**Syllabus for English 252, Section 56357- Fall 2015**

**Writing Improvement**

**Tuesdays and Thursdays from 1:00 pm-2:50pm in CCI, room 202**

**Class information:**

Instructor: Emily Basiletti Email: emily.basiletti@reedleycollege.edu

Office Hours: see me – by appointment

**Course Description**

In this course, students will develop their writing skills by composing short essays (both in and out of class), while learning how to brainstorm, outline, draft, revise, and edit. In the process, they will work on developing paragraphs and correcting basic grammar errors. This course is a companion to ENGL 262 and prepares students for ENGL 125. Students must successfully complete written course work to receive credit. Placement in this course is designated by the college assessment process.

**Course objectives/Learning Outcomes**

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

1. Write papers of at least 500 words with an introduction, body of at least one paragraph, and a conclusion. This paper will include:

* A thesis statement
* Unified supporting details for each body paragraph which begin with a topic sentence
* An evaluation and analysis of ideas at the appropriate course level
* Complete sentences which include correct capitalizations, spelling, use of homophones, etc.
* An avoidance of major grammatical errors including verb tense issues, subject-verb agreement, pronoun agreement problems, fragments, fused sentences, and comma splices
* Appropriate use of academic language and descriptive vocabulary
* Correct usage of MLA format
* Writing that is free from plagiarism

1. Plan and revise with guidance, employing all stages of the writing process when necessary.
2. Write an in-class paper with a beginning, middle, and end that communicates a clear idea.

**Texts and (and other necessities)**

**Required:** Goldstein, Janet M. and Langan, John. *Voices and Values: A Reader for Writers*

**Required:** Langan, John. *English Essentials: What everyone needs to know about grammar, punctuation, and usage* (short version, 2nd edition)

**\*Note:** These texts are on reserve at Reedley College’s library

**Required:** Gill, C.M. *Essential Writing Skills for College and Beyond*

**Required:** One composition notebook specifically for this course

**Required:** One pocket-sized notebook

**Recommended:** MLA Handbook

**Supplies Needed for Every Class session:**

* **Pencil or pen**
* **Composition notebook**
* **Pocket-sized notebook**

**\*Note: We will be using Blackboard often, so it is necessary that you have regular access to the internet.**

**Grading Policy**

English 252 is a **credit/no credit course**. This means that you will not receive a letter grade (A,B,C,D,F) for this class on your transcript. Rather, you will receive a CR (credit for a letter grade of A,B, or C) or NC (no credit for a letter grade of D or F). I will calculate your grades based on the following traditional grading scale, however, during the semester:

**Passing: A=90-100%; B=80-89%; C=70-79%;** Failing: D=60-69%; F=0-59%

|  |  |  |
| --- | --- | --- |
| **Assignments and the Final Due Dates** | **Approximate**  **Point Value** | **Your Grade** |
| Essay #1 | 100 |  |
| Essay #2 | 100 |  |
| Essay #3 | 100 |  |
| Essay #4 | 100 |  |
| Quizzes | 100 |  |
| Midterm grammar exam | 50 |  |
| Participation | 150 |  |
| Homework (weeks 1-9) | 25 |  |
| Homework (weeks 10-17) | 25 |  |
| Final Grammar exam | 50 |  |
| Group project | 50 |  |
| **APPROXIMATE TOTAL POINT VALUE:** | **850** |  |

Grades are promptly posted on Blackboard; please look on Blackboard for your current grade in the class. If you have trouble accessing your grades, you are always welcome to come discuss your progress in the class with me during my office hours.

\*Note: As you will see, participation is highly important in this course, which is why it’s worth the most points. This amount includes both peer review/workshops done in class and those done on Blackboard. To learn this material, it is essential that you participate in all workshops and class discussions.

**Changes to the Syllabus/Assignment Calendar**

The instructor reserves the right to make changes as necessary for the benefit of the class to change policies on the syllabus or dates on the calendar. Missing class or not checking Blackboard is not an excuse for not being aware of any changes that are made to the calendar or the syllabus.

