

English 101

Course Description: Principles and methods set forth in writing, reading, and analysis of prose. Requires the critical reading of nonfiction prose and the writing of 8500 words.

Prerequisites: Placement via successful assessment test score or successful completion of English 100 or English 363 with a grade of C or better.



Welcome to College Reading and Composition/Mondays@6:45pm

What is this class about?

"Writing is a private act with a public result. We write alone to discover meaning. But once that meaning is discovered, once we understand what we have to say, then we want or need to share it with other people." D. Murray

In English 101, the focus is on writing as a process--a process consisting of a concrete, yet often random and exploratory, series of activities and choices writers make in order to share themselves

with others and in order to influence others. Students will share their unique, meaningful writing voices with others during workshops, lectures, group collaborative writings, discussions, conferences, and so on. Students' full participation in the course work will produce proof of the deliberate craft--not spontaneous magic--involved in writing. These English 101 students will become valuable members of the universal community of writers; they will be able, as James Baldwin says, "to

recreate out of the disorder of life that order which is art."

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Course Sites:

<http://writing.laccdssi.org/>

<https://www.facebook.com/groups/lavc101fall17/>

Dr. Deborah L. Harrington, Professor; artemisdh@gmail.com

Best way to reach me is via email or via messaging on the Facebook Group.

Office Hour: 6:10-6:45 pm in Humanities 111

Please do not hesitate to contact me with any questions you may have. I am happy to help!

"Writing is learned by writing, by reading,
and by perceiving oneself as a writer."

Frank Smith



Teaching Methodology

There will be a few short lectures delivered when there is the need to deliver information. However, the main work of this class will be done through your reading of the assigned texts, your reflection on the meaning of the texts and the way in which the author has conveyed that meaning, your sharing of your ideas with your colleagues in the class, your writing, your comments on the writing of others. My role in all this will be to guide you individually and as a class through your learning, providing information to you as you demonstrate need for that information. **In this class you really must surrender to the idea that now that you are in college, you are a writer. Writing is one of the primary measurements of intellectualism for students in college.**

Course Description, Assignments, and Grading

This class is an introduction to composition, designed to help you become a competent writer. Writing affects the way we think and learn, as well as our chances of success, our personal development, and our relations with other people. Since most academic writing is based on reading, it is important to learn to read critically, understanding the connections between reading and writing. The emphasis in this class is on learning by doing, so expect to read and write often. Assignments are mandatory and must be turned in on time.

Essays (30% of grade):

This course requires that you will write three 4-6 page essays. Each essay will count for a different percentage of your

grade. You must turn in all drafts, notes, prewriting, and peer reviews with each essay.

Journal (15% of grade):

Your journal will include all warm-ups, reading responses and other assignments from each textbook, group activities, "one minute" papers, and the like. Simply speaking, the journal includes all work done in class and all homework.

In-Class Essay Exams (20% of grade):

You will be required to write three in-class writing exams. There will be no make up-exams unless prior arrangements are made with me. You are required to take all three exams. There is no cheating or plagiarism on these exams.

Participation (25% of grade—includes group project & presentation):

This class is conducted collaboratively as a workshop; therefore, your regular participation is essential for our success. Participation includes all work, written and oral: impromptu writing responses, group exercises, peer reviews, in-class discussion, research projects, email and internet postings, etc. You must be in class in order to participate!

Portfolio (10% of grade):

All English 101 students submit a portfolio containing clean copies of their 3 essays at the end of the semester. The portfolio will include the following:

- Cover Letter
- Final, clean, copies of your three 4-6 page essays in MLA-format

What will you learn?

