

Mt. San Antonio College
Department of English, Literature & Journalism
Syllabus for ENGL 1A
Fall 2003

Instructor: Sandra Alagona
Section: 55744, Th 4-7 p.m.
Room: 26D-206
Office: 26D-211
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COURSE DESCRIPTION

Engl 1A "develops effective expository writing skills; investigates the principles and methods of composition as applied to the writing of essays and the research paper; emphasizes critical reading of academic material."

COURSE TEXTS

REQUIRED:

Jean Wyrick, *Steps to Writing Well with Additional Readings*, 5th ed
Ambrose Bierce, *Civil War Stories*
Howard Blue, *Words at War: World War II Era Radio Drama and the Postwar Broadcasting Industry Blacklist*
Susan Sontag, *Regarding the Pain of Others*
Sam Watkins, *Co. Aytch*
Elie Wiesel, *Night*
Additional short stories & essays which will be handed out

RECOMMENDED:

Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 5th ed

COURSE REQUIREMENTS

1. Five essays (3-4 pages, or **minimum** 750 words, each)
2. One research paper (8-10 pages), requiring five or more documented sources, to be submitted with an abstract, works cited page, note cards, source notebook
3. One analytical oral book report presentation
4. One reading journal
5. All assigned readings and exercises
6. Active participation in class discussions and activities
7. Final exam essay.

GENERAL GOALS

1. To demonstrate use of critical thinking skills in analysis of reading assignments to determine their strategies, successes, and failures and to achieve fluency.
2. To produce effective college- and professional-level writing.
3. To gain facility in incorporating various rhetorical patterns.
4. To teach students to write argumentative and critical essays.
5. To demonstrate respect for revising and editing essays-classmates as well as one's own-as essential components of the writing process.
6. To use for all assignments strategies sensitive to an identified audience.
7. To integrate writing with listening and speaking.
8. To provide students with knowledge of basic library resources and research techniques as well as systematic guidance in compiling research data for writing effective critical essays.

9. To support grammatical and mechanical choices in writing with the nomenclature of the discipline.

POLICIES AND PROCEDURES

A. ATTENDANCE

*Attendance is mandatory for the **first** and **second** days of this class.* Plan to attend all scheduled class sessions. An absence or tardiness will be excused for illness or personal emergency **ONLY**. The English Department adheres to the College's policy on attendance and requires that any student missing six (6) class hours be dropped from the course. Any student missing two consecutive classes without making an effort to contact me beforehand will be dropped. Keep in mind, however, that three tardies (**5 minutes is tardy**) **OR** three times leaving class early (**15 minutes is early**) are equivalent to one absence. Any information you miss is your responsibility to attain.

B. PAGERS/BEEPERS AND CELLULAR PHONES

Learning academic skills is the priority of this class. Therefore, any unnecessary interruptions are both out of place and inconsiderate. Ensure that any electronic communication devices being carried are set in some form of inaudible mode before beginning the class. **I reserve the right to answer ANY phone calls made to your cell phone received during class time.**

C. APPROPRIATE STUDENT CONDUCT

R-E-S-P-E-C-T. This is college, not high school and I expect students to conduct themselves accordingly. Any student who disrupts our learning environment will be given ONE verbal warning. If disruptions continue, such students will be told to leave the classroom and will be reported to the Chair of the English Department as well as the Dean of Students; appropriate action will then be taken by the College. Just as you expect me to respect you, I expect you to respect me and respect your fellow classmates. **I will not tolerate anything less.**

D. LATE WORK

Because life is unpredictable, it may be inevitable that you may feel the need to turn in an assignment after its due date. However, this is highly discouraged. As a compromise, I will accept papers in my mailbox (26D-211) or email inbox until 6 p.m. of the following day when an assignment is due. For example, if essay 3 is due on Thursday, September 12, the latest you may turn this in is by 6 p.m. on Friday, September 13. I will not accept any papers after this. Any assignments due during an absence will be due on the day you return to class. For your benefit, please let me know if you are going to miss class.

