

English 101: College reading and composition I

Instructor Ed O'Connell

Classroom section #0459

LACC Spring 2006

<http://www.snorko.org/lacc>

Course texts

Kozol, J. 2005. *Shame of the nation: the restoration of apartheid schooling in America*. NY: Crown.

Shakespeare, W., A. R. Braunmuller, and F. Dolan. 1999. *Henry VI, part I*. NY: Pelican Shakespeare.

Welcome to English 101, a requirement for virtually all college students. This course develops students' ability to grasp content of college level materials and write well-developed, logical expository essays. Find below details on the assignments, readings, and other course information. Dates and schedule subject to slight revision due to class needs or unforeseen events. Essay assignments below show basic requirements. Much more detail and practice will be provided in class. All essays should be typed, double-spaced, in 12-point Verdana font, 1" margins, with in-text citations and references arranged in APA-style format. **Caution: no late essays will be accepted. Late essays will be scored zero points. Don't be late.**

Essay #1: Op/Ed analysis (6 pages, due in three 2-page parts, part 1.1 due on 2/25, part 1.2 due on 3/4, and part 1.3 due on 3/11)

Write three 2-page analyses of assigned newspaper editorials, opinion columns, or persuasive essays. The three separate parts of essay #1 are due on different days but averaged into one score. Students should choose one of two approaches: either refute the assigned essays using points from *Shame of the nation* (*Shame*) and other supporting ideas, or use the assigned essays and congruent argumentation to refute contrasting positions from *Shame's* first chapters. Use the chart below to help organize your ideas.

Due	Op/ed column, persuasive essay	Contrast to <i>Shame's</i> hypotheses, implications
2/25	<p>Giles, D. 2005, Jan. 8. Publik skule vs. home school. <i>TownHall.com</i>. http://www.townhall.com/opinion/columns/doug_giles/2005/01/08/14185.html</p> <p>Larson, J. 2006, Jan.23. Education Armageddon. <i>OpinionEditorials</i>. http://www.opinioneditorials.com/guestcontributors/jlarson_20060123.html</p> <p>Williams, W. 2003, Jul. 6. Dealing with school violence. <i>Capitalism Magazine</i>. http://capmag.com/article.asp?id=2879</p>	<p>"'Why is it,' [Mireya, a student at LA's Freemont High] asked, 'that students who do not need what we need get so much more? And we who need it so much more get so much less?'" (Kozol, p. 183)</p> <p>"[Some] appear to be convinced...that money is well-invested in the education of their [wealthy] social status while spending on the same scale for the children of the very poor achieves, at best, only some marginal results, or maybe none at all. [According to G W Bush in a 2001 speech...] Simply increasing federal assistance to the public schools, however, had not been effective. It was, [Bush] said, 'like pumping gas into a flooded engine'" (Kozol, p. 59)</p>
3/4	<p>Editorial. 2005, Jul. 19. Failing to teach in high school. <i>New York Times</i>. http://www.nytimes.com/2005/07/19/opinion/19tue2.html?ei=5090&en=c7a0db70f894f5d5&ex=1279425600&partner=rssuserland&emc=rss&pagewanted=print</p> <p>Izumi, L. 2006, Jan. 23. Three steps to improve California schools. <i>Pacific Research Institute</i>. http://www.pacificresearch.org/press/opd/2006/opd_06-01-23li.html</p>	<p>"New vocabularies of stentorian determination, new systems of incentive and new modes of castigation, which are termed 'rewards and sanctions,' have emerged. ...Relentless emphasis on raising test scores, rigid policies of nonpromotion and nongraduation, ...an oftentimes fanatical insistence upon uniformity of teachers in their management of time, an openly conceded emulation of the rigorous approaches of the military, and a frequent use of terminology that comes out of the world of industry and commerce...The introduction of Skinnerian approaches, which are commonly employed in penal institutions...Although generally described as 'school reform,' most of these practices and policies are targeted primarily at poor children of color." (Kozol, p. 63—65)</p>