The objectives in this course are to give you the tools and confidence to:

- write and read at an academic college level;
- appreciate the vital connection between reading and writing (to make tangible connections between your experiences and your reading and be able to use your responses to your reading in your writing);
- recognize, appreciate, and evaluate memorable prose (including fellow students' work);
- use words, sentences, and paragraphs to communicate effectively;
- be sensitive to audience needs and to fulfill those needs;
- read your own writing critically; that is, talk with yourself about your writing so that you can begin to imagine reader responses;
- work collaboratively with other writers so that they can learn to resee their writing;
- be able to organize essays and support claims by using relevant reasons and evidence;
- go through the full struggle of writing and thinking, finally presenting the product of your process.

Student Learning Outcomes

Write focused, coherently organized, well-developed texts, appropriate to the transfer level, that effectively integrate, synthesize, and document sources.

Demonstrate critical reading, thinking, and research skills through analysis, synthesis, and evaluation of important ideas encompassing multiple points of view.



Reading Responses

In your journal, you are expected to comment analytically to every piece of literature or reading assigned.

Your entries are not to primarily consist of summary (although some summary is allowed); instead you are to react, respond, analyze and synthesize your thoughts and feelings regarding the ideas and details presented in each work.

Expect to write two full pages minimum per article or essay and two full pages minimum per 40 pages of a longer work.

Exams

There will be 3 in-class exams consisting of essay questions based on your reading and understanding of the material assigned.

Students will be allowed to make up any missed exams only if the instructor is notified in advance. Such absences must be for legitimate, documented purposes.

The makeup exam will most likely be a different form of the exam. No student will be allowed to take an exam prior to its scheduled time.

Plagiarism

Plagiarism is the use of others' words and/or ideas without clearly acknowledging their source. When you incorporate those words and ideas into your own work, you must give credit where credit is due.

Anyone found to be plagiarizing or cheating will (1) receive a zero (fail) on the assignment, and (2) be referred to the Vice President of Student Services for further disciplinary action, following due process.

For more information please see the [Board Rules on Student Discipline](#).

Additional Class Policies: If you have any questions about these policies, please ask.

Attendance Policy: As in all English sections, you are allowed one week's worth of class absences during the semester, no questions asked. Every absence after two absences will impact class participation and success in this class. Please note further that three tardies equals one absence. Please do not make a habit of being late (see attendance policy below under exclusion). If you do not attend class, you are still responsible for the material and content of the class. Set up a buddy system today with at least two individuals in this class—then you can always find out what you missed. If you come without your assignment on a day it is due, that will impede your participation as if you were not there [remember, this class is conducted workshop-style]. If you leave part-way through a class session, that's considered an absence (unless excused). If you come consistently late, latenesses turn into absences. I will make every effort to attend each class and to be well prepared; I expect you to do the same. If you must miss more than the allowed absences, please make an appointment with me. Excessive absence may prevent your successful completion of

the course. Additional Note: About Exclusion—The instructor reserves the right to exclude students from the course due to excessive absences. Any student who has absences totaling six or more hours of classroom time is subject to exclusion. **IF YOU DECIDE THAT YOU NO LONGER WISH TO ATTEND THE COURSE, HOWEVER, IT IS YOUR RESPONSIBILITY TO DROP OR WITHDRAW.** Please see also attendance and withdrawal policies described in the current semester schedule of classes.

Draft-Format Policy: All drafts of essays must be typed according to MLA-Format. Drafts which do not conform strictly to this format will automatically receive lower and possibly non-passing grades. Here is a link to view an example of an MLA-formatted paper: https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf



If you are a student with a disability and require classroom accommodations, please meet with me to discuss arrangements. If you have not yet contacted DSPTS, do so in a timely manner. DSPTS is located in room CC100 or call DSPTS at (818) 947-2681 or TTD (818) 947-2680, to meet with a DSPTS counselor.

Resources to help you with your coursework:

[The Writing Center](#)

[OWL](#)

[LAVC Library](#)

Reading Schedule and work schedule for essay one-On Equity and Education

Aug. 28th to Sept. 25th:
You will have several readings posted on the course website and in the course Facebook group: <http://writing.laccdssi.org/> <https://www.facebook.com/groups/lavc101fall17/>

For each essay/article, you will need to do a journal entry where you freewrite thoughtfully about what you have read. These entries go in your journal.