**Homework**

All homework assignments (grammar work, drafts of the writing assignments, and reading assignments) are **checked at the beginning of class only for full credit. If you are late or absent for some reason, your work is late.** If you were late, absent, or did not do your work on time, you still have the opportunity to earn partial credit on missing assignments up until the midterm. For assignments given after the midterm, you will have until the final day of instruction (not the day of the final) to turn in missing work for partial credit.

**\*Note:** Extra credit opportunities will be available throughout the semester.

**Attendance Policy**

Important skills are learned in every class meeting—when you are absent, you miss a lot! Please be aware that **a total of more than two weeks of absences from whatever reason will result in a drop** from this class. Due to the number of students wishing to add this class, **any student who misses any class within the first two weeks without discussing the absence with me, will be dropped from this course.** Keep in mind that this is a college class—any absence, no matter the reason, is still an absence. That being said, it is common courtesy to inform me should you need to miss class, especially if you miss more than one class in a row.

If you need to miss class, it is your responsibility to get assignments and handouts and to make sure that they are turned in before class begins. I suggest that you find a reliable person/partner in class who can turn in papers for you, get homework assignments, and pick up work for you, should you need to be absent from class. Also, review attached assignment guide

Tardies and early departures from class are disruptive. **Two tardies of 5 minutes or more and/or two early departures of 5 minutes or more will result in one absence.** If you arrive late, it is your responsibility to check in with me at the end of class, or your absence will remain on record. If you are late, please come in quietly and take the closest available desk, so as to limit disruptions to the class.

**Email**

When you send an email, please include in the subject line: your course name and your name. Be specific and always **sign your name** (your email address does not necessarily identify who you are). You are free to email me at any time with questions regarding the class; however, please keep in mind that it could take twenty-four hours (possibly longer) for me to respond to you. Do not send multiple emails.

Please also keep in mind that when you email me, you are not responding to a text message or emailing a friend. Please do check spelling and grammar. I will not respond to an email if I can’t read what is written.

**Quizzes and Exams**

Unlike with homework assignments, quizzes and exams cannot be made up. If you know in advance that you cannot attend on a quiz or exam day, be sure to speak with me at least forty-eight hours in advance, so we can make alternate plans before the tests are given. Anyone who does not show up to a quiz or exam without speaking to me in advance will earn a zero, no matter what the reason.

Please refrain from talking during examinations. You may not leave the classroom until you have turned in your exam and been instructed that you may leave. You may not use your own materials on quizzes or exams. Absolutely no electronic devises may be used or be on your desk during an exam or quiz. Should you be found in violation of these test regulations, you will be immediately dismissed from the exam with no credit.

**Cheating and Plagiarism**

**Bottom line:** Do not copy someone else’s work or ideas without giving them credit. Do not use another student’s paper as your own. Do not use a paper you wrote from another class in this class. Do not have another person write the paper for you. All of these are forms of cheating. You will receive a zero on the assignment (whether it is something plagiarized on your paper or on the discussion board), you will not be allowed to rewrite the assignment, and a report will be filed with the administration for the review. Please be advised that you will submit your final drafts of your papers in Turnitin.com, so if you do plagiarize your papers, you will be caught.

**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 groups.
* There are often reasons to pull out a cell phone or laptop and do a quick Google search for the answer to a question you may have or to look up the definition of a word. I will allow this use of technology, but if I find it is being abused, this allowance will be taken away. Further, cell phones **MUST** be on silent. If a cell phone rings during class, the entire class will be given a **pop quiz**.
* It is not acceptable to listen to music in class.
* You will get out of this class as much as you put into it. My job is to help you better understand basic sentence structures, essay structure, and more—and use this knowledge to help you become better writers. I truly want each of you to succeed in this course and will do whatever I can to help you. However, the final responsibility is yours.

\*\*Removal from Class by Instructor Reedley College’s Student Code of Conduct Policy (Board Policy 5520 and Educational 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 Vice President of Student Services. During the period of removal, a student shall not be returned to the class from which he or she was removed without the concurrence of the instructor of the class.

**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 hour 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 also Blackboard announcements), or check with a classmate.
* 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 email list is generated. This email is to be used to school related messaging only.