3/11	<p>Hoenig, J. 2004, Mar. 5. Education and capitalism: how overcoming our fear of markets and economics can improve America's schools. <i>Capitalism Magazine</i>. http://capmag.com/article.asp?id=3551</p> <p>Huff, E. 2006, Jan. 30. The new Uncle Toms force Black kids to suffer in the Sunshine State. <i>Chicago Defender</i>. http://www.chicagodefender.com/page/editorial.cfm?ArticleID=3808</p> <p>Sowell, T. 2005, Nov. 26. The new White flight. <i>Capitalism Magazine</i>. http://capmag.com/article.asp?id=4483</p>	<p>"Can you really buy your way to better education for these children? ...It doesn't always seem to work'...Some people who ask these questions, while they live in wealthy districts where the schools are funded at high levels, don't send their children to these public schools...private prep schools...are typically more than \$20,000 [per year]...[private high schools] rise to more than \$30,000 [per year]. 'Well, that's how it is...Life isn't fair.' Most honest grown-ups...do not really get a lot of solace out of saying that 'life isn't fair,' especially if they can see the ways they benefit from the unfairness they deplore." (Kozol, p.57—58)</p>
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For each of the three parts of essay #1, study both the week’s reading from *Shame* and the contrasting essays. Determine what each author believes (topic + opinion = thesis) and why (reasons, examples, and evidence = argument). Organize your 2-page analyses into three long paragraphs in the following fashion:

The first sentences of the first paragraph should list the author, title, date and thesis of the work and identify that it is to be refuted. Here are a couple models: **In his 2005 book *Shame of the nation*, Jonathan Kozol wrongly claims that poverty and racial isolation unfairly diminish education for too many poor children of color—or—On November 2, 2005, Las Vegas mayor Goodman unacceptably suggested cutting off graffiti painters' thumbs on television and whipping "children who get into trouble."** Next, briefly list the reasons given in the original as support. The last sentences of the first paragraph should state a contrasting opinion on the topic to be argued as the alternate thesis.

The second paragraph should explain in detail the original argument of the refuted position and argue against the original, point by point. Explain why the original has misunderstood the situation, gone too far

in its approach, forgotten important information, presented an impractically idealistic goal, or otherwise created a flawed analysis. Try to use ethical, associative, and predictive reasoning to critique the argument refuted.

Ethical reasoning: judge right and wrong standards of morality as applied to topic

Associative reasoning: compare to other situations or events as they inform topic

Predictive reasoning: predict hypothetical future results as models for action

The third paragraph should explain reasons, examples, or other evidence to support the alternate thesis. Do not simply repeat the refutation of the second paragraph, but argue a case in support of the alternate thesis. Try to use ethical, associative, and predictive reasoning to support your alternative thesis. Use as an example at least one outside source of information on the topic found through research and give an author, title, date reference.

Grading rubric for each part to essay #1; The parts' scores are averaged for essay #1 score

_____ The original source info, thesis, and argument of an assigned work are identified in the first paragraph and designated unsatisfactory;

_____ An alternate thesis on the topic is presented at the end of the first paragraph;

_____ The argument supporting the original is refuted point by point in the second paragraph;

_____ An argument supporting the alternate thesis is developed and sufficiently explained in the third paragraph, perhaps using ethical, associative, and predictive reasoning; one referenced outside source explained as support.

Essay #2: Analysis of several sources (5 pages, due 4/8)

Create and argue a thesis cross-evaluating three of Kozol's arguments from *Shame* chapters 4–6 against three editorial/opinion essays from the last six months. Use the techniques from essay #1 to analyze the editorials, but develop one overall thesis on the topic, and create an introduction and conclusion for the essay as a whole. Students may use some analysis from essay #1 that fits the topic, but revise as necessary to incorporate the previous work into one coherent essay. Students may also use one of the instructor-chosen essays for one of the three required op/ed pieces, if desired. Cite references in APA format (in-text citations and references page only). Use rubric presented in class to help organize and revise essay.

Essay #3: Similar in style to essay #2 (5 pages, due 5/6)

Similar in style to essay #2, create and argue a thesis cross-evaluating three of Kozol's arguments from *Shame* chapters 7–9 against three new editorial/opinion essays not used in essay #1 or #2. Students who want to use any essays older than six months may present them to the instructor for approval.

