

English 101: College reading and composition I
LACC Spring 2010
Online sections #0143 and #3226
Instructor Ed O'Connell
Course files online at www.snorko.org/lacc

Course texts

Goldhagen, D. J. 2009. *Worse than war: genocide, eliminationism, and the ongoing assault on humanity*. New York: Public Affairs.

Shakespeare, W. and R. McDonald (ed.). 2000. *Titus Andronicus*. New York: Pelican 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. Be sure to check the complete course files and activities online (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—Tue; -1 pt. if Wed—Fri; -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. More details on each assignment below.

Try to check the online course site on Saturday mornings, when the instructor will be posting class notes and journal activities based on class needs, as represented by essay quality and students' questions. 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: Analysis and refutation (6 pages total, due in three 2-page parts: e1.1 due 2/19, e1.2 due 3/5, e1.3 due 3/19, with an optional bonus 1.b due 3/26)

Write three separate 2-page analyses of assigned text arguments contrasted with newspaper editorials, opinion columns, and persuasive essays or speeches. The three separate parts of essay 1 are due on different days, but the different scores are averaged into one grade. For each part, students should choose one of two approaches: either refute the argument from *Worse than war* using the assigned essays and other supporting points, or use ideas from *Worse than war* and other sources to argue against the contrasting essays, columns, or arguments. See practice activities and essay preparation notes at the course online site (www.snorko.org/lacc).

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 4/2; complete final draft due 4/23)

Research and evaluate a specific conflict discussed by Goldhagen in *Worse than war*. Review a wide variety of information and opinion. 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 that Goldhagen's argument (see chapters 3—6 on why eliminationism and mass slaughter begin, how they are implemented, why perpetrators act, and why they end) in *Worse than war* offers 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 conflicts relate to Goldhagen's argument and the student's selected situation of 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 online.

Essay 3: Literature's lessons on today's world (6 pages: half-done draft due 5/7; final draft due 5/28)

Create and argue a thesis comparing the metaphoric lessons two different characters from Shakespeare's *Titus Andronicus* offer toward understanding a current conflict in the world. Identify in your thesis how the two Shakespearean characters can be interpreted to represent better and worse courses of action on the issue or event. 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 published in the last six months and not previously used for essay 1 or 2. Judge the value that Goldhagen's arguments (on the organization of recent conflicts, see p. 294, 331, 433; on what can be done to prevent eliminationism in the future, see p. 532, 579) 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.

Journal: Prepared weekly (collected, and uploaded as a file by the due date of final, 6/4)

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 (cf. www.library.cornell.edu/olinuris/ref/research/skill28.htm). 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 online posts as well as all drafts of essays into one file and upload it to the course website by the due date of the final, Friday, June 4.

Final exam: Online essay exam (test posted 6/1, due 6/4)

The final exam will be an online writing assignment 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 on the first day of final exam week, 6/1, and students' work will be due on Friday, 6/4.

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 of 30 possible)

Essay 2: 30% of course grade (4-point rubric score x 7.5 = student's weighted score of 30 possible)

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

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

Final: 5% of course grade (4-point rubric score x 1.25 = student's weighted score 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 (*Worse* = *Worse than war*, *Titus* = *Titus Andronicus*)

Week 1: 2/12	<i>Worse</i> 1	week 1 research & journal	Week 10: 4/16	<i>Worse</i> 5 <i>Titus</i> III	weeks 10--11 research & journal
Week 2: 2/19	<i>Worse</i> 2 <i>Titus</i> I	e1.1 due	Week 11: 4/23	<i>Worse</i> 6 <i>Titus</i> IV	e2 final draft due
Week 3: 2/26	<i>Worse</i> 10 <i>Titus</i> I	weeks 2--4 research & journal	Week 12: 4/30	<i>Worse</i> 7 <i>Titus</i> IV	week 12 research & journal
Week 4: 3/5	<i>Worse</i> 11 <i>Titus</i> I	e1.2 due	Week 13: 5/7	<i>Worse</i> 8 <i>Titus</i> IV	e3 half done draft due
Week 5: 3/12	<i>Worse</i> 11 <i>Titus</i> II	weeks 5--7 research & journal	Week 14: 5/14	<i>Worse</i> 8 <i>Titus</i> V	weeks 13--14 research & journal
Week 6: 3/19	<i>Worse</i> 3 <i>Titus</i> II	e1.3 due	Week 15: 5/21	<i>Worse</i> 9 <i>Titus</i> V	weeks 15--16 research & journal
Week 7: 3/26	<i>Worse</i> 4 <i>Titus</i> II	e1.b due	Week 16: 5/28	<i>Worse</i> 9 <i>Titus</i> V	e3 final draft due
Week 8: 4/2	<i>Worse</i> 4 <i>Titus</i> III	e2 half done draft due	Week 17: 6/4		final exam
Week 9: 4/9	<i>Worse</i> 5 <i>Titus</i> III	weeks 8--9 research & journal			

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-focussed, 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 syntactic 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.