E. PAPERS

All assigned papers will include a research component and all final drafts will be due at the beginning of class on the day due. In some cases, you will be asked to hold on to papers for further evaluation before submission. Essays must be a minimum 750 words (3 pages) and all final drafts must be typed, double-spaced in a standard, 12-point font, and presented in MLA format. (Drafts submitted in a different size font will not be graded-and I **will** know!) Rough drafts may be handwritten or typed, but they must be double-spaced either way--if I can't read it, I can't grade it.

F. QUIZZES

I reserve the right to quiz you on any material presented in class (either by me or your classmates) or assigned as homework. Expect a quiz at every class period.

G. REWRITES & EXTRA CREDIT

I do not allow rewrites after a final draft has been submitted and graded. Similarly, I do not allow extra credit, so please do not ask for any.

H. RESEARCH PAPER

Part of the goal of this course is to prepare you for the work that you will need to do for other classes. As such, you will write and submit an 8-10 page documented research paper, as well as an abstract, notes, and source notebook. The goal of this project is to familiarize yourself with the process of writing using outside sources in concert with your own analytical abilities--the business of a great many fields, not just academic and professional. We will work through the process together in order to alleviate a great deal of the intimidation and paranoia that usually accompanies a research project. As with all papers required of this class, the paper should follow proper MLA guidelines for formatting and documentation.

I. ORAL PRESENTATION

You will have a chance to share and discuss your ideas relevant to your research project with your classmates in a formal 10-minute presentation. This presentation will be an analytical report on an additional book you will choose from the book list provided.

J. READING JOURNAL

To facilitate and improve your reading comprehension and critical analysis, you are required to keep a reading journal to record your thoughts, questions, reactions, and ideas raised by reading assignments.

K. PLAGIARISM

Plagiarism is unacceptable and seriously treated in this class. Plagiarism is an intentional representation of the words or ideas of another as if they are your own. It not only cheats the author of his/her ideas, but it cheats you as well. Plagiarism will carry the penalty of automatic failure for the assignment and possible failure for the course. In addition, any instances of plagiarism will be reported to the English department and to the Student Affairs Office as per the Mt. SAC bulletin. A substantial difference in a student's writing raises suspicion of plagiarism. To avoid plagiarism, therefore, quote when necessary and **ALWAYS** acknowledge your source--this includes direct quotes, indirect quotes and paraphrasing.

NOTE: I HAVE ZERO TOLERANCE FOR THIS ACT.

COURSE ACTIVITIES

1. **Reading the textbooks.** Read assignments according to schedule. Quizzes will be given covering these readings and/or any class discussion arising from these readings. Readings on the schedule of assignments need to be read *by* the date listed next to them.
2. **Lecture-discussion in class.** Be prepared to discuss reading assignments or perform in-class exercises based on these assignments. Plan to contribute to discussions with the class as a whole or in small discussion groups. At times, your participation will end with an evaluation of each group members' attention to tasks during group interaction.

3. **Writing.** Because this is a writing class, plan to write in and out of class. Provide a place in a three-ring notebook to keep all writing assignments, including your rough drafts. Your reading journal will help the planning and development of your essays.
4. **Assigned papers and essays.** Because they are the most important aspect of this class, written essays will constitute the largest majority of the final grade. To pass this course, you must submit five minimum 750-word essays (3 pages). The papers should reflect your ability to produce expository writing. Together with the research paper and the final exam, each student will complete the course having produced a minimum of 5000 words-the stated requirement for this course. In addition, specific papers must be pre-planned and outlined prior to their being written; those outlines and subsequent rough drafts will be graded as homework assignments. Because of their priority in both this course and the entire academic experience, essays must be presented in correct MLA format, which will be discussed during the semester.
5. **Revising.** A structured revision is not a cosmetic feature of rewriting a college-level paper. It is often a reshaping of ideas or focus, not just editing. Each student is expected to revise papers before submitting them. I do not allow rewritten essays for a higher grade.
6. **Final exam.** A final exam will be given to assess your mastery of your writing skills in the form of an in-class essay. To secure credit for this course, plan to take the final exam as scheduled. Exceptions will **only** be granted by the Humanities Division office. Circumstances must be one of the following: a death in the immediate family; a documented medical emergency demanding immediate attention; etc.