Essay #4: Metaphorical lessons from literature on today's world (5 pages, due 5/27)

Create and argue a thesis comparing the metaphoric lessons two different characters from Shakespeare's *Henry VI, part I* offer toward an issue or event discussed in *Shame*, chapters 10—the appendices. Develop a metaphor on your thesis in which the two characters are interpreted to represent correct and incorrect courses of action on the issue or event. Research a wide variety of editorials and news stories, and include analysis of at least 4 newspaper articles, editorials, or opinion columns published in the last six months and not previously used for essay #1, #2, or #3. Cite sources in APA format as above. Use rubric presented in class to help organize and revise essay.

Journal: scored weekly and averaged

Class notes, students' ideas on discussion, and drafts of essays should be posted to the message board (<http://www.snorko.org/lacc>) weekly. Students may find online instructor's questions on the texts for ideas on writing journal entries. No one is required to address all of instructor's many questions on each chapter. Try or create the questions that offer the most interest and promise for upcoming essays, and make the journal on the readings the first steps in researching topics to consider. Include research notes and drafts toward upcoming essays. Students should expect to write about a page (250 words) of draft-quality notes and analysis each class week.

Draft quality means that your writing for this assignment is not expected to be the revised and polished intro—body—conclusion essay style of the essay assignments. See examples of other students' online journal study during previous semesters.

Participation: scored weekly and averaged

5% of the course grade may be earned through active participation in the course. Reading the texts before class, comparing the ideas of the texts to research for essays and journal notes then sharing personal ideas in class discussion will earn these points. Only sitting in class will earn little credit. Students who do not attend class may be dropped according to college procedures.

Final exam: 6/3

Presentation of essay #4. More details and practice will be provided in class.

Grade weights	Essay #4: 20%
Essay #1: 20%	Journal: 10%
Essay #2: 20%	Participation: 5%
<u>Essay #3: 20%</u>	<u>Final: 5%</u>
	Total: 100%

Readings

I Henry VI I, II, III, IV, and V refer to the acts of the play *Henry VI, part I*, by William Shakespeare. The Pelican paperback in the bookstore is only one of many possible sources. Most libraries will have annotated Shakespeare texts that will serve as well. Non-annotated versions are freely available online in the public domain (for example from MIT's <http://www-tech.mit.edu/shakespeare>); these are also especially useful for searching with an edit→find computer function. Please also refer to a student-prepared study guide for *Henry VI, part I* from a link on the message board. *Shame 1, 2, 3*, etc. refer to the chapters of Jonathan Kozol's *Shame of the nation*. Other reading assignments will be freely available online, particularly in newspaper editorials and opinion columns.

Calendar of readings and assignment due dates

Week 1: February 11
Syllabus; Essay 1 instructions;
Shame, Introduction

Week 11: April 22
Shame, 9; *I Henry VI*, Act IV;

Week 2: February 18
Presidents' day, no school
Shame, 1

Week 12: April 29
Shame, 10; *I Henry VI*, Act IV

Week 3: February 25
Shame, 2; Essay #1.1 due

Week 13: May 6
Shame, 11; *I Henry VI*, Act V
Essay #3 due

Week 4: March 4
Shame, 3; *I Henry VI*, Act I;
Essay #1.2 due

Week 14: May 13
Shame, 12; *I Henry VI*, Act V

Week 5: March 11
Shame, 4; *I Henry VI*, Act I
Essay #1.3 due

Week 15: May 20
Field trip
Consultation on essay #4

Week 6: March 18
Shame, 5; *I Henry VI*, Act II

Week 16: May 27
Shame, 17; *I Henry VI*, Act V
Essay #4 due

Week 7: March 25
Shame, 6; *I Henry VI*, Act II;

Final exam: June 3
Presentation of essay #4

Week 8: April 1
Shame, 7; *I Henry VI*, Act III

Week 9: April 8
Shame, 8; *I Henry VI*, Act III
Essay #2 due

Week 10: April 15
Spring break, no class