

### Course texts

Eggers, D. 2010. *Zeitoun*. New York: Vantage.  
Hitchens, C. 2009. *God is not great: how religion poisons everything*. New York: Twelve.  
Shakespeare, W. and A. R. Branmuller (ed.). 2000. *The merchant of Venice*. New York: Pelican.

**Welcome to English 101.** This course develops students' proficiency in college level reading and writing through practice of critical thinking and well-developed expository writing. This syllabus briefly outlines basic requirements for the course. Be sure to check the complete course files and activities online ([www.snorko.org/lacc](http://www.snorko.org/lacc)) for more details, explanation, practice, research, and discussion, plus additional department and campus information.

All work will be submitted online. Essays will be due on Fridays at midnight. Students have a couple hours grace period but then late penalties apply (-1/2 pt. if submitted between 5:00 am Sat—Thur: -2 pts. after 1 week late). Essays should be presented in formal academic English, revised and proofread free of grammar, spelling, punctuation mistakes. Journal activities to support preparation of essays and provide for class discussion will be posted throughout the term for weeks with no essay due. Journal activities are designed to help students prepare essays, so students should focus on organizing and analyzing ideas into notes of draft quality but not worry about revising notes into essay style. Journal activities should be completed as scheduled to properly support essay work but can be finished late for credit. The final exam will be posted by the first day of Finals Week and will be due on Saturday, 5/4. More details on each assignment follow below. To remain active in the course, students should post at least once each week—essays, journal activities, responses to other students' and instructor's posts all constitute activity. By college policy, students absent for more than a week of class can be excluded from the course.

### Essay 1: Seven-point analysis of religious texts and Hitchens' *God is not great*

(6 pages total, due in two separate 3-page parts: e1.1 due 3/4 and e1.2 due 3/18, with an optional bonus 1.b due 4/1)

Essay 1 is due in two separate 3-page parts, and the grade is an average of the two parts. Select a passage from two different religious texts. Select at least seven quotes from Hitchens' *God is not great* to represent the seven divisions of philosophy discussed in class: logic, ethics, physics, politics, metaphysics, epistemology, and aesthetics. For each part, e1.1 and e1.2, evaluate each religious text against some or all of the seven points. While Hitchens' analysis of religion is negative, students should draw their own conclusions with each point on each text. Use the rubric presented in class to help organize and revise essay. More details and practice provided in class research and journal activities. Students who complete the optional e1.b can earn up to one point bonus (up to full credit/4 pts. total).

### Essay 2: Social/political analysis, contrasting academic non-fiction and short story fiction styles

(6 pages total = 3-page academic analysis + 3-page short story: half-done draft due 4/15; complete final draft due 4/29)

Research and evaluate a specific issue discussed by Hitchens in *God is not great*. Review a wide variety of information and opinion. Analyze at least 4 newspaper articles, editorials, opinion columns and at least 1 relevant religious text using some of the seven divisions of philosophy discussed in class: logic, ethics, physics, politics, metaphysics, epistemology, and aesthetics. At least one source should be a Congressional bill. Judge the value that Hitchens's argument offers to understanding the student's thesis. Outline, draft, and revise a 3-page formal academic persuasive analysis of the conflict with clear introduction (including thesis and outline of argument), fully explained body of argumentation (perhaps structured around ethical, associative, and predictive reasoning), and conclusion (restating thesis and summarizing argument).

Prepare in-text references and reference page in APA style. Consider how *Zeitoun*, plus other historical fiction and dramatic interpretations of religion and politics relate to Hitchens's argument and the student's selected topic. Create an original, fictional character who experiences and evaluates important aspects of the situation or event in a 3-page short story. Fictionalize researched details into a plot. Use rubric presented in class to help organize and revise both halves of essay project. More details and practice provided in class research and journal activities.

