

English 101: College reading and composition I
Course files on LACC Moodle or www.snorko.org/lacc
Office hours 8:30—9:00 & 12:00—12:30 Saturdays, JH313

LACC Fall 2011
Classroom section #0459
Instructor Ed O'Connell

Course texts

Chandler, R. 1939. *The big sleep*. NY: Random House Vintage Crime.

Denevi, D. and J. Campbell, eds. 2004. *Profilers: leading investigators take you inside the criminal mind*. Amherst, NY: Prometheus Books.

Shakespeare, W. and R. A. Braunmuller, ed. 2000. *King Lear*. New York: Pelican Shakespeare.

alternate editions for Chandler and Shakespeare are available, including...

Shakespeare, W. and I. Pollack, illustrator. 2006. *King Lear*. NY: Black Dog and Levanthal Graphic Shakespeare.

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. More details, explanation, practice, research, and discussion, plus additional department and campus information will be provided in weekly lessons and the online site at LACC Moodle (or through www.snorko.org/lacc).

Warnings: Late essays will receive increasingly severe penalties. Essays are due at the beginning of class. Don't be late. Students are encouraged to submit drafts early on the course online site to avoid being late due to emergencies, as well as to ask revision questions or to print on campus. Students *may* submit essays online at course website after class, but then late penalties apply (-1/2 pt. if submitted between noon—midnight Sat; -1 pt. Sun—Fri; -2 pts. from Saturday one week late, whether submitted online or on paper in class). Plan ahead, post a draft on the message board early as back up for partial credit, and avoid late penalties. **Attendance** is required, and as per college policy, students may be dropped after missing a week of class time, or about 3 hours of a 3-unit course. Arriving late and leaving early adds up to unexcused absence as well as does skipping class completely. An attendance record will be posted each day, and students should sign in upon entering class.

Essay 1: Analysis and refutation (6 pages total, due in two 3-page parts: e1.1 due 9/10 and e1.2 due 9/24, with an optional bonus 1.b due 10/8)

Write two separate 3-page analyses of assigned text arguments contrasted with newspaper editorials, opinion columns, and persuasive essays or speeches. The two separate parts of essay 1 are due on different days, but the different scores are averaged into one grade. Each part will pair arguments from *Profilers* with complementary/contrasting essays, columns, or arguments, and students will select points to argue both for and against. See the weeks 1—2 and 3—4 research and journal activities online at the LACC Moodle site for essay preparation and practice. Students should also find online the essay assignment instructions, grading rubric, and online posting procedures. The optional bonus can replace the lower score of e1.1 and e1.2, and an additional bonus is available for completing all three parts.

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 10/15; complete final draft due 10/29)
Research and evaluate a specific crime or criminal and compare your analysis to your evaluation of arguments in *Profilers*. Students should not use the same case as e1.2 but may continue working on the same case used for e1.b, if done. Review a wide variety of information and opinion on the case and related ideas. Analyze at least 4 newspaper articles, editorials, opinion columns, or government speeches (these may include two sources previously used for essay 1, if desired). At least one source should be a Congressional bill. Judge the value at least three arguments from *Profilers* offer to understanding the student's conclusions on the conflict. 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 various films and novels of historical fiction and dramatic interpretations of crime and criminality relate to arguments from *Profilers* and the student's selected focus. 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's lessons on today's world (6 pages: half-done draft due 11/19; final draft due 12/10)
Create and argue a thesis comparing the metaphoric lessons at least two different characters from Shakespeare's *King Lear* offer toward understanding a specific crime or criminal case (not the same as used for e2). Identify in your thesis how the two Shakespearean characters can be interpreted to represent different aspects of or perspectives on the case. Research a wide variety of editorials and news stories. Include in body of argumentation analysis of at least 4 newspaper articles, editorials, or opinion columns not previously used for essay 1 or 2. Judge the value that short quotes from 4 different chapters of *Profilers* (not previously used for essay 1 or 2) offer in understanding the student's determined proper course of action in the situation. 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 (collected throughout the term, neatly organized, and presented for scoring during final exam, Saturday, 12/17)

The journal is comprised of all written evidence of study for the course: all class notes, 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/>). For full credit, students' journals should total at least one page of combined class notes and essay drafts for each week of class, plus copies of all weekly journal and research activities included on schedule. At the end of the semester, students should neatly organize all work for the course and present it for scoring at the final exam, Saturday, December 17.

Final exam: Presentation of essay 3 (Saturday, December 17, 9:30-11:30 in JH313, combined classroom and online section students)

The final exam for the course will be a presentation of essay 3 to the class. More details and practice will be incorporated into the essay 3 lessons. As per college policy, all students are required to take a final exam during final exam week.

