

ENGLISH 125: COLLEGE WRITING SKILLS

FALL 2012

SECTION 52803 M (SOC 35) * W (HUM 62) 10:00-11:50
SECTION 52623 MW 12:00-1:50 (CC1 207)

INSTRUCTOR: PROFESSOR CAREY KARLE

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Office Hours—listed on page six

Welcome to English 125



**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 purpose in your life. You have to be willing to con-

stantly 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 a supplement to 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 are generally more successful in their college classes.



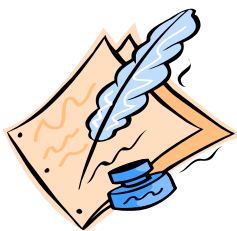
Student Learning Outcomes

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

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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.

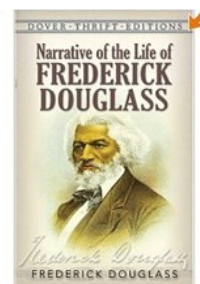
Required Texts and Supplies

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

USB drive
Paper
Pencil

Bring USB drive, paper, pencil, and any/all handouts to class everyday.

Coming to class without the required supplies means you are essentially absent.



Computer Requirements—Desirable



WHAT YOU NEED TO KNOW

Skills:

- ◆ 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—which is also available on campus:

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

desirable but not necessary. 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—Desirable Continued

- ◆ If you work on assignments at home and 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—which is also available on campus:

- ◆ The most common word processing format is Mi-

crosoft 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. 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.

◆ 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, which means potentially over 100 students. In order to respond quickly, I need to match you to the correct class—which means you need to add the section number as well (i.e., English 125-53230).

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EMAIL
USE IT
WISELY

- ◆ 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 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, question 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 instead 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/COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	100	---	---
	Absent	0	---	---
	Tardy	1	---	---
A = Excellent B = Good C = Satisfactory S = Needs Improvement I = Inadequate F = Insufficient / Incomplete				
Student:	Grade:	Year:		

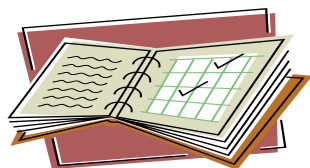
**CHECK YOUR GRADE
REGULARLY
THROUGHOUT THE
SEMESTER**



Semester Schedule

For the weekly schedule refer to announcements in class!

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.



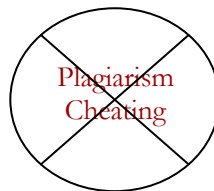
CHECK OFF ASSIGNMENTS AS THEY ARE COMPLETED. THIS WILL HELP YOU TO STAY ORGANIZED.

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.*

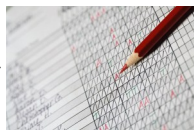
Plagiarism means to pass off the work of others as your own. Plagiarism is dishonest and represents an attempt to obtain the benefits of a college degree without doing the work.

For more information about plagiarism and cheating, refer to the Fall 2012 Class Schedule (Campus Policies).



Attendance Policy

- ◆ Roll is taken every day within the first five minutes of class.
- ◆ I do not distinguish between excused and unexcused absences.
- ◆ It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc... This means that being absent is not an excuse for not knowing what is happening in class. Always come to class prepared—even after an absence.
- ◆ All appointments, interviews, meetings with counselors should be scheduled outside of class time. If you work, inform your employer of your class schedule.
- ◆ I consider an unprepared student as absent.
- ◆ If you are absent the first day of the semester, you will be dropped.
- ◆ If you attend the first class of the semester, but you are absent the second day, and do not contact me prior to class, you will be dropped.
- ◆ If you have four absences by the end of the ninth week, you will be dropped from the course at the instructor's discretion.
- ◆ It is the student's responsibility to officially withdraw from this and/or any course. Failure to do so may result in an "F" grade being awarded.



*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
And by appointment

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

FINALS

SECTION 53803
MW 10:00-11:50

FINAL—MONDAY,
DECEMBER 10
10:00-11:50

SECTION 52623
MW 12:00-1:50

FINAL—MONDAY,
DECEMBER 10
12:00-1:50

*The time/day of the final
will not be changed to
accommodate holiday or
travel arrangements or
employment schedules.*
Do not arrange travel
during finals week.



Essential Information

- ◆ **Time Commitment:** This course meets every week for four unit hours. The average amount of homework for a unit hour is two-three hours. This means that the time needed outside of class is about eight to twelve (8-12) hours per week. It is important to understand the time commitment necessary to be successful in this or any class.
- ◆ It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc... This means you need to pay attention to class announcements and email me or a classmate if you are ever absent to find out if any updates to the schedule have been made.
- ◆ 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 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.

Student Conduct:

- ◆ You are expected to behave in a manner that is respectful to others and conducive to learning. You are expected to interact with each other respectfully and to work cooperatively and constructively in group and partner activities and assignments.
- ◆ All cell phones **MUST** be turned off or silenced during class. **AND** you **MUST** put the phone in your book bag, purse, or pocket. You do not need to look at your phone during class.
- ◆ All iPods or similar devices are to be off and put into books bags, purses, pockets, etc. during class. It is not acceptable to listen to music during class.
- ◆ You will get out of this class as much as you put in to it. My job is to help you better understand basic sentence structure, essay structure and more—and use this knowledge to become better writers. I truly care about your success and will do whatever I can to help you. However, the final responsibility is yours.

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 semester so you can double check your recorded grade.
- ◆ Should you discover that you are unable to regularly attend class 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