**Getting Feedback and Additional Help on Your Writing**

If you would like additional feedback on your essay, you may email me a copy of your draft, but you must indicate when you are available to meet and/or call to discuss said feedback.

In class, we will be learning several valuable ways of improving your reading and writing. We will learn several “lenses” which can be used while reading, but will primarily be used as a means of providing feedback to peers. Keep in mind that these tools can be used inside and outside of class, so if you would like additional feedback, you may also consider asking a classmate to provide feedback.

The Reedley College Writing Center, located in HUM 58, is another excellent resource for assistance with your writing. The Writing Center is open Monday-Thursdays from 8am-2pm. They offer walk-in services and an online tutorial.

* English 272 is a course offered in the Writing Center that is designed to help you on any writing assignment. Any student who enrolls in and completes this course successfully will receive extra credit.

In our Blackboard site, you also have access to **free online tutoring** (look for the “Smarthinking Tutoring” tab). Through this tutoring service, you can submit your writing for review by one of their tutors, who will get back to you with feedback in less than twenty-four hours. There are also live tutors available most hours of the day for immediate feedback and answers to questions regarding writing.

**\*Note on Peer Reviews and Feedback**

Some of the essays written in this class (most of them) will be workshopped by peers. Their job is to provide constructive feedback on what you have written. For example, one student may not understand a point you’re trying to make and may need additional information. As a writer, it’s beneficial for you to know how a reader responds to what you’ve written. That said, these peer reviews are to be focused on the writing only. **Derogatory comments about the writer or topic of the paper will result in a zero on the activity.**

**Accommodations for Students with Disabilities**

If you have a verified need to an academic accommodation of materials in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans with Disability Act (ADA), please contact me as soon as possible.

**Essay Formatting** \*We will review this in class.

For all work you submit, follow MLA formatting:

* Font set at TIMES NEW ROMAN, 12 pt.
* Entire essay must be DOUBLE SPACED—no more and no less
* The margins are set to 1” on all sides
* In the PARAGRAPH menu, make sure you select the “Don’t add space between paragraphs of the same style (i.e. there should be no extra spaces in between paragraphs)
* Page numbers are inserted (not typed) into the upper right hand corner (header) beginning with page one. This is formatted into the header, appearing 1/2 an inch from the top of the page. The student’s last name appears before the page number—and there is a space between the name and page number.
* On page one ONLY, in the top left hand corner of the page, the following must appear 1 inch below the top of the page with this information double spaced:
* Student’s name
* Instructor’s name
* Course and Section Number
* Due Date for Essay
* Run spelling and grammar check to help you catch errors.
* The Works Cited page is the last page of the essay. (Format to be discussed in class).

**Essays—Getting the Work Done on Time**

For each essay assignment, you are required to submit outlines and several drafts before the final draft is due. To receive full credit for your work, your drafts need to be on time and of **substantial length** –the same page requirement as the final draft assignment**. If you are absent for whatever reason on the day a final draft is due, it is nonetheless your responsibility to turn in the work on time**. You will need to submit the paper to me, in class, by email, or in my mailbox **before class begins** to receive full credit for the assignment.

Any essays written during the semester will only be **accepted up to one week** after the deadline for any credit. For each class meeting that you submit the essays late, **a full letter grade will be deducted** from the overall grade. If you turn in a paper late, you will not have an opportunity to rewrite the paper.

**Essays—Turning in the Final Draft**

The following work must be done before class to submit a final draft of a paper for your paper to be on time:

1. **Submit the final draft of the paper in our Blackboard site to Turnitin.com**. Before you upload the file, double check to make sure that you are submitting the correct draft of this assignment. Upload the file to the Blackboard site (find it in this essay’s details folder). Save your file with your first and last name plus the essay number in it (e.g. the file should be called “John Smith Essay 1.docx”), and make sure you save this file as a doc or .docx or .rtf file. Take note of the percentage score you got, and open the report to find out why you got the score you did. Papers must be uploaded at least one hour before our class begins.
2. **Prepare a packet to be submitted at the beginning of class**. The packets must be stapled together in this order:
   1. Rubric on top. Write your name on the rubric, and on the bottom of the rubric, write your Turnitin.com originality score and a few sentences explaining why you got the score you did.
   2. Your completed Checklist of Required Elements for that paper.
   3. Final draft of your paper. Highlight on the final draft your thesis and the topic sentences for all body paragraphs.
   4. All other work done on that paper (from freewrites to outlines to rough drafts).