An in-class essay exam covering several of these readings will take place on Sept. 18th. You will need a large green or

blue exam book for this exam.

For every essay assigned, you will be doing research, and you will be reading handouts pertaining to course subject material. Reading and work schedules will be provided regularly through the term.

What will you do?

Write.

We will do a lot of writing in this class. It is the primary way that you will be evaluated. That said, please know that I believe that everyone can write. Like most things in life, lots of practice makes you a better writer. We will be doing a lot of practice. Like most things worth doing, good writing takes a lot of work. What you put into it in effort **will** show in your final product, and effort will be rewarded.

If you are feeling nervous or scared about writing your paper, please get in touch with me and we can talk about strategies for getting started. And remember, it is always better to turn in an assignment than to take a zero. Even a failing grade is better than a zero - 59 points is a lot more than 0 and a lot easier to recover from.

Even if you're not nervous or scared, you can get in touch with me with questions about writing assignments. Send me an email, post a comment to the course site, message me on Facebook, or make arrangements for a face to face meeting. I'm also happy to read drafts and outlines all along the way. I want you to do well, and I am glad when I can help that happen.

Think. Ask. Discuss.

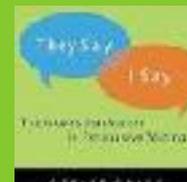
It is your job to ask questions in this class, because it is by asking questions that we learn. A college writer asks questions about objects and people -and, more often, texts. I hope you will ask relentless questions in this class - of me, of your classmates, of the things we read and look at together. Don't be afraid to be curious (though we may not always find the answer) and don't be afraid to look silly - chances are someone else has the same question.

Read.

You will do journal reflections for every reading assigned. It's a good idea to commit to reviewing readings consistently. This will help you prepare for exams and write quality papers.

I'll post links for readings on the web through our course website. Please print or bring these documents with you to class on your phone or laptop. We will discuss them in detail in class, and it's important to have them with you for reference.

Required Materials



➤ Gerald Graff, [They Say I Say](#)

- Logbook or Journal [a flat, thin plastic loose-leaf binder (8 1/2" x 11")]



➤ College-Ruled Notebook Paper

- 3 Large-Sized Bluebooks



➤ Manila Envelope (must be resealable)

- *Your full, engaged attention*

Note: Further addenda to this syllabus, including group project criteria, course assignment sheets, etc., are forthcoming. Stay tuned!

Rubric for Reading Responses in Journal

Superior

On balance, the journal response is full and complete. The entry is insightful and perceptive, connecting personal experience to the text and making inferences and judgments. There is a thoughtful interpretation of what was read, heard, or viewed. The entry goes beyond personal experiences or the particular to generalize some aspect(s) of the text's craft, style, and use of language. All inferences and judgments are supported with reference to specifics from the literature.

Good

Journal response is complete. It shows personal involvement with and understanding of the text, and makes reasonable inferences and judgments. It reflects an understanding of the text's stance and perspective on the world. Inferences and judgments are supported with reference to the specifics from the literature. There is some comment on the text's craft, style, and use of language.

Fair

Journal response meets basic expectations but somewhat missing in necessary detail or includes unnecessary information. The writer relates to or identifies with characters/ideas in the text, but only makes inferences and judgments with general reference to the literature. Entries show the reader connecting the text to life experiences or other texts, but not critically assessing the text's ideas, craft, style, or use of language.

Needs Improvement

Journal response is general and not expanded upon or may ramble repetitively without clear connections. The writer may empathize with or judge characters in the literature, but not consider the context or significance of the character's experiences. Entry shows an attempt to interpret or explain the literature, but makes inferences and judgments with only vague reference to the text itself. Consideration is not given to the text's ideas, craft, style, or use of language.

