

### Course texts

Eggers, D. 2010. *Zeitoun*. New York: Vantage.

Hacker, D. *Rules for writers*. New York: Bedford/St. Martins. (check edition info during orientation)

Hitchens, C. 2009. *God is not great: how religion poisons everything*. New York: Twelve.

**Welcome** to English 28. This course provides instruction in techniques of writing at the college level. It emphasizes grammar, essay writing, and reading assignments which reinforce writing skills. 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*

(4 pages total, due in two separate 2-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 2-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

(4 pages total = 2-page academic analysis + 2-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 2-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 2-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 (4 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 Egger's *Zeitoun* 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 one and a half 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 (test posted by 5/31, due Sat 6/5)

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 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*). Research and journal activities will incorporate lessons from Hatcher's *Rules*. 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>Zeitoun</i> , III	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>Zeitoun</i> , III	e2 half done draft due Fri 4/15
Week 3: 2/25	<i>God</i> , chs. 1-4 <i>Zeitoun</i> , I	week 3 research & journal	Week 11: 4/22	<i>God</i> , chs. 13—16 <i>Zeitoun</i> , IV	weeks 10—11 research & journal
Week 4: 3/4	<i>God</i> , chs. 1-4 <i>Zeitoun</i> , I	e1.1 due Fri 3/4	Week 12: 4/29	<i>God</i> , chs. 13—16 <i>Zeitoun</i> , IV	e2 final draft due Fri 4/29
Week 5: 3/11	<i>God</i> , chs. 5—8 <i>Zeitoun</i> , II	weeks 4—5 research & journal	Week 13: 5/6	<i>God</i> , chs. 13—16 <i>Zeitoun</i> , IV	weeks 12—13 research & journal
Week 6: 3/18	<i>God</i> , chs. 5—8 <i>Zeitoun</i> , II	e1.2 due Fri 3/18	Week 14: 5/13	<i>God</i> , chs. 17— Afterword <i>Zeitoun</i> , IV	e3 half done draft due Fri 5/13
Week 7: 3/25	<i>God</i> , chs. 5—8 <i>Zeitoun</i> , II	week 6—7 research & journal	Week 15: 5/20	<i>God</i> , chs. 17— Afterword <i>Zeitoun</i> , V	weeks 14—16 research & journal
Week 8: 4/1	<i>God</i> , chs. 9— 12 <i>Zeitoun</i> , II	optional e1.b due Fri 4/1	Week 16: 5/27	<i>God</i> , chs. 17— Afterword <i>Zeitoun</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

Prerequisite: ESL 6A or English 21 or equivalent or appropriate placement score.  
Advisory: English 67 and English 68.

English 28 provides instruction in techniques of writing at the college level. It emphasizes grammar, essay writing, and reading assignments which reinforce writing skills.

### ENGLISH 28 COURSE OBJECTIVES (EXIT SKILLS)

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

**1. Reading:** Identify and evaluate focal ideas and structures of entry-level college texts. Synthesize and compare ideas and concepts encountered in different kinds of reading selections. Apply note-taking techniques (dialoguing, scanning, and highlighting) to the reading process.

**2. Writing:** Write focused, organized papers (600-800 words, i.e., approx four handwritten or three or more typed pages) that present well-focused responses to academic readings, have well-structured introductions, bodies, and conclusions. Use quotations, detailed reference to texts, and effective paraphrase as forms of paragraph development. Write essays that analyze, compare, question, synthesize and evaluate main ideas

of readings. Write competently focused and organized in-class essays of three to four handwritten pages within a period of two hours.

**3. Writing Process:** Apply working knowledge of the writing process (brainstorming, clustering, free writing, and other pre-writing techniques) to the planning, drafting, and revising of formal academic papers

**4. Syntax:** Use a variety of sentence structures, including compound and complex sentences employing coordinate and subordinate clauses.

**5. Grammar:** Use all verb forms and tenses correctly, and punctuate sentences effectively, avoiding comma splices, sentence fragments, and run-on sentences. Use a variety of sentence structures, including compound and complex sentences employing coordinate and subordinate clauses.

### SLO FOR ENGLISH 28

**Outcome: The student will:**

Plan and write an essay of 800 - 1000 words

**Criteria: To the following standard:**

-- Accurate response to academic readings

-- A structured essay with introduction, body, and conclusion.

-- Use of quotations, reference to texts, and paraphrase as forms of paragraph development

-- Proper use of verb forms and tenses, correct punctuation of sentences, lack of comma splices, sentence fragments, and run-on sentences

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

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:

-- response is substantial, well-focused with clearly defined introduction, body, and conclusion.

-- summaries of academic texts are accurate

-- important points, arguments, and examples are accurately paraphrased

-- student's opinions are well-developed

-- paragraphs are clearly focused

-- grammar errors are infrequent and do not distract or interfere with meaning

**Acceptable:**

A paper in this category has the following criteria:

-- response demonstrates general understanding of introduction, body, and conclusion.

-- summaries of academic texts may not be focused and may lack relevant detail.

-- important arguments and examples are paraphrased, but may be inaccurate or slight important points

-- grammar errors occur but do not detract from comprehension of essay as a whole

**Unacceptable:**

A paper in this category has the following criteria:

-- response lacks introduction, body, or conclusion

-- summaries reveal misunderstanding of academic readings

-- student's personal opinion may not pertain to writing topic

-- grammar errors interfere with comprehension of essay

### 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.