
- ◆ The RC Writing Center can be used online!
- ◆ Students who do not procrastinate and are well organized generally do better in online classes.



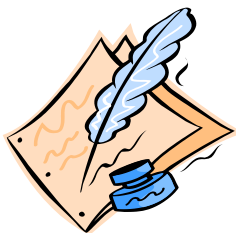
## Student Learning Outcomes

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

### **INSIDE THIS ISSUE:**

<i>Course Objectives</i>	2
<i>Required Texts and Supplies</i>	2
<i>Computer Requirements</i>	2
<i>Email</i>	3
<i>Required Course Work</i>	4
<i>Weekly-Semester Schedule</i>	5
<i>Important Dates</i>	6



WRITING, WRITING, AND MORE WRITING.

*The act of putting pen to paper encourages pause for thought, this in turn makes us think more deeply about life, which helps us regain our equilibrium."*

—Norbet Platt

### 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

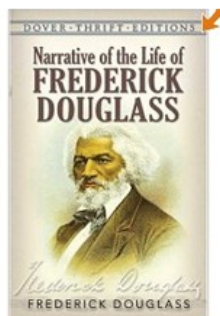
affect of purpose and audience, discovering topics, selecting and ordering ideas and the evidence to develop the topic, writing and revising, and editing and finishing the paper.

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.

### Required Texts and Supplies

Douglass, Frederick. *Narrative of the Life of Frederick Douglass: An American Slave Written by Himself*. New York: Dover Publications (Thrift Edition), 1995.

Ream of Paper. You need to print the syllabus, schedule, essay guidelines and more.



### Computer Requirements



WHAT YOU NEED TO KNOW

#### Skills Needed:

- ◆ Know basics of word processing (saving files, using spell check, using grammar check, moving text, using the help function, etc.)

- ◆ Know how to access and navigate the Internet (use a browser, utilize search engines, save and or print from the Internet)

- ◆ Know how to send e-mail and attachments

#### Hardware Needed:

- ◆ Pentium (PC) or Mac equivalent
- ◆ Home Internet access is

desirable. You can use the computers on campus, but they are not always available. You need to know when each lab is open and available for drop-in use. Also, know if your local library has computers available with Internet access.



## Computer Requirements Continued

- ◆ *If your home computer crashes, is in need of repair, or you lose Internet access, you must find an alternative way to complete the required work on time for this class. This means, of course, that you need to constantly back up the work from your hard drive to a flash drive or other source. This also means avoiding completing assignments at the last minute.*

### Software Needed:

- ◆ The most common word processing format is Microsoft Word. If you use

another word processing program, you will need to learn to save your work in Rich Text Format (RTF).

- ◆ Guidelines for how to save in RTF are found under the **Essays link** on Blackboard.
- ◆ *Do not use Microsoft Works or any other program that does not allow for easy conversion.*
- ◆ **Using WordPad is unacceptable.** *If you have WordPad, you must plan to visit a local library—public or school—to convert your work before sending it for review or as the final*

*product.*

- ◆ *If you use Pages, you will need to learn to save in Rich Text Format as well. **I cannot read pages documents.***

- ◆ Adobe Reader. This can be downloaded for free. All essays will be returned to you in PDF form. Most handouts will also be uploaded as PDFs.



KNOW YOUR COMPUTER!

## E-Mail

- ◆ **An e-mail address is essential.** The college now uses only the college email accounts (your last name underscore your seven digit ID@my.sccd.edu). You must use your college account for this and any Reedley College class. You can set your sccd.com email to forward to another email account. Information about school email can be found on the home page of the college website and on the login page for Blackboard.
- ◆ **I use e-mail to communicate with the class as a whole, with groups, and with individuals.** Whether you have Internet and e-mail access at home or on campus, you should plan on checking your e-mail at least every other day—once a day is preferred. **DO NOT** use your cell phone as the primary means of checking/reading email. Phone screens are too small; therefore, you are not easily able to view the “whole picture” when reading email. Additionally, many phone

programs do not allow for spell check on email messages, so refrain from using your phone as a primary means of communication with me.

- ◆ **When you send an email, you must be specific in the message and always sign your name.** Your email address does not necessarily identify who you are unless you are using your sccd account. *I do not read or respond to email if I do not know the sender.*
- ◆ **In the subject line, include the class and section number.** I teach four classes and generally at least two are online classes. In order to respond quickly, I



EMAIL  
USE IT  
WISELY

need to match you to the correct class—which means you need to add the section number as well (i.e., English 125-53230).

- ◆ **In addition, remember, when you email me, your instructor—your**

**English instructor—you are not text messaging or emailing a friend.** You need to run spell check and think about the way you are writing, for example, do not use lower case i's when using the first person pronoun “I”.