**Additional Notes:**

* Keep your outlines, drafts, and final drafts.
* Keep track of your work. You should save all of your work until the end of the semester so you can double check your final recorded grade. Of course, check your grade regularly throughout the semester.
* Important dates:
* **August 28** – last day to drop full-term class to get refund
* **September 4** – Last day to register for full-length class of drop to avoid a “W”
* **September 7** – Labor Day – No classes – campus closed
* **September 18** – Last day to change a fall class to/from a pass/no-pass grade basis
* **October 16** – Last day to drop a full-term class
* **November 11** – Veterans Day – No classes – campus open
* **November 26-27** – Thanksgiving holiday – No classes – campus closed
* **December 14**-**18** – Final exams week
* **December 21** – Grades due by noon

**Additional Resources:**

* The Owl Purdue Writing Lab provides basic and specialized information on writing. This is a good resource to use for formatting and citation guidelines.
* http://www.lextutor.ca/conc/eng/ - This link will take you to a very useful lexicon. This is a database through which you can look up specific words (most any word) to see how those words have been used previously. It provides multiple sentences in which the words were used, so you can see the context of their use. This is a great tool for improving your vocabulary. If you are unsure of how to use a certain word, just look it up in this lexicon.

Assignment Schedule

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| --- | --- | --- | --- |
| **Date** | **Text Assignments** | **Grammar Assignments** | **Additional Assignments and Due Dates** |
| Aug-18 | Read Syllabus |  |  |
| Aug-20 | Read: in *Voices and Values (VV),* pg. 3-11 | In *English Essentials (EE)* complete pg. 3-8 | Quiz on Syllabus |
| Aug-25 | Read: pg. 12-27 (VV), Read Peter Elbow article and Freewriting introduction on Blackboard |  | Focused freewrite in your writing journal about these articles **due next class session.** |
| Aug-27 | Read "The Most Hateful Words" (VV), pg. 125-126 | Complete pg. 9-14 in EE | On pg. 131 (VV), choose one of the paragraph assignments and complete. **Due: Sept 1** |
| Sep-01 | Read "Mother Tongue" posted on BB | Complete pg. 15-18 in EE | These texts are written by the same woman, but both have a different point. Using the brainstorming and idea generating techniques we've used in class, brainstorm 3 potential topics for an essay about 1 or both of these works. **Due: Sept 3** |
| Sep-03 | Reread both articles, but this time annotate as you read, question as you read. See if you find something new in the text. |  | **Annotation assignment due** |
| Sep-08 | BB – Ch. 2 *Essential Writing Skills (EWS)* | Complete pg. 21-25 in EE | **Freewrite on prompt due.** Outline of paper due next class session. Use tools in EWS to help you visualize your essay. **Quiz on Ch. 2** |
| Sep-10 | Ch. 3 EWS - "Breaking Down the Essay" | Complete pg. 27-38 in EE - Sentence Fragments | **Outline for paper #1 due** |
| Sep-15 | Read pg. 48-49 EWS |  | **Rough draft of paper #1 due** |
| Sep-17 | In class: review common errors made in rough drafts and give handout in class. | Complete pg. 39-42 EE | Using feedback given by peers, revise your first draft and bring 2 copies of your revision to class with you. |
| Sep-22 | Read in VV "The Rudeness Epidemic" pg. 245-249, and complete activities on pg. 250-253 | Complete pg. 45-50 EE | **Final Draft of essay #1 due - must turn in hard copy and one copy to turnitin.com** |
| Sep-24 | Read BB article "How to Tame a Wild Tongue" by Gloria Anzaldua |  | **Grammar quiz on chapters 1-8 in EE, Due: grammar worksheet** |
| Sep-29 | Read BB article - TBA | Complete pg. 51-56 in EE | Freewrite about the two essays. Brainstorm potential topics to write about. How do they differ? How are they similar? |
