

English 120

Fall 2008 Monday and Wednesday 1:15-3:27 PM AU207

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OFFICE HOURS: Monday and Wednesday 3:45-5:45; Tuesday 4:45-5:45

Introduction and Course Objectives:

Welcome to English 120! English 120 is the preparation course for English 101 and fulfills the requirement for an Associate of Arts degree. Very simply, the purpose of the course is to help you prepare for college-level writing, textual analysis, argumentation, and research. To be successful in this class, you should adopt these goals:

1. to be able to write grammatical, properly punctuated sentences with few errors;
2. to understand how to structure sentences in several ways to make them more interesting and effective;
3. to master basic techniques of finding key ideas in a reading selection;
4. to form opinions about ideas based on logical reasons and evidence;
5. to write well organized clearly expressed, thesis-based essays;
6. to organize and write quickly enough to be successful on midterm and final exams in college courses, which means being able to write adequately in class.

To meet these objectives, our course will involve in-class writing activities, discussions, and lectures. You will also need to complete a variety of writing and reading assignments outside of class in order to fulfill the course requirements.

Prerequisite:

English 191 or placement based on a composite of test scores and academic background.

Student Learning Outcomes:

Reading: Analyze and synthesize information from a series of related articles, as demonstrated by summary, paraphrase, and quotation.

Assessment Method

Holistic Final Exam.

Writing: Write a multi-paragraph length argumentative essay which addresses the topic, applies knowledge of essay organization conventions and basic MLA citation form, displays a command of standard English grammar, and demonstrates a growing awareness of critical thinking through its development of ideas and cited, logically applied evidence derived from a series of related readings.

Assessment Method

Holistic Final Exam

Interpretation and Evaluation: Assess a composition for unity, development, coherence, strength of evidence, proper integration of reading sources, and correct citation.

Assessment Method

Formative and summative evaluation completed through activities such as a peer review and study group practice activities for the holistic final exam.

Required Course Materials:

Textbook: *The Sundance Choice Reader for Glendale Community College, English 120*

A portable dictionary

A portable thesaurus

A set of four highlighters (yellow, pink, green, and blue)

You must have all these materials by the second day of class, or you will be marked absent for that day. If you do not have these materials by the third day of class, you will be marked absent. Subsequently, if you do not have these course materials, you will be dropped from the class.

Class Attendance: It is mandatory that you attend class. **After five absences from our class you will be dropped or you will not receive a passing grade in the course.** If you miss more than three classes in a row you will be dropped or will fail this class. **There is no such thing as an excused absence.** You will not receive credit for any written assignments which are not completed on time and turned in to me on time in the manner which is requested on the syllabus. Furthermore, failure to attend class will result in a lowered attendance and participation grade because you can't participate unless you're in class.

Being Dropped From this Course or Not Passing This Course: You will be dropped from this course or will not pass this course for the following reasons:

- 1) **You miss any day during the first week of our course**
- 2) **You have more than five absences for this course or three absences in a row before the first half of the term.**
- 3) **You have more than five absences for this course *total* in the second half of the course or three absences in a row during the second half of the semester (example: you might have one absence in the first half of the course and four or more in the second, or you may have had no absences at all during the first half of the course but missed three days in a row in December).**
- 4) **You do not receive a passing grade on your graded work in this class (total number of points in class is less than 70 points in my class).**

Participation: It is vital that you participate in class discussion and activities. Failure to do so will affect your final grade. You are required to participate in a manner that shows cultural sensitivity and respect for people's opinions, orientations, backgrounds, and choices. You are expected to come to class prepared. Read all the texts listed on the syllabus for the date, bring a notebook and a pencil to class, and think about what issues, questions, and ideas you might want to raise in class. You also need to arrive in class on time with all of your assignments completed. Tardiness is not acceptable. Tardiness will adversely affect your grade. Two or more tardies (being ten minutes or more late from class) will count as one absence. Leaving class early will be counted as a tardy. If students leaving class in the middle of the class and returning to class becomes a repeated issue I will make it a policy that leaving class and returning to class will be counted as a tardy.

Turning in Your Work and Make-Up Work: All work is due on the date assigned in the syllabus. I generally collect work at the beginning of class. If you fail to turn in work when I collect it I will probably not accept it. I do not accept email submissions of work.

I do not generally accept make up work. For absences due to severe illness, death in the family, and other documented excuses then you will probably be able to make up your work.

Academic Integrity: All of the work you turn in must be entirely your own. **Plagiarism or academic dishonesty which involves taking others' ideas and words and including them in your work for our class is unacceptable** and I report incidents of academic dishonesty to the appropriate authorities on campus. If I find that you have plagiