**ENGL 125: Writing Skills for College**

Instructor: Gabriel Ibarra Office Hrs: TH 4:15-5:45p & by appt

TTH 6:00-7:50p Email: Gabriel.ibarra@scccd.edu

Units: 4, Course #52889

HUM – 62 (Tuesday)

Social Science – 35 (Thursday)

Spring 2014

**Required Textbook(s):**

Kriszner, L. & Mandell, S. *Patterns for College Writing: A Rhetorical Reader and Guide*, 12th Edition. Boston: Bedford/St. Martin’s, 2010 ISBN-13: 978-0-312-60152-2

Goldstein, B., Linsky, K. & Waugh, J. *Grammar to Go: How It Works and How to Use It*, 4th Edition. Boston: Wadsworth/Cengage Learning, 2013 ISBN-978-1-133-30736-5

Okubo, M.  *Citizen 13660*. Paperback. Washington, 1983, ISBN 978-0-295-95989-4

College Dictionary (The American Heritage Recommended)

**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 avoid common writing errors, develop their writing skills by reading model essays, analyzing rhetorical strategiesand expand critical thinking skills by matching the structures of writing to meaning and audience as well as using writing as a way to explore, express and think out ideas. This course is a companion to ENGL 126 and prepares students for ENGL1A. Students must successfully complete written course work to receive credit.

**Student Learning Outcomes:**

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

**A.** Write an essay of at least 750 words, which include an introduction, multiple body paragraphs and a conclusion some sophistication and intellect. This essay will contain:

* A clearly defined thesis statement.
* Unified supporting paragraphs that begin with topic sentences.
* Quotations that support the topic sentences and the thesis statement.
* Complete sentences, including a variety of sentence types (simple, compound, complex and compound/complex sentence).
* Descriptive vocabulary exhibiting growth and highly developed diction (word choice).
* Avoidance of fragments, comma splices, sentence fuses and other basic writing skills errors, such as capitalization, spelling, homophone issues, verb tense mix-up, subject-verb and pronoun agreement, word choice and syntax issues etc.
* Use of MLA guidelines to set up essays, correctly use in-text citations from at least one outside source and a complete works cited page.
* Writing free from plagiarism.
* Demonstrated awareness of how to write from the 3rd person point of view for a specific audience.

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

**C.** Complete a multi-paragraph in-class essay with a thesis statement and support.

**Course Objectives:**

In the process of completing this course, students will:

* Learn about writing papers with an introduction, body paragraphs and a conclusion.
* Learn to write with more sophistication.
* Practice writing thesis statements and topic sentences.
* Learn how to use quotations and in-text citations to support the topic sentences and thesis statement.
* Practice and develop critical thinking in the supporting material (writings and essays).
* Develop an understanding of what a complete sentence is by practicing, using a variety of sentence types (simple, compound, complex and compound/complex sentences).
* Learn about common sentence errors, such as fragments, comma splices and sentence fuses (run-on sentence).
* Develop a better vocabulary by having a better understanding of diction (word choice) and its ability to be a well thought, more descriptive and mature sentence.
* Learn how to follow MLA guidelines when formatting papers, using quotations and a works cited page, as well as avoiding Plagiarism.
* Write papers in which they will use 3rd person point of view (POV) and practice addressing a specific audience.
* Practice using all the stages of the writing process as necessary and appropriate.

**Course Content:**

1. Using the writing process:
2. prewriting strategies
3. outlining
4. drafting
5. revising
6. editing
7. Writing a well-developed essay:
8. introduction
9. thesis statements
10. body paragraphs
11. topic sentences
12. supporting details
13. transitions
14. concluding paragraphs
15. coherent development
16. focus
17. organization
18. unification
19. Thinking critically:
20. analyze ideas
21. use supporting details to validate a thesis
22. Writing sentences:
23. sentence variety
24. simple sentences
25. compound sentences
26. complex sentences
27. compound complex sentences
28. crafting sentences
29. using parallelism
30. eliminating wordiness
31. avoiding and correcting sentence errors
32. fragments
33. run-ons (comma splices and sentence fuses)
34. punctuation
35. the comma
36. the semicolon
37. the colon
38. the dash
39. Understanding purpose, audience, voice:
40. awareness of audience
41. academic language use
42. third person point of view
43. Using MLA guidelines:
44. avoid plagiarism
45. set-up an essay
46. cite direct quotations write a works cited page

**Course Requirements:**

1. **Attendance/Participation**

This includes coming to class, on time and prepared to learn, having all assignments and reading complete. In class, students are encouraged to actively participate by offering insight, questions and concerns from the readings or assignments given. Also, when we do in-class writing as well as peer workshops/editing/review on essays, you will need to be an active member (giving constructive feedback) in the group to get credit for the day. This is part of your grade and will affect the final outcome by how much effort you put into this course, so take attendance and participation seriously. If you have 6 or more absences, there is a good possibility you will not pass the course, as each absence affects the participation assessment in your overall total in this category.