GRADING

All papers will be assigned a letter grade based on attention to audience (10), mechanics (10), writing style (40) and content (40). Your final grade will be computed thus:

Essays	50% of final grade
Research paper	20% of final grade
Book presentation	5% of final grade
Reading journal	5% of final grade
Homework	5% of final grade
(includes research notebook, rough drafts and outlines)	
Quizzes, Daily work	5% of final grade
Final exam	10% of final grade

GRADE SCALE

A (4.0)	90-100%
B (3.0)	80-89%
C (2.0)	70-79%
D (1.0)	60-69%
F (0)	any grade below 60%

Note: A grade of Incomplete (I) is given only in a documented emergency situation which prevents you from taking the final exam. Be prepared to document this

emergency by both a physician and the dean of the division in which you are enrolled.

Use of Computers: Plan to use your word processing skills when writing. Because word processing software facilitates revision, using one will enhance your ability to revise and may improve your grade. Computers are available for student use in the Humanities Computer Lab located in 26D-106. As an added precaution, **save** all your work to floppy disk in labs as well as to hard-drive on home computers.

Note: The Humanities Computer Lab has printers available to you as well, so there is no excuse for not having your paper available when it is due. Also, if you have a corrupted floppy disk and cannot retrieve your paper, the Humanities Computer Lab also has a program that will retrieve your paper intact.

Tutoring: English tutoring is available *free of charge* Mt. SAC students in the WRAC (26D-102-106) and also in the Tutoring Center (bldg. 6). **I highly recommend you make use of this free service.** If I think you will benefit from this, I will give you a referral so the tutor can focus on those areas needing strengthening.

SCHEDULE OF ASSIGNMENTS FOR ENGL 1A

(I reserve the right to change this schedule as necessary)

Week	Date	Topics/Readings
1	Aug. 21	Intro to class <i>Steps</i> : Ch. 8, The Reading-Writing Connection; Reviewing the Basics of Writing, <i>Steps</i> , Ch. 1-4 Diagnostic writing HW: Exercise 1: Annotating an Essay; Choose possible titles for presentation; Research: causes for the American Revolutionary War; impact of ideals of independence on American Civil War
2	Aug. 28	<i>Steps</i> : Ch. 9, Exposition--Examples, pp. 189-204; Definition, pp. 247-260; Ch. 13, Writing Essays Using Multiple Strategies; Ch. 14, Writing a Paper Using Research Jefferson, "Declaration of Independence" Franklin, excerpts from <i>Autobiography</i> Excerpts from <i>The Federalist Papers</i> Watkins, <i>Co. Aytch</i> , Ch. 1-4 Essay 1 assigned In class: Defining and explaining examples; pre-planning for essay 1; intro to MLA format/documentation Book title for presentation due; assignment of dates for presentation
3	Sep. 4	DUE: Rough draft of Essay #1 The academic essay; <i>Steps</i> , Ch. 5, Drafting and Revising; Ch. 6, Effective Sentences; Ch. 7, Word Logic Watkins, <i>Co. Aytch</i> , Ch. 5-10 Book presentations
4	Sep. 11	DUE: Final draft of Essay #1: Definition/Explanation Focus for research paper due Essay 2 assigned <i>Steps</i> , Ch. 9, Comparison and Contrast, pp. 226-247 Ken Burns, <i>Civil War</i> Watkins, <i>Co. Aytch</i> , Ch. 11-17 Selected stories from <i>Civil War Women I and II</i> OR excerpts from Mary Chesnut's diary Library and Internet Research Interactive library orientation Book presentations
	Sep. 12	Last day to withdraw without a "W"
5	Sep. 18	MLA Documentation revisited Bierce, "What I Saw of Shiloh," "Four Days in Dixie," "A Horseman in the Sky," "A Son of the Gods," "An Affair of