### Essay 3: Literature and religion in today's world (6 pages: half-done draft due 5/13; final draft due 5/27)

Select a current event with aspects related to the term's analysis of religion, and identify the most relevant religious text(s) for comparison. Create and argue a thesis explaining how at least four characters from Shakespeare's *The merchant of Venice* can be metaphorically interpreted to represent analysis of the current event from some of the seven divisions of philosophy: logic, ethics, physics, politics, metaphysics, epistemology, and aesthetics. Judge the value of Hitchens' arguments and the religious text(s), as represented by at least seven quotes selected to represent the seven points of analysis. Include analysis of at 4 recent sources of information on the event. A small bonus is available for additionally analyzing a relevant Congressional bill (not the same as the bill chosen for e2). Prepare in-text references and reference page in APA style. Use rubric presented in class to help organize and revise essay. More details and practice provided in class research and journal activities.

**Journal:** Prepared weekly (all collected and reposted into a single post by Saturday, 6/5)

The journal is comprised of all written evidence of study for the course: all ideas posted to the course website, including weekly research, ideas for upcoming essays, responses to instructor's notes on the texts and assignments, responses to other students' ideas. All rough and final drafts of essays should also be organized on an ongoing basis and included as part of the journal. To help students prepare their research and drafts of essays, journals should also include at least one APA format annotated bibliographic reference for each week of class (see details <http://bcs.bedfordstmartins.com/resdoc5e/>). Students' journals should total at least two pages of combined class notes, essay drafts, and research for each week of class. At the end of the semester, students should copy and paste all work for the course into one post by the due date of the final, Saturday, 6/5. Students may earn extra credit on this assignment by doing extra work on the weekly journal activities, particularly for additional constructive responses to other students' ideas.

**Final exam:** Online essay exam (writing assignment by 5/31, due Sat 6/5)

The final exam will be an online text posted similar in nature to essay 1 but will build upon the reading and research of the course as a whole. The final will be posted by the first day of final exam week, 5/31, and students' work will be due on Sat, 6/5.

**Grade weights and scales:** (all assignments are scored on 4-point rubric; these scores are then weighted to their designated percentage of 100 total for the course)

Essay 1: 25% of course grade (4-point rubric score x 6.25 = student's weighted score points of 25 possible)

Essay 2: 25% of course grade (4-point rubric score x 6.25 = student's weighted score points of 25 possible)

Essay 3: 25% of course grade (4-point rubric score x 6.25 = student's weighted score points of 25 possible)

Journal: 15% of course grade (4-point rubric score x 3.75 = student's weighted score points of 15 possible)

Final: 10% of course grade (4-point rubric score x 2.5 = student's weighted score points of 10 possible)

Total: 100% (100 weighted score points possible)

A = 90—100% (4-point scale scores 3.6—4.0)

B = 80—89% (4-point scale scores 3.2—3.59)

C = 70—79% (4-point scale scores 2.8—3.19)

D = 60—69% (4-point scale scores 2.4—2.79)

