

Mt. San Antonio College
Department of English, Literature & Journalism
Syllabus for ENGL 68
Fall 2003

Instructor: Sandra Alagona
Section: 56148, F 11 a.m. – 2 p.m.
Room: 26D-201
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COURSE DESCRIPTION

According to the current Mt. San Antonio catalog, this class is meant to stress “the skills and techniques necessary for correct writing.” In this course each student will write “sentences, expository paragraphs and at least two short expository themes. Attention is give to the problems of usage and punctuation.” 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 lectures, discussions, and work in differing areas of writing along with discussions of assigned readings.

COURSE TEXTS

REQUIRED:

Brandon, *Paragraphs and Essays*, 8th 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. Four **(4)** 500- to 600-word essays (2-3 pages long)
2. One **(1)** 1000- to 1250-word research essay (4-5 pages long)
3. One **(1)** 500- to 600 word summary (2-3 pages long), derived from library research)
4. One **(1)** 5-minute presentation regarding your library research
5. Final exam: in-class essay.

COURSE OBJECTIVES

1. Read, comprehend, and apply the rhetorical principles, modes and techniques presented in course texts.
2. Combine related ideas into an outline.
3. Compose and support topic sentences and thesis statements.
4. Analyze, evaluate, synthesize and organize information and ideas into coherent paragraphs/essays.
5. Demonstrate correct grammar, usage, mechanics, and spelling.

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. Since this class meets Fridays, for example, if essay 3 is due on Friday, September 12, the latest you may turn this in is by 6 p.m. on Monday, 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. RESEARCH PAPER AND PRESENTATION

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 a 4-5 page documented research paper, as well as give a five-minute presentation on your research and techniques. The goal of this project is to familiarize yourself with library research and the process of writing using outside sources in concert with your own analytical abilities. 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. 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. Quizzes will be given covering these readings and/or any class discussion arising from these readings.
 - Complete the exercise assignments in the textbook outside of class, unless otherwise instructed, and follow directions carefully.
 - Photocopy the Writing Process Worksheet on Page 5 for **ALL** essay assignments.
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.
4. **Assigned essays and summaries.** 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 four 500- to 600-word essays (2-3 pages long), one 1000- to 1250-word research paper (4-5 pages long), one 500-600 word summary (2-3 pages long), and complete a 500-600 word in-class final exam essay. Additionally, you will give a five-minute presentation on your research. The papers should reflect your ability to produce expository writing. Through these assignments, each student will complete the course having produced a minimum of 2500 words—the stated requirement for this course. In addition, specific papers must be pre-planned and outlined prior to their being written; those outlines will be graded as homework assignments. 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.
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 assignments 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.

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

Essays	40% of final grade
Research paper	20% of final grade
Presentation	5% of final grade
Homework	10% of final grade
Quizzes, Daily work	10% of final grade
Final exam	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 ENGL 68

Exercises in **bold print** to be completed as homework

Week	Date	Topics/Readings
1	Aug. 22	Intro to class Diagnostic writing
2	Aug. 29	Student Overview Ch. 1, Exploring, Experimenting, Gathering Information Exs. 1, 2, 3 in class Ch. 2, Writing the Controlling Idea, Organizing and Developing Support Exs. 5, 6, 7 in class HW 1: Ch. 2 Exs. 2, 3,4
3	Sep. 5	DUE: Research topic proposals Continue Ch. 2 and Handbook material Ch. 3, Writing, Revising, Editing Exs. 2, 3 in class
4	Sep. 12	Ch. 4, Writing the Paragraph Ch. 5, Writing the Essay Ch. 6, Reading-Related Writing Ch. 16, Literary Analysis: Reacting to Stories MLA Style Intro & Review HW 2: Ch. 6 Exs. 1, 2 Essay 1 assigned: Two-Part Response
	Sep. 12	Last day to withdraw without a "W"
5	Sep. 19	DUE: Rough draft essay 1 Ch. 7, Narration Ch. 14, Comparison and Contrast Essay 2 assigned: Narrated Comparison and Contrast Prep for Essay 2 HW 3: Ch. 7 Exs. 1, 3, 8
6	Sep. 26	DUE: Essay 1 (Two-part response) HW 4: Ch. 14 Exs. 2-6 Group discussion of "Neat People vs. Sloppy People" and "The Messy in Denial" Continued discussion of Essay 2, pre-planning
	Sep. 26	Day of Observance: Native American Day
7	Oct. 3	DUE: Rough draft of essay 2 Ch. 9, Exemplification HW 5: Ch. 9 Exs. 1-4 Essay 3 assigned: Exemplification Prep for Essay 3
8	Oct. 10	DUE: Essay 2 (comparison and contrast) Continued discussion for essay 3 Preparing for an in-class essay

9	Oct. 17	In-Class: Essay 3: Exemplification Ch. 12, Cause and Effect HW 6: Ch. 12 Exs. 1-4 Essay 4 assigned: Cause and Effect
10	Oct. 24	Continue prep for paragraph 4 (cause and effect) through outline in class DUE: Progress report on research
11	Oct. 31	In-Class: Paragraph 4 (cause and effect)
	Oct. 31	Last day to withdraw from spring semester
12	Nov. 7	Ch. 18, The Research Paper MLA Documentation revisited Library orientation
13	Nov. 14	DUE: Library research summary Ch. 15, Definition HW 7: Ch. 15 Exs. 2-4 Group discussion of "Is It Sexual Harassment?" Ch. 17, Argument: Writing to Persuade
14	Nov. 21	DUE: rough draft research paper
15	Nov. 28	NO CLASS—Thanksgiving Break
16	Dec. 5	DUE: Research Paper Ch. 17 revisited HW 8: Ch. 17 Exs. 1-5 Begin prep for final exam, review discussion of timed essay writing Student Presentations
17	Dec. 12	Wrap on Student Presentations Ch. 17, Argument Wrap prep for final exam (argument) and outline Group discussion on "Of Headless Mice . . . and Men" p. 336
18	Dec. 19	FINAL EXAM 10:30 a.m. – 1 p.m. In class essay: Argument

Happy Holidays!