		<p>Outposts," "The Story of a Conscience," "One Kind of Officer," "The Mocking-bird" Lincoln, selected speeches/essays Edmund Wilson, excerpts from <i>Patriotic Gore</i> Burns, <i>Civil War</i> Book presentations</p>
6	Sep. 25	<p>DUE: rough draft of Essay #2: Comparison & Contrast In class: Quotations, direct & indirect; Paraphrasing & plagiarism Essay 3 assigned Hemingway, excerpts from <i>In Our Time</i> Selected poems from WW I poets Selected stories from <i>The Vintage Book of War Fiction</i>, Sebastian Faulks and Jörg Hensgen, eds. What is post-traumatic stress syndrome? HW: Research: causes and development of WW I; effects of trench warfare Book presentations</p>
7	Oct. 2	<p>DUE: Final draft of Essay #2: Comparison & Contrast <i>Steps</i>, Ch. 9, Causal Analysis, pp. 273-286; Ch. 16, Writing In-Class, pp. 443-450 Prep for a timed essay In class: outline for Essay #3: Causal Analysis Preview: the annotated bibliography, <i>Steps</i>: Ch. 14, p. 383; Ch. 10 Argumentation, pp. 287-302--Bias, logical fallacies Book presentations</p>
8	Oct. 9	<p>In class: Essay #3: Causal Analysis Reaction & Justification; <i>Steps</i>, Ch. 15, Writing about Literature; Ch. 10 revisited Interpreting stories revisited, focus: film Wiesel, <i>Night</i> Selected stories from <i>The Vintage Book of War Fiction</i> Annotated bibliography revisited Essay 4 assigned In class: Preview of film criticism Book presentations</p>
9	Oct. 16	<p>DUE: Annotated bibliography for research paper Blue, <i>Words at War</i>, Ch. 1-10 Viewing of film for reaction & justification</p>
10	Oct. 23	<p>Discussion of film, stories, and Blue Continued prep for essay 4 Blue, <i>Words at War</i>, Ch. 11-20 In class: outline for Essay #4: Reaction & Justification Book presentations</p>

- 11 Oct. 30 **In-class: Essay #4: Reaction & Justification**
DUE: Research paper notes/note cards
Selected stories from *The Vintage Book of War Fiction*
HW: Research Korean and Vietnam Wars--the "forgotten" war and the "unpopular" war
Book presentations
- Oct. 31 Last day to withdraw from semester
- 12 Nov. 6 *Steps*, Ch. 15 revisited
Discussion of short stories
Discussion of critical literary analysis
Essay 5 assigned
In class: outline for Essay #5: Critical Literary Analysis
Book presentations
- 13 Nov. 13 **DUE: rough draft of Essay #5: Critical Analysis**
Sontag, *Regarding the Pain of Others*, Ch. 1-4
Book presentations
- 14 Nov. 20 **DUE: Final draft of Essay #5: Critical Analysis**
DUE: Reading Journal
Sontag, *Regarding*, Ch. 5-9
Selected stories from *The Vintage Book of War Fiction*
Selected articles regarding Sept. 11, 2001 and its repercussions
HW: Research reasons for and against military actions in Afghanistan and Iraq; coverage of War on Iraq; United Nations stability and legitimacy
Book presentations
- 15 Nov. 27 **No Class-Thanksgiving Break**
- 16 Dec. 4 **DUE: rough draft of research paper**
DUE: Source notebook
Discussion of War on Terrorism and Weapons of Mass Destruction research
Book presentations
- 17 Dec. 11 **DUE: Final draft of Research Paper and packet**
Review of timed writing
Final exam discussion
Final wrap-up
- 18 Dec. 18 **FINAL EXAM 4:30 - 7 p.m.**
In class essay: Argumentative/Persuasive Essay

Happy Holidays!