**Calendar of readings and assignments** (*God = God is not great; Merchant = The merchant of Venice*).

Essays are due on Fridays; final exam is due Saturday, 6/4

Week 1: 2/11	<i>God</i> , chs. 1-4 <i>Zeitoun</i> , I	week 1 research & journal		Week 9: 4/8	<i>God</i> , chs. 9—12 <i>Merchant</i> , II	weeks 8—9 research & journal
Week 2: 2/18	<i>God</i> , chs. 1-4 <i>Zeitoun</i> , I	week 2 research & journal		Week 10: 4/15	<i>God</i> , chs. 9—12 <i>Merchant</i> , II	e2 half done draft due Fri 4/15
Week 3: 2/25	<i>God</i> , chs. 1-4 <i>Zeitoun</i> , II	week 3 research & journal		Week 11: 4/22	<i>God</i> , chs. 13—16 <i>Merchant</i> , III	weeks 10—11 research & journal
Week 4: 3/4	<i>God</i> , chs. 1-4 <i>Zeitoun</i> , II	e1.1 due Fri 3/4		Week 12: 4/29	<i>God</i> , chs. 13—16 <i>Merchant</i> , III	e2 final draft due Fri 4/29
Week 5: 3/11	<i>God</i> , chs. 5—8 <i>Zeitoun</i> , III	weeks 4—5 research & journal		Week 13: 5/6	<i>God</i> , chs. 13—16 <i>Merchant</i> , IV	weeks 12—13 research & journal
Week 6: 3/18	<i>God</i> , chs. 5—8 <i>Zeitoun</i> , IV	e1.2 due Fri 3/18		Week 14: 5/13	<i>God</i> , chs. 17— Afterword <i>Merchant</i> , IV	e3 half done draft due Fri 5/13
Week 7: 3/25	<i>God</i> , chs. 5—8 <i>Zeitoun</i> , IV <i>Merchant</i> , I	week 6—7 research & journal		Week 15: 5/20	<i>God</i> , chs. 17— Afterword <i>Merchant</i> , V	weeks 14—16 research & journal
Week 8: 4/1	<i>God</i> , chs. 9— 12 <i>Zeitoun</i> , V <i>Merchant</i> , I	optional e1.b due Fri 4/1		Week 16: 5/27	<i>God</i> , chs. 17— Afterword <i>Merchant</i> , V	e3 final draft due Fri 5/27
				Week 17: 6/3		final exam posted 5/31, due Sat 6/4

**Department and campus information****English 101 prerequisite:** English 28/31 or appropriate placement score**Advisory:** English 67 or 68 for tutoring in writing center**ENGLISH 101 COURSE OBJECTIVES (EXIT SKILLS)**

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

**1. Reading:** Read sophisticated college-level expository texts, distinguish main ideas and supporting points, evaluate the persuasiveness of arguments and evidence, critique assumptions, and make relevant inferences, including inferences about authorial motivation and biases.

**2. Writing:** Plan and write well-focused, logically organized, thoroughly developed, and coherent extended college level essays (1000-2000+ words) that analyze, interpret, and compare concepts and that argue for or against a position.

**3. Writing Process:** Demonstrate in-depth knowledge of the writing process and pre-write, plan, draft, revise, edit, and proofread work and respond critically and productively to the work of peers in revision group.

**4. Syntax and Stylistics:** Be able to distinguish between different styles of written English and evaluate the appropriateness of a particular style, tone, or voice for a given audience. Vary sentence shape and structure for emphasis and effect.

**5. Grammar:** Use all major forms of punctuation effectively, including colons, semi-colons, dashes, and quotation marks.

**SLO FOR ENGLISH 101****Objectives: A student will**

Plan and write persuasive essay of 1,000 – 2,000 words

**Criteria: To the following standards:**

-- essay structure is focused, logically organized, and developed

-- analysis is insightful

-- interpretation of concepts is coherent

-- essay argues for or against a position

-- essay includes appropriate citation, quotation, and bibliographic conventions

**Assessment: As measured by the following methods:**

Embedded assessment: Random samples of student work from the department exam will be examined by a group of faculty from the department.

**Rubric: And scored by the following rubric:****Exemplary:**

A paper in this category has the following criteria:

-- effectively addresses writing task

-- well organized and thoughtfully developed

-- responds cogently with well-chosen examples

-- claims presented with persuasive and insightful reasoning

-- word choice is apt and sentences are effective, often sophisticated

-- conventions of written English observed

-- effectively uses research with correct citation and documentation evident

**Acceptable:**

A paper in this category has the following criteria:

-- effectively addresses writing task

-- organized and developed

-- uses appropriate examples and sensible reasoning

-- has a less fluent and complex style

-- varies sentence shape and structure effectively

-- observes conventions of written English though has occasional errors

**Unacceptable:**

A paper in this category has the following criteria:

-- lacks purposeful development

-- lacks stylistic command

-- does not observe conventions of written English

-- is not researched

-- does not cite source materials correctly

**Office of Special Services**

Students with a verified disability who may need a reasonable accommodation(s) for this class are encouraged to notify the instructor and contact the Office of Special Services (CH 109, 323-953-4000 X2270) as soon as possible. All information will remain confidential.