



- (1) write focused, coherent, well developed text-based essays that support a self-generated thesis and demonstrate a variety of organizational strategies, using competent standard English appropriate for academic audiences;
- (2) demonstrate critical reading, writing, and thinking skills through analysis, synthesis, and evaluation of important ideas from multiple points of view;
- (3) apply research and documentation skills, which include gathering and evaluating sources;
- (4) demonstrate appropriate communication skills in group settings, respectfully listening to others and effectively contributing ideas; and
- (5) perceive yourself as an improved reader, writer and thinker engaging in academic discourse in cross-disciplinary contexts.

To ensure your success, come to class every class meeting, be prepared and ready to participate, and see me as soon as you have a question or problem.

**Departmental Course Description:** English 100 is designed to help the student recognize and critically evaluate important ideas in short and book length texts, and express facts and thought logically and gracefully in clear and correct prose. Students will write critical expository essays dealing with a variety of ideas at a skill level appropriate to a college transfer level class. Transfer credit: UC/IGETC (Area 1A); CSU (A2, A3).

Applicable to the Associate's Degree. Partially satisfies Specific Area E2 requirement, General Education Requirements 4A, and courses required for the English major. **Meets Skyline College information literacy requirement if taken in Fall 2011 or later.**

#### **Required Texts:**

- Michael Berndt and Amy Muse's *Composing a Civic Life* (2<sup>nd</sup> edition)
- Colin Beavan's *No Impact Man* (Picador paperback)
- Brando Skyhorse's *The Madonnas of Echo Park* (Free Press paperback)

#### **Materials:**

- One-inch flexible three-ringed binder
- Flash drive (on which to back up your documents)

**Grading Policy:**

Bear in mind that even though this class is only three units, you will need to allot sufficient time to complete homework. Clearly, completing your homework will greatly affect how much you learn in the class. And because most homework assignments are integral steps toward completing the essays, you can determine early on if you need assistance from me to write the essays.

Check your progress in this course by accessing my website, which is updated every two weeks. Your final grade will be based on the following:

| <b>The Task</b>  | <b>Percentage of the Final Grade</b> |
|--|--------------------------------------|
| Diagnostic Essay (3%): Arguing Why Your Issue Is Most Pressing (1/23)<br>Essay #1 (11%): Analyzing How Values, Beliefs, and Experiences Shape Political Stances (2/13)<br>Essay #2 (11%): Evaluating Your College Educational Experiences (3/19)<br>Essay #3 (10%): Midterm on <i>No Impact Man</i> (4/9)<br>Essay #4 (15%): Evaluating and Researching a Social Change Organization (4/23)<br>Essay #5 (15%): Exploring the themes in <i>The Madonnas of Echo Park</i> (5/21) | 65%                                  |
| Group Presentation on Your Research (5/21, 7- 10 pm)   | 10%                                  |
| Reading journals, quizzes, on-line postings, etc.  | 15%                                  |
| Participation (being prepared, completing in-class exercises and checked homework, adding to class discussions, giving classmates thoughtful responses to their essays in workshops, responding to on-line postings, etc.)   | 10%                                  |

Homework is due on the assigned due date. I will not accept late homework unless you have made arrangements with me, even if that means contacting me the day you are absent. Rarely do I permit "make-ups" of quizzes,

in-class exercises, and the final exam without official documentation (i.e., doctor's note vouching for your illness), so not being absent is in your best interest.

You have the opportunity to make up a maximum of two homework assignments by volunteering with the organization that you write about for your fifth essay (or another organization) and writing a brief one page review of your experience. Two other options are by writing a letter to the editor and submitting it to the school newspaper or local newspaper, or a letter to a public official articulating your concern. In *CACL*, see 188- 191 for tips. "CC" me when you submit it.

Minimally, to pass the course, (1) the essay portion of your grade must be a C- or better, and (2) every essay assignment, passing or no, must have been attempted and submitted for a grade.

### **Attendance:**

Your attendance is crucial to realize the objectives of this course. Thus a maximum of two absences is permitted; each absence after the second may significantly lower your grade and warrant your withdrawal from the course. **Even if absent, you are responsible for all work assigned or due that day**, so for any changes in the homework, be sure to call a classmate or me, or consult the web site. Last but not least, arriving late or leaving early will count as half an absence. More importantly, please be considerate of your classmates and me by arriving on time.

