**English 125 – Writing Skills for College**                    Syllabus                                  Fall 2015

Reedley College               Instructor: Mrs. Carol Bennetts        (sec. #56305)

Tuesday and Thursday - 6:00 p.m. to 7:50 p.m. at Reedley College, room CCI-207

Messages *I* voice mail      Call # 974-9458 and leave a message. My e-mail address is carol.bennetts@reedleycollege.edu

Subject prerequisites: completion of ENGL 252 or ESL 225W, or placement by college assessment process.

Course Description: (From Reedley College Credit Course Outline)

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 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.

Course Objectives and Student Learning Outcomes:

In the process of completing this course, students will:

A.     learn about writing papers which include introductions, body paragraphs, and conclusions

B.      learn to write with some sophistication

C.      practice writing thesis statements

D.     practice writing topic sentences

E.      learn about using quotations and in-text citations that support the topic sentences and the thesis

F.      practice developing supporting material that exhibits critical thinking

G.     develop an understanding of what a complete sentence is and practice using a variety of sentence types (simple, compound, complex, and compound/complex sentence)

H.     learn about common sentence errors, such as fragments, comma splices, sentence fuses

I.       develop their usage of descriptive vocabulary that exhibits growth and sophisticated word choice

J.       learn how to follow MLA guidelines when formatting papers and using quotations and a works cited page

K.     learn about avoiding plagiarism

L.      write papers in which they will use 3rd person point of view and practice addressing a specific audience

M.     practice using all stages of the writing process as necessary and appropriate

1. practice writing in-class essays

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| Upon completion of this course, students will be able to:  |
| A.     Write an essay of at least 1,200 words which include an introduction, multiple body paragraphs, and conclusion of some sophistication. This essay will include: o   a clearly defined thesis statement o   unified supporting paragraphs, which begin with topic sentences o   quotations that support the topic sentences and the thesis o   supporting material and ideas exhibit critical thinking o   complete sentences which include a variety of sentence types (simple, compound, complex, and compound/complex sentence) o   descriptive vocabulary that exhibits growth and sophisticated word choice o   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. o   use of MLA guidelines to set up essays, correctly use in-text citations for at least one source, and complete a works cited page o   writing that is free from plagiarism o   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 and support.  |

(from RC Course Outline of Record for English 125)

**IMPORTANT DATES**

Last day to drop to avoid a “W” – Friday, September 4, 2015

Drop deadline - Friday, October 16, 2015 (You must be given a grade after this date!)

Thanksgiving – Thursday, November 26, 2015

Final Exam  -  Tuesday, December 15, 2015, 6:00 p.m.

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**REQUIRED TEXTS AND MATERIALS**:

*Patterns for College Writing* by Laurie G. Kirszner. Boston: Bedford/St. Martin’s, 2012. 12th edition.

ISBN #978-0312676841

Blue or black ink pen

College ruled binder paper (no ratty pages torn from a notebook!)

A sewn binding (or spiral bound) notebook – not the kind where pages tear out!

A flash drive, CD, disk, or other means for saving your essays

Attendance: 4 absences will be allowed for illness or emergencies. You may be

                   dropped after 4 absences unless they are cleared.

Tardies: 2 tardies or early departures will equal an absence.

Behavior: It is expected that students will listen politely to each other and to me (see “Conduct Policy” below)

Late work: It is not accepted without a valid reason and then will be docked.

**Grade distribution for each assignment**:

A=90% B=80% C=70% D=60% F = below 60%

**Weight of assignments**:

Essays/ papers written in and outside class = 40% of grade

Short assignments and participation = 10% of grade

Journal (with homework) = 25% of grade

Research paper = 15% of grade

Final exam = 10% of grade

“Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences” (RC Catalog page 44).

**Student Code of Conduct Policy**

Board Policy 5410 and Education Code 76032 authorizes an instructor to remove a disruptive student from his or her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the VP of Student Services. During the period of removal, a student shall not be returned to the class from which he/she was removed without the concurrence of the instructor of the class. (RC catalog p.44)

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 Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.