1. **Essays**

There will be a total of 3 essays written in this class. They will be typed up, double-spaced, 12-pt Times New Roman font, with a minimum of 3 full pages in length. Essays must be turned in on time and complete. Any essay turned in late will be docked points and will not be accepted if not turned in within 24-hours of original due date. Save all of your essays, as you will need them for revisions.

1. **Rough Drafts**

For each essay, you will submit an abstract of at least 50 words detailing your intended focus for the essay.

1. **Journals/Timed Writing Exercises**

You are to have a writing journal (notebook) with you each day for class. This journal will be a response to the discussions in class as well as the readings assigned. It is a way for you to get your thoughts down on paper, thinking out your essays and topics before you start writing them. This is a great way to start brainstorming ideas and analyzing the topics throughout the semester. You will turn in a typed essay about your journal process at the mid-point in the semester. In addition, this journal will also be used as for the in-class writing exercises, which will then be used for discussion.

**Grading:**

 This will be on a point scale:

**Essays (3) = 150 pts each, 450 pt total**

 **Blackboard Responses/Writing Exercises = 200 pts**

 **Final Exam (in class essay) = 200 pts**

 **Participation (Attendance included) = 100 pts**

 **Quiz(s) = 50 pts**

 **Total = 1000 pts.**

**Scale: 900-1000 = A**

 **800-899 = B**

 **700-799 = C**

 **600-699 = D**

 **599 Below = F**

**Academic Behavior:**

According to the Reedley College Student Conduct Standards and Procedures, if a student “Interferes with or disrupts faculty and administrators who are fulfilling their professional responsibilities that student is subject to discipline” (4). Such behavior includes anything that I find disruptive. Cell phones ringing/vibrating during class, texting, being late to class, walking in and out of the classroom during lecture, and leaving class early are considered disruptive. Not bringing your texts to class, not participating constructively, and talking while I’m presenting lecture are also considered disruptive. Students who are disruptive will be suspended by me for 1-2 class meetings. If that student continues to be disruptive, he/she will be referred to the dean of students who reserves the right to suspend the student for 10 additional class meetings. Consider yourselves warned.

NOTE: if you are unable to stay for an entire class period, don’t come to class at all; if you have a documentable excuse that I’m willing to accept, which explains why you could not stay in class for the duration of the period, I will be happy to see you during my office hours to explain what you missed in class; still, if you can’t stay for the duration of the period, don’t come to class at all.

**Additional Information:**

* If you have a verified need for an academic accommodation or materials in alternate media including, but not limited to, a note-taker or materials in Braille or large print, per the Americans with Disabilities Act or Section 504 of the Rehabilitation act, please contact your instructor as soon as possible.
* You can receive help with your writing assignments for this or any of your other courses at the Writing Center (HUM 58). While it offers walk-in tutoring, it is encouraged that you sign up for semester-long tutorial instruction where you will meet in a group of three students for one hour per session, two sessions per week, as walk-in tutoring is relatively limited with a availability of tutors and hours of operation.
* Avoid citing Wikipedia as a source for written assignments in this class, as scholars in academic fields do not check it frequently for accuracy. However, Wikipedia may be used to obtain general information and to locate links in the articles for use as sources in written assignments.
* Don’t cheat, don’t plagiarize. Cheating is a student’s attempt to curtail how he, she, or a classmate earns points (e.g. copying a classmate’s assignment or allowing a classmate to do so) whereas plagiarism is a student’s attempt to pass off as his or her own work a published or unpublished work of others (or even an assignment form a previous course) either partially or in its entirety. Depending on the severity and frequency of the offense(s), penalties include (but are not limited to) a reduced grade or no credit on the assignment, a failing grade for the course, and expulsion from the Community College. Including and crediting outside sources in your essays is acceptable, so if you are the least bit uncertain that your writing is free from plagiarism, speak with me IMMEDIATELY.
* Disruptive behavior during class meetings will not be tolerated, which includes (though is not limited to) persistent talking, continuous cell phone use or text messaging and inappropriate conduct (e.g. arguing, belittling, vulgar or abusive language) towards classmates or the instructor. The instructor reserves the right to issue a verbal warning for the first time students commit this and, if the behavior continues, to ask the student to leave the class with an absence and to speak with an administrator before returning.
* The final drop date for students is March 14th (Jan. 31st to avoid a “W”). Again, the instructor reserves the right to drop students prior to this date due to excessive absences. (See the tentative schedule in this syllabus for important registration deadlines.)
* We will read, discuss, and view material that some students may find objectionable. We are all adults, and part of the college experience is to expose ourselves to ideas different from our own. Still, please express any concerns to me IMMEDIATELY.