Please note that due to the emphasis on research in this class, it is extremely critical that you attend the class sessions when the librarians facilitate workshops on conducting research. If you miss one of those sessions, it will be incumbent on you to schedule an alternative to attend.

Should you need to drop the course, you are responsible for doing so. Neglecting to drop by April 26 may result in a failing grade.

### **Essays:**

- **FORMAT:** All essays must be typed with 12-point font, double-spaced, with one-inch margins on all sides, on 8.5" x 11" standard weight paper. I don't require a separate cover page. Instead, at the upper right-hand corner of the first page, write your name, the date, the class, as well as the essay number. Center the title below. And last but not least, staple your essays on top of the peer response worksheets.
- **WORKSHOPS:** Because writing is communicating, you will have class time to read, discuss, and comment on each other's essays to determine whether your ideas are clearly conveyed and adequately developed.

Workshop days are very important, and therefore each workshop is worth up to 300 points (three assignments).

For workshops, bring three copies total. You *must* have a draft in order to participate. If you forget copies, your draft does not fulfill the page requirements, or you're late, points will be deducted accordingly. Following are the workshop dates; final due dates are generally one week after the workshop dates.

|               |                |                |                |
|---------------|----------------|----------------|----------------|
| Essay #1: 2/6 | Essay #2: 3/12 | Essay #4: 4/16 | Essay #5: 5/14 |
|---------------|----------------|----------------|----------------|

- **LATE TICKETS FOR FINAL DRAFTS:** Essays are due at the beginning of class on the assigned due date. But you can use a late ticket to submit a *final draft* up to one week after its due date-- unless otherwise noted. Substitute the late ticket for your paper on the due date. But note that while late papers will not be penalized in terms of the grade, the likelihood that you will get them back when the rest of the class gets theirs is extremely slim. To expedite this process, I encourage you to schedule an appointment with me so that you can receive an oral evaluation. Note that after the late ticket's extra week allotment, five points--equivalent to half a grade-- will be deducted for each day that the essay is late.
- **GRADING CRITERIA FOR ESSAYS:** To receive a passing grade, your papers must demonstrate your ability to do the following:
  - Formulate a thesis that proposes an argument;
  - Substantiate the thesis with appropriate textual evidence and explanations;
  - Organize thoughts in a logical and coherent manner;
  - Cite sources using MLA format;
  - Use complex sentence structures whenever appropriate;
  - Use correct English grammar and spelling. (Please note an "E" instead of a grade means edit, and as such will not be considered a revision; your essay is passing, but you must attend to the grammar in order to receive credit.)
- **REVISIONS:** You have the option of revising the first two essays if your grade is 80 or lower, but you must meet with me before you fully revise, and you must submit the revision by the designated due date. Please note that a revision requires substantially more work than simply attending to the grammar. If you revise, highlight all of the changes in your revision, and submit it along with the original draft with my comments on it as well as the accompanying gradesheet.

### **Plagiarism:**

Your work must be your own! Using someone else's ideas or words, e.g., from sources such as books, magazines, or websites, without giving the author credit for them, can lead to an F on the assignment, or referral to the College Disciplinarian for further sanctions which range from a warning to expulsion from Skyline College. See me if you have any questions about appropriate ways to cite sources and/or integrate them with your own ideas.

### **Extra Assistance:**

In addition to working with me during office hours, take advantage of one-on-one assistance in The Learning Center. To receive credit for the aforementioned, enroll in Learning Skills 853 (CN 41587).

Also, please schedule an appointment with me within the first two weeks of class if you have a disability and require accommodations. To be provided with the appropriate accommodations, you will need to obtain a signed form from the Disabled Students Programs and Services office (650-738-4280).

### **Means of Communication:**

To avoid missing important messages from both me and the College/District, such as your registration status, please activate your student email account by logging in at <http://my.smccd.edu/> if you have not already done so.

You can configure this e-mail to forward to an e-mail account that you regularly use:

1. Go to Websmart at <https://websmart.smccd.edu/>
2. In your student account area, click on the link that says "New! Student Email." Here, you may view your email address and password, and you may reset your password.
3. IMPORTANT: Open your **my.smccd.edu** email.
4. Click "Settings" at the top of the page.
5. Click the "Forwarding and POP/IMAP" tab.
6. Under Forwarding, click the "Forward a copy of incoming mail" button.
7. Enter the email address you want to forward your email to.
8. Click "Save Changes."

*Please note that the aforementioned schedules and procedures in this course are subject to change in the event of extenuating circumstances.*