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: 30% of course grade (4-point rubric score x 7.5 = student's weighted score points of 30 possible)

Essay 3: 30% of course grade (4-point rubric score x 7.5 = student's weighted score points of 30 possible)

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

Final: 5% of course grade (4-point rubric score x 1.25 = student's weighted score points of 5 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

Week 1: 9/3	<i>Profilers:</i> Intro, Chs. 1, 2 <i>Big sleep:</i> Chs. 1—4	weeks 1—2 research & journal	Week 9: 10/29	<i>Profilers:</i> Chs. 8, 9, 15 <i>Lear</i> II	e2 final draft due
Week 2: 9/10	<i>Profilers:</i> Ch. 21 <i>Big sleep:</i> Chs. 5—10	e1.1 due	Week 10: 11/5	<i>Profilers:</i> Ch. 14 <i>Lear</i> III	weeks 8-10 research & journal
Week 3: 9/17	<i>Profilers:</i> Ch. 12 <i>Big sleep:</i> Chs. 11—14	weeks 3—4 research & journal	Week 11: 11/12	<i>Profilers:</i> Chs. 16, 22 <i>Lear</i> III	weeks 11—13 research & journal
Week 4: 9/24	<i>Profilers:</i> Ch. 12 <i>Big sleep:</i> Chs. 15—18	e1.2 due	Week 12: 11/19	<i>Profilers:</i> Ch. 17 <i>Lear</i> IV	e3 half done draft due
Week 5: 10/1	<i>Profilers:</i> Ch. 3 <i>Big sleep:</i> Chs. 19—22	weeks 5—7 research & journal	Week 13: 11/26	<i>Profilers:</i> Ch. 18 <i>Lear</i> IV	Thanksgiving
Week 6: 10/8	<i>Profilers:</i> Ch. 4, 7 <i>Big sleep:</i> Chs. 23—25 <i>Lear</i> I	e1.b due	Week 14: 12/3	<i>Profilers:</i> Ch. 19 <i>Lear</i> V	e3 conferences weeks 14—15 journal collection
Week 7: 10/15	<i>Profilers:</i> Chs. 10, 11, 13 <i>Big sleep:</i> Chs. 26—28 <i>Lear</i> I	e2 half done draft due	Week 15: 12/10	<i>Profilers:</i> Ch. 20 <i>Lear</i> V	e3 final draft due
Week 8: 10/22	<i>Profilers:</i> Chs. 5, 6 <i>Big sleep:</i> Chs. 29—32 <i>Lear</i> II	e2 conferences	Week 16: 12/17		final exam 9:30— 11:30 in JH313

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 (from course outline)

- Use pre-writing techniques
- Organize ideas in paragraphs
- Draft, edit, and revise organized essays of 500 - 1000+ words in-class.
- Review and use all major forms of punctuation effectively. Use a variety of sentence structures.
- Record responses to readings in reading journal.
- Discuss and critique ideas in group discussions.
- Analyze and refine writing processes: plan, draft, revise, edit, and proofread.
- Use all verb forms and tenses correctly and punctuate sentences effectively, avoiding comma splices, sentence fragments, and run-on sentences.
- Summarize and interpret abstract arguments.
- Identify and categorize positions and supporting illustrations and examples. Analyze sophisticated college-level expository texts. Distinguish main ideas and supporting points.
- Critique evidence in texts. Evaluate role of personal opinion in formal academic essays.
- Evaluate the persuasiveness of arguments and evidence, critique assumptions, and make relevant inferences, including inferences about authorial motivation and biases.
- Assess alternative arguments and strategies
- Distinguish between different styles of written English.
- Evaluate appropriateness of particular style, tone, or voice for a given audience.
- Plan and write college-level essays of 1,000 - 2,000+ words that analyze, interpret, and compare concepts and that argue for or against a position.
- Locate appropriate information sources using library, online, campus and community resources.
- Design research plan.
- Apply citation, quotation, and bibliographic conventions in research papers.
- Evaluate and compare ideas within an intellectual tradition.
- Design and compose 1500 - 2000 + word paper that incorporates research and critical thinking.
- Vary sentence shape & structure for emphasis & effect.
- Use a variety of sentence structures, including compound and complex sentences employing coordinate and subordinate clauses.
- Read sophisticated college-level expository texts.
- Critique assumptions and make relevant inferences, including inferences about authorial motivation and biases.
- Pre-write, plan, draft, revise, edit and proofread essays. Respond critically and productively to work of peers in revision groups.
- Analyze and compare concepts in essays that argue for or against a position.
- Plan and write a well-focused, logically organized, thoroughly developed and coherent college-level essay (1,000-2,000 words)

that analyzes and interprets concepts and argues for or against a position.

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.