| Oct-01 | Read pg. 21-42 EWS | Complete pg. 57-62 in EE | Prompt #2 handed out - **freewrite and use at least 1 brainstorming technique from EWS - Due Oct 6** |
| Oct-06 | TBA | Complete pg. 63-68 in EE | **Rough draft of paper #2 due** |
| Oct-08 | Spend this time reviewing and considering your peers' feedback for your next draft. | Complete p. 69-74 in EE | **Quiz on chapters 9-12 (EE)**, BB peer feedback |
| Oct-13 | Read pg. 160-170 in EWS | Complete pg. 75-80 in EE and handout review sheet for chapters 1-13 | Revise your paper based on your peers' feedback. Write a short (1-2 paragraphs) description of what was revised. Bring two printed copies of your revised rough draft to next class session. |
| Oct-15 | Read: BB article, "The Joy of Reading and Writing: Superman and Me" - Sharman Alexie |  | **Final draft of paper #2 due,** Homework: Response to article on Blackboard |
| Oct-20 | Read: BB article on bullying | Complete pg. 81-85 in EE | Homework: typed response to article on bullying |
| Oct-22 | Review EE material- Also read BB articles on MLA formatting, citations, and articles | Complete pg. 96-103 in EE | **\*\*Cumulative exam on ch.1-15 in EE – Due: Response to article** |
| Oct-27 | Read Ch. 5 "Research" in EWS | Complete pg. 105-114 in EE | **DUE: Grammar presentation #1** Homework: find 2 articles that relate to bullying. Bring them to class with a typed and properly formatted works cited page. |
| Oct-29 | Read Ch. 7 "Post-Research" in EWS | Complete pg. 160-170 in EE and tense handout/worksheet | **DUE:** **Grammar presentation #2** Homework: choose 1 quote from each article and write a one paragraph typed explanation about why you liked this quote and how you think it might be useful in your writing. |
| Nov-03 | Read BB document on developing an essay | Complete pg. 171-178 in EE | **DUE: Grammar Presentation #3**, **DUE: typed response to quotes** - Homework: Outline your essay on bullying (refer to Ch. 2 of EWS if necessary) |
| Nov-05 | Review Ch. 2 in EWS | Complete p. 179-182 in EE | **DUE: Grammar Presentation #4**, essay #3 outline - Homework: Rough draft of essay #3 - bring 2 printed copies of rough draft to next class session |
| Nov-10 | Read "Unexpected Kindness" in VV, pg. 255-261 | Complete pg. 115-124 in EE | Homework: revise essay based on peer feedback. Be sure to also pay attention to grammar and spelling. \*Complete pg. 262-264 in VV |
| Nov-12 | Work on final revisions | Complete pg. 125-129 in EE | Homework: Continue revisions on **essay #3, due Nov. 17** |
| Nov-17 | Article TBA - Review tenses, articles, subject-verb agreement in EE | Complete pg. 132-135 in EE | **Final Draft of paper #3 due** |
| Nov-19 | Read: Ch. 4 EWS "Their Ideas" and on BB Owl Purdue article "Elements of Analysis" | Complete p. 138-140 in EE | **Exam on EE** - Homework: focused freewrite in you journal about these topics. How will these things help you? Be prepared to discuss audience, purpose, and context in next class session. |
| Nov-24 | BB - "Learning to Read" by Malcolm X | Complete p. 143-150 in EE | **Quiz on the Elements of Analysis**  Homework: Analyze the article \*handout with instructions |
| Nov-26 | Thanksgiving | Holiday | No Class |
| Dec-01 | Read pg. 171-190 in EWS | Complete pg. 153-157 in EE | **Prompt #4 handed out** - Homework: freewrite in journal on prompt topic. Create scratch outline for paper. |
| Dec-03 | TBA | Read pg. 211-224 in EE | **Due: Outline for paper #4** Homework: complete a rough draft and bring 3 printed copies to next class session. |
| Dec-08 | TBA | Read pg. 233-240 in EE | **Proofreading and grammar exam**  BB peer workshop  In class: grammar workshop |
| Dec-10 | TBA | TBA | Revise paper #4 |
|  | FINALS | WEEK | **Essay #4 due to turnitin.com** |