- ◆ **After sending an email, look for a response!** This might sound like common sense, but I am always surprised by students who send an email with an “urgent question” or an important question about an essay or grade, to which I reply in a timely manner with a question or further information, and it takes three or four days for a response from that student.
- ◆ **One more note about email—do not send email out of anger or frustration.** Do not send an email immediately after seeing a grade if the grade was not what you expected. If you have a question about a grade or comments made on an essay, take some time to think carefully about what you want to ask.

*True ease in  
writing comes  
from art, not  
chance, as  
those who  
move easiest  
have learned  
to dance. —  
Alexander Pope*

## Required Course Work

Class Participation	Required	<u>Grading Scale</u>
Quizzes	10%	90-100% = A
Discussion Boards, Blogs, Etc.	10%	80- 89% = B
Timed Essays (2-3) AND Final	10%	70- 79% = C
Essays (3-4)	70%	60- 69% = D
		0- 59% = F

*Class participation is defined as reading the class assignments; joining in the exchange of opinions in group and/or whole class discussion; starting appropriate new items for discussion; and, perhaps most important of all, asking questions.*

When figuring your final Quiz grade, I will drop the two lowest grades and average the remaining scores. ***A missed quiz is equal to a zero, and no make-ups are allowed.***

I do not accept late work, nor do I allow for make up work. This means you need to be in class (online) and do the work as assigned. The only exception to this policy is the one-week grace period given for all but the last essay. The late paper policy is described in detail in a separate document. In Blackboard, click on the Essays tab and locate the Paper Policy.

**Every writer  
I know has  
trouble  
writing. –  
Joseph  
Heller**

## Checking Grades

I use a program called Micro-grade to record grades.

I will upload grades every Friday beginning the third week of the semester.

When I upload grades, the program (Chariot - WebGrade) will send an email that will include the link along with a user name and password so you can check your grade. The user name and password for checking grades are separate from your Blackboard login. Check your grade regularly.

Even though I use a grading program outside of Blackboard, you will need to utilize the grade book on Blackboard to review graded quizzes. When you open the grade book on Blackboard you might see exclamation points, questions marks, or a lock symbol.

The exclamation point simply means that your quiz went through properly and is waiting to be graded. Some quizzes are automatically graded as they are multiple choice. If they are not, I will have to go in and grade the quizzes myself. This might take a week or so. After I grade them, you will be able to open them through the grade book function and review the quiz. The correct answers will usually be available at that time.

If you see a question mark or lock symbol, this means that for some reason your quiz or exam did not go through properly. This usually results from either you opening multiple pages (such as PowerPoint presentations), dropping off line, having a power failure, exiting the program before you have finished the quiz or exam, or hitting the enter button in-

stead of clicking on the submit button on the bottom of the page. If this happens, you **MUST** email me immediately to clear the lock. I check email several times a day and can usually clear a quiz within 24 hours or less. **HOWEVER**, if you wait until the day a quiz is due, I may not be able to clear the quiz **AND** I cannot give you extra time to complete the assignment.

Updated grades are only available after I've uploaded grades. Weekly announcements will inform you as to when grades have been uploaded.

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITING COMPOSITION	A			
MATH/SCIENCE	C			
SOCIAL SCIENCE	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance	Present	25		
GPA	3.0			
A = Excellent B = Good C = Satisfactory D = Needs Improvement E = Unsatisfactory F = Inadequate				
Name	Grade	Year		

**CHECK YOUR GRADE  
REGULARLY  
THROUGHOUT THE  
SEMESTER**



## Weekly and Semester Schedule

For the weekly schedule refer to announcements page on Blackboard.

All assignments for the semester can also be viewed through the semester calendar. Click on the Syllabus link on Blackboard and find the “Tentative Semester Calendar.” Here you will find reading assignments, discussion board due dates, essay due dates, and more.

Each week’s assignments will be emailed to you by Friday evening (for the following week) and will also be posted on the announcements page of

Blackboard. *The weekly email always contains the most updated/accurate information.*

Print the weekly email every week. Read through the information carefully. Check off assignments as they are completed.



CHECK OFF ASSIGNMENTS AS THEY ARE COMPLETED. THIS WILL HELP YOU TO STAY ORGANIZED.

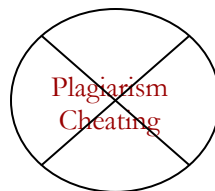
## Plagiarism and Cheating

If it is discovered that you have cheated or plagiarized on an assignment—at any point during the semester—you will receive a zero on that assignment and perhaps a failing grade in the class. *Plagiarism of the final essay for the semester will result in a failing grade in the class. Plagiarism means to pass off the work of others as your own. Plagia-*

*rism is dishonest and represents an attempt to obtain the benefits of a college degree without doing the work.*

For more information about plagiarism and cheating, refer to the Fall 2012 Class Schedule (Campus Policies). There is also additional information about plagiarism on Blackboard. Click on the **Essays**

link and then look for the Plagiarism document.

