

**Mt. San Antonio College**  
**Department of English, Literature & Journalism**  
**Syllabus for ENGLISH 67, WRITING**  
**Fall 2003**

**Instructor: Sandra Alagona**  
**Sections: 55955, M 1-4 p.m.**  
**Room: 26D-103**  
**Office: 26D-211**  
**Phone: (909) 594-5611 x3167**

**COURSE DESCRIPTION**

This class is meant to develop "effective writing based on reading; emphasizing the sentence, the outline, the summary, the paragraph" and provide an introduction to the essay. Attention will be given to grammar, punctuation and vocabulary. Additionally, critical thinking will be developed "through reading comprehension in conjunction with related writing." In this course, each student will write a series of papers, working through the summary to paragraphs and a final exam in-class essay. An unwritten objective of this class is to prepare students for later courses of study requiring writing skills. Therefore, the class will be a combination of lecture, discussion, individual and group work in various areas of writing, along with discussions of assigned readings.

**COURSE TEXTS**

REQUIRED:

Lee Brandon & Kelly Brandon: *Sentences, Paragraphs and Beyond*, 3<sup>rd</sup> ed. **You must bring this text to every class.**

Merriam-Webster's Dictionary of English Usage **OR** Webster's New Collegiate Dictionary  
Additional short stories & essays which will be handed out  
3.5" floppy disk

**COURSE REQUIREMENTS**

1. Five **(5)** 250- to 300-word paragraphs (1-1 ½ pages long)
2. Two **(2)** 250 -300 word summaries (1-1 ½ pages long; one derived from presentation material, one derived from library research)
3. One **(1)** 5-minute presentation on an assigned topic covering basic sentence and grammar rules
4. Final exam: in-class essay.

**COURSE OBJECTIVES**

1. Read, comprehend, and apply the rhetorical principles, modes and techniques presented in course texts.
2. Demonstrate correct grammar, usage, mechanics, and spelling.
3. Combine related ideas into an outline.
4. Develop outlines and summary paragraphs
5. Promote critical thinking

**POLICIES AND PROCEDURES**

**A. ATTENDANCE**

*Attendance is **mandatory** for the **first and second days** of this class.* If you are absent either of these days, you will be dropped from the course. 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. Therefore, 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 late 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**

This class has learning academic skills as its priority. 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 Tuesday, September 12, the latest you may turn this in is by 6 p.m. on Wednesday, 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 be due at the beginning of class on the date due. In some cases, you will be asked to hold on to papers for further evaluation before submission. All final drafts must be typed and in MLA format— double-spaced in a standard, 12-point font. Rough drafts or outlines 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**

Quizzes will be given at my discretion to assess your comprehension of the materials covered in class, homework, and from student presentations.

#### **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. 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 usually carries 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 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. However, feel free to read ahead if you feel it will enhance your comprehension. Quizzes will be given covering these readings and/or any class discussion arising from these readings.
  - Complete the exercise assignments (homework) in the textbook outside of class, unless otherwise instructed.
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. **Presentation.** A **mandatory** 5-minute presentation on an assigned topic covering basic sentence and grammar rules will be required from each student. A summary of the presentation must be turned in at the end of your presentation. This presentation summary will be one of the required summary papers and will be graded.
4. **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. It is also a good idea to keep your own reading journal with your thoughts, questions, and reactions to assigned readings.
5. **Assigned paragraphs, summaries and essays.** Because they are the most important aspect of this class, written papers will constitute the largest majority of the final grade. To pass this course, you must submit five **(5)** 250- to 300-word paragraphs/essays (1-1 ½ pages long) and two **(2)** 250 –300 word summaries (1-1 ½ pages long), in addition to the final in-class essay. This work should reflect your ability to produce expository writing. In addition, specific papers must be pre-planned and outlined prior to their being written; those outlines will be turned in with the finished paper and are part of the overall grade for that assignment. Because of their priority in both this course and the entire academic experience, papers must be presented in correct MLA format, which will be discussed during the semester. As stated earlier, one of the summary papers will be derived from the presentation. The other will be derived from the library orientation and research project, and will include a research bibliography.
6. **Revising.** Each student is expected to revise papers before submitting them. 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. I do not allow rewritten assignments for a higher grade.
7. **Final exam.** A final exam will be given to assess your developing 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.

**Use of Computers:** Plan to use your computer skills when writing. Because computers are increasingly important and valuable tools, you will be required to become familiar with using

the computer for writing and research. Using the computer will only enhance your ability to revise and improve your work (Yes, computers are your friends!). Computers are available for student use in the Humanities Computer Lab located in 26D-106. For your protection and as an added precaution, **save** all your work to a floppy disk as well as to your hard-drive.