Poor

Journal response is incomplete, unclear, or shows little effort or insight. The writer occasionally makes observations or predictions about characters or events but these are vague and unsupported. Entry is often simply summary or retelling of the events in the literature. The writer may rate the text, but gives little or no support for assertions, and any judgments are on the basis of personal opinion or pre-conceptions.

Essay Rubric

A+

The essay is interesting with original content and style. The topic is fully covered with focus on a sustained controlling idea, showing careful analysis when called for. The paragraphs show development and organization, as well as lucid and orderly thinking. Relevant details and examples support the controlling idea and may even introduce keen insight into the topic. Skillfully constructed sentences express complex ideas and relationships. Point of view is established and maintained. The diction is distinctive, characterized by its freshness and clarity. The essay is virtually free of grammatical and mechanical errors.

A

The essay is interesting with substantial content and a distinctive style. The topic is fully covered with focus on a controlling idea, showing careful analysis when called for. Paragraphs are developed logically and coherently, with smooth transitions. Relevant details and examples support the controlling idea. Skillfully constructed sentences show variety of expression and thought. Point of view is established and maintained. Diction is less distinctive than a "A+" but is still mature and precise. There are few grammatical and mechanical errors.

B

The essay demonstrates competent college level writing. While not as original or interesting as an "A," the essay does address the assigned topic and focuses on a significant controlling idea. When called for, there is some analysis, but it may be thin or generalized. Paragraphs are well developed and unified yet may contain weak transitions or a hasty conclusion. Sufficient and relevant details and examples support the controlling idea although some may be somewhat repetitious or digressive. Sentences show variety in structure and are coherent but lack any distinctive style or complexity. Point of view may be slightly flawed but causes no serious confusion. Diction is clear and appropriate, showing a fair command of language and expression. Grammatical problems appear occasionally but do not hinder the overall flow of the essay. There are few mechanical errors.

C

The controlling idea in this essay, though somewhat vague or trivial, is apparent. The writer has some difficulty covering the topic fully, but the overall content does show some attempt to support the controlling idea. While omission of analysis is characteristic of a "C" essay (over-reliance on narration), when in

fact attempted, the writer's analysis proves sketchy or clichéd. Paragraphs are obvious but may show thin development, few transitions, or lack of clear planning. The essay relies on generalities for support or uses inconsistent, irrelevant, or repetitious details and examples. Sentences are simple rather than complex both in variety and structure. Coherence and point of view are weak, confused, or abrupt. While word choice is occasionally vague or awkward, the writer has chosen words from a broad and varied vocabulary. Grammatical and mechanical problems are frequent enough to be distracting.

D

Obviously, the writer of this essay has attempted to write on a given topic but does not focus on a strong controlling idea. The essay contains serious gaps in reasoning, with no analysis. Paragraphs are poorly planned or even chaotic, lacking transitions or coherence. The essay relies on generalities and lacks specific or relevant details or examples. Sentences are simple and choppy. The writer includes a few complex sentence constructions, yet these may be awkward and confusing. Point of view may shift and impede readability of the essay. Word choice is overly simple, repetitive, or vague. Habitual grammatical or mechanical errors often obscure meaning and flow of essay.

F

The essay may touch on the topic superficially but digresses quickly. No clear purpose (analysis) or controlling idea is evident. There is little or no indication of paragraphs or an orderly presentation of ideas. Support is general, and details (if any) tend to be irrelevant or inappropriate. Sentences are simplistic and often marred by confusing phrases and faulty word order, showing lack of control over language or thought. Word choice is immature, adding to the simplicity of the essay. Grammatical and mechanical problems are repetitive and serious.

Final Grades Standard Scale

1). **A+**: 98-100%; **A**: 97-93%; 2). **A-**: 92-90%; 3). **B+**: 88-89%; 4). **B**: 87-83%; 5). **B-**: 82-80%; 6). **C+**: 79-78%; 7). **C**: 77-73%; 8). **C-**: 72-70%; 9). **D**: 60-69%; 10). **F**: 59-below%