

ENGLISH 101: COLLEGE ENGLISH

Spring 2018

Ticket #1404

TTH 9:10-10:35am

SV 234

Instructor: Angela Morales

Office: Library Bldg. #208

Phone: 241-1000 ext. 3207

Website: angelamorales.net

Email: amorales@glendale.edu (no text files or attachments, please)

Office Hours: Tuesday-Friday 1-2pm

Required Texts:

Best American Essays College Edition, 7th edition.
Wadsworth/Cengage publishers, 2014.

Sing, Unburied, Sing. Jesmyn Ward. Scribner, 2017.

Little, Brown Essential Handbook, 9th edition. Pearson,
2017. ISBN #978-0134515212

Other Required Materials: Please purchase a **LINED COMPOSITION NOTEBOOK** to use as your daily writing journal. Throughout the semester, we will begin the class with writing practice on specific topics. You will write for 10-15 minutes during class and finish your journal entries at home. Your journal entries are graded on effort, creativity, and thought, but are NOT graded on grammar. Each entry is worth 5 points maximum. I will collect your journal twice during the semester and it is worth approximately 15% of your final grade. (I prefer the flat-bound notebooks without the metal spirals like Moleskine notebooks but any 9X12 notebook will do. Make sure to purchase a standard page size book, not a smaller, diary-size notebook)

--a college dictionary/thesaurus

Course Description:

English 101 is a foundation course in critical reading and writing skills required of those students intending to transfer to a university. Through their reading and discussion of selected prose works, students learn to identify problems, examine possible solutions, recognize unstated assumptions and values, appraise evidence, evaluate arguments, draw inferences, and test conclusions. Through their writing, students learn to analyze, synthesize, organize information logically, and propose original idea (Catalog Statement).

Course Objectives: (English Department Course Outline)

Upon completion of the course, students should be able to:

- Read critically and write critical, research-based, thesis-based essays from the rhetorical perspectives of example, comparison/contrast, analysis, definition, and argument;
- Organize, develop, and revise original writing using appropriate tone, style and semantics;
- Understand induction and deduction, evaluate claims and assumptions, identify logical fallacies, and present reasoned arguments;
- Analyze, synthesize, distinguish fact from opinion or belief, seek credible sources, and reach logical conclusions;
- Examine values, identify bias and prejudice, and respect the views of others;
- Prepare a research paper using proper documentation and format.

Course Prerequisite:

Placement in this class is based on placement scores or a grade of “C” or better in English 120 or ESL 151.

Course Overview/Workload:

Approximate percentage breakdown of final grade:

- | | | |
|---|-------|-----|
| • Drafted Essays, 3-4 pages each | (3) | 30% |
| • In-Class Timed Essays, 5-7 paragraphs | (2-4) | 20% |
| • Research Paper, 8 pages | | 15% |
| • Final Essay Exam | | 20% |
| • WRITING JOURNAL | | 15% |

Grading:

I will grade your papers and return them to you as quickly as possible. If you would like to discuss your grade, assignments, or my comments, please stop by my office hours. I’m available during my office hours and by appointment to suit your schedule.

Class Rules:

1. Regular attendance is required. Missing more than 4 classes (or the equivalent) will result in being dropped from the class.
2. Arrive on time; depart on time. Incessant latecomers and early-goers will be marked absent.
3. No cell phones or texting during class. This should go without saying, but phones should be turned off and put away. Please be considerate of my time and your classmates’ time—save calls and communications for before or after class.
4. No laptop computers during class, even for note-taking (unless needed for certain disabilities). Screens can be distracting to other students during lecture.

5. All homework and paper assignments are due on the dates printed in the syllabus and at the beginning of class. Late essays are marked down a letter grade per day.
Missed homework *cannot* be made up.
6. All work should look neat and professional. Papers should be typed or written in ink. All work must be legible. Note: If I can't read something, I won't grade it.
7. Come to class with something to say. Come with a list of questions about the reading material. Bring some observations about an event related to one of the essays you're writing. Take an active part in your education!
8. Sometimes I'll alter assignments or change the syllabus to suit the needs of the class. You are responsible for keeping current with assignments. Exchange phone numbers with someone so that you'll know what's going on if you've been absent. Email me if you have any questions. I generally respond to emails within a few hours.
9. Late work is not accepted unless you have a doctor's note or unless you have verifiable jury duty.
You may give homework to me in person or you may place homework in my mailbox located in the mailroom in the Administration Building. Please do not email files!
10. Guests are not permitted to sit in the classroom; this includes children and pets.

Plagiarism Policy:

In academia, plagiarism is a *very serious offense*. GCC policy states that if you are caught copying, stealing, cheating, or "borrowing" someone else's ideas, you may receive an "F" for the assignment, and in some cases, an "F" in the class. (In some cases, you may even be expelled). I do not tolerate plagiarism or any form of cheating. Please ask me if you have any questions about a specific assignment. Please remember that I do not expect perfection, only that you give your work solid effort and that you work hard toward improvement. True learning is a process that takes time.

Plagiarism is defined as the following:

1. Submitting an essay written by someone else, in whole or in part. This includes taking sentences or phrases from another writer without identifying that writer.
2. Having someone else write your essay for you or correcting your essay to the degree that they are changing your words or phrasing.
3. Taking IDEAS from another source and putting them in your work without identifying the author of those IDEAS.
4. Copying homework or journal entries from another source.

Students with Disabilities:

All students with disabilities who require accommodations are responsible for making arrangements in a timely manner through the Center for Students

with Disabilities. Please talk with me as soon as possible so we can discuss any other requirements that might benefit your learning experience.

Class Website:

Please visit our class website at <http://www.angelamorales.net>

Look for the “Classes” tab at the top of the homepage.

I will be posting weekly updates and useful links, as well as all class handouts and lecture notes.

GCC Student Learning Outcomes English 101:

Student Learning Outcome

Reading: Critically read materials from a variety of perspectives in order to draw logical interpretive conclusions based on textual evidence. **Assessment Method** Research Essay

Writing: Write thesis-based essays that demonstrate critical thinking skills through a variety of rhetorical and analytical strategies appropriate to the academic context, and that incorporate appropriate tone, style, evidence, and semantics.

Assessment Method

Research Essay

Research: Prepare an essay organizing, synthesizing evaluating, and applying research materials, employing quotation, paraphrase, and summary as effective means of support and using proper documentation and format.

Assessment Method

Research Essay