**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 programs and techniques that will retrieve your paper intact.

**Tutoring:** English tutoring is available *free of charge* to 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.

### **GRADING**

All paragraphs/essays will be assigned a letter grade based on attention to audience (20), mechanics (20), writing style (30) and content (30). Your overall final grade will be computed thus:

Homework	10% of final grade
Quizzes/ Class Participation	5% of final grade
Paragraphs/Essays	50% of final grade
Summaries	10% of final grade
Presentation	10% of final grade
Final exam (In-Class essay)	15% 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 a dean of the college or school in which you are enrolled.

**SCHEDULE OF ASSIGNMENTS FOR ENGLISH 67**

Note: Readings and assignments due on date listed next to them; Exercises in **bold** to be completed as homework and due on date listed next to them; **WPW** = Writing Process Worksheet

<b>Week</b>	<b>Date</b>	<b>Topics/Readings</b>
1	Aug. 18	Intro to class Getting to know each other Diagnostic writing Chap 11-The Writing Process for the Paragraph: Stage One. p. 211-220, <b>HW 1: Exs. 1,2,3</b> Summary Presentations sign-up
2	Aug. 25	Chap. 12 – The Writing Process for the Paragraph: Stage Two. p. 221-229. <b>HW 2: Exs. 2,3,4</b> The Outline Chap. 13 – The Writing Process for the Paragraph: Stage Three. p. 230-238, <b>HW 3: Ex. 4</b> The Writing Process Worksheet Paragraph 1 assigned (Two-Part Response) Summary Presentations
3	Sep. 1	<b>No Class—Labor Day</b>
4	Sep. 8	Chap. 14 – From Paragraph to Essay. p. 239-245 <b>HW 4: Exs. 1,2</b> Begin outline for Paragraph #1 (Two-Part Response) <b>WPW</b> Chap. 15– Writing About Reading Selections. p.249-269, <b>HW 5: Exs. 1, 2, 6, 8</b> Exercise 7 – in class Summary Presentations Library Orientation
	<b>Sep. 12</b>	Last day to withdraw without a “W”
5	Sep. 15	<b>Rough draft Paragraph #1</b> Chap. 16 – Narration: Moving Through Time. p. 270-274 <b>HW 6: Exs. 1,2,3</b> Summary Presentations
6	Sep. 22	<b>DUE: Paragraph 1 (Two-Part Response w/Outline)</b> Chap. 16 - Narration: Moving Through Time. p. 275-280 Context - Video – <b>HW 7: Exs. 4,5,6</b> Paragraph 2 assigned (Narration) Summary Presentations
7	Sep. 29	<b>Rough draft paragraph 2 due</b> Chap. 17- Description: Moving Through Space and Time. p. 281-292 <b>HW 8: Exs. 1,2,3</b> Summary Presentations

- 8 Oct. 6 **DUE: Paragraph 2 (Narration w/Outline)**  
Chap. 17- Description: Moving Through Space and Time.  
p. 293-298, **HW 9: Exs. 4, 5**  
Paragraph 3 assigned (Descriptive Paragraph)  
Summary Presentations
- 9 Oct. 13 **Rough draft paragraph 3 due**  
Chap. 19– Process Analysis: Writing About Doing.  
pp. 315-320  
Summary presentations
- 10 Oct. 20 **DUE: Paragraph 3 (Descriptive w/Outline)**  
Chap. 19– Process Analysis: Writing About Doing,  
**HW 10: Exs. 1,2,3**  
Paragraph 4 assigned  
Summary Presentations
- 11 Oct. 27 **Rough draft Paragraph 4 due**  
Chap. 20 – Cause and Effect: Determining Reasons and  
Outcomes, p. 333-346  
Summary Presentations
- Oct. 31** Last day to withdraw
- 12 Nov. 3 **DUE: Paragraph 4 (Process Analysis w/Outline)**  
Chap. 20 – Cause and Effect; **HW 11: Exs. 1-4**  
Paragraph 5 assigned; begin outline for paragraph 5  
Summary presentations
- 13 Nov. 10 **No Class—Veteran’s Day**
- 14 Nov. 17 **Rough draft paragraph 5 due**  
Chap. 21 – Comparison and Contrast: Showing  
Similarities and Differences, p. 347-360  
Summary Presentations
- 15 Nov. 24 **DUE: Paragraph 5 (Cause and Effect w/Outline)**  
Chap. 21 – Comparison and Contrast; **HW 12: Exs. 1-4**  
Summary presentations
- 16 Dec. 1 Chap. 22 – Argument: Writing to Persuade. p. 361-379  
**HW 13: Exs. 6,7,8,9**  
Summary presentations
- 17 Dec. 8 Chap 23 – Mixed Bag. 280-295, **HW 14: Exs. 6,8,10**  
Summary presentations  
Review for Final; Wrap-up
- 18 Dec. 15 **Final Exam, 1:30-4 p.m.**  
Argumentation through Comparison and  
Contrast, an **in-class essay**

**Happy Holidays!**