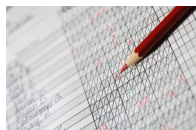


## Attendance Policy

Your online contact will be monitored through the Blackboard discussion board, essays, miscellaneous assignments, and e-mail. *You need to make their presence known every week.* You are required to make substantive contributions to the discussions. You may address the topics suggested by me, devise your own topics if appropriate, or respond to your classmates—depending on the particular discussion forum.

Failure to post to the discussion board for two weeks (excluding weekends) and/or complete assignments, without contact with me, will mean that you are no longer participating in the class, which means you may be dropped from the class.

If you do not complete all of the assignments for week one and two, you will be dropped from the class.



## Accommodations for 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 Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

*I have never  
started a poem  
yet whose end  
I knew.  
Writing a  
poem is  
discovering. ~  
Robert Frost*

# ENGLISH 125: COLLEGE WRITING SKILLS

FALL 2012

phone: 555-638-3641 ext. 3421  
E-mail:  
carey.karle@reedleycollege.edu

## Office Hours:

Tuesday 10:00-12:00  
Thursday 10:00-11:00  
Friday 10:00-11:00

*"The end depends  
upon the beginning"*  
– The  
Emperors Club

**THERE IS ONE  
MANDATORY  
ORIENTATION FOR THIS  
CLASS. THERE ARE FOUR  
ORIENTATION TIMES  
OFFERED; YOU MUST  
ATTEND ONE OF THESE  
ORIENTATIONS IN ORDER  
TO REMAIN ENROLLED IN  
THIS COURSE.**

## ORIENTATION TIMES:

1. **FRIDAY, AUGUST 10  
FROM 2:00-4:00 IN  
CC 1 202**
2. **MONDAY, AUGUST 13  
FROM 4:00-6:00 IN  
LRC 104 (LOCATED  
IN THE LIBRARY)**
3. **TUESDAY, AUGUST  
14 FROM 2:00-4:00  
IN LRC 104  
(LOCATED IN THE  
LIBRARY)**
4. **WEDNESDAY,  
AUGUST 15 FROM  
2:00-4:00 IN LRC  
104 (LOCATED IN  
THE LIBRARY)**



## Essential Information

- ◆ When this class is taught face-to-face, students meet with an instructor/class for four unit hours. The average amount of homework for a unit hour is two-three hours. This means that the time needed for this class is about twelve to sixteen (12-16) hours per week. It is important to understand the time commitment necessary to be successful in this or any online class. In addition, this course is still controlled by the eighteen week semester confines of the college. This necessitates deadlines for essays and other assignments. While online classes do offer flexibility, there are limitations. Students can not complete work in any order and at any time during the eighteen weeks. Assignments, skills, and knowledge are expected to build on one another. Final grades are due the Monday after final exams; therefore, deadlines for assignments during the semester must be respected.
- ◆ It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc... This means you should check the Blackboard announcements on a weekly basis and your e-mail daily (or at least every other day).
- ◆ It is your responsibility to officially withdraw from this and/or any course. Failure to do so may result in an "F" grade being awarded.
- ◆ Because this is an online class, and we are using Blackboard, a class e-mail list is generated. This e-mail list is to be used for school related messaging only. Any other use of the e-mail list can result in your being dropped from the course. Continued sending of unsolicited e-mail could be viewed as a form of harassment. Appropriate action will be taken as necessary per school policy.

## Helpful Hints

- ◆ Keep a copy of each of your papers. This protects you if I should happen to lose one of your papers. You should save your work on your hard drive and back up your work to a USB or other storage device.
- ◆ Keep track of your work. You should save all of your work until the end of the fall semester so you can double check your recorded grade.
- ◆ Should you discover that you are unable to regularly attend class (online) for whatever reason, it is imperative that you discuss this with me as soon as possible. Telling me of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable.

## Important Dates

August 24	(F)	Last day to drop a full-term class for a refund
August 31	(F)	Last day to register in person for a full-term spring class
August 31	(F)	Last day to drop a full-term class to avoid a "W" in person
September 3	(M)	Last day to drop a full-term class to avoid a "W" on WebAdvisor or TouchTone
September 3	(M)	Labor Day holiday (no classes held, campus closed)
September 14	(F)	Last day to change a class to/from a Pass/No-Pass grading basis
October 12	(F)	Last day to drop a full-term class (letter grades assigned after this date)
November 12	(M)	Veterans' Day (no classes held, campus is open)
November 22-23	(Th-F)	Thanksgiving holiday (no classes held, campus closed)
December 10-14	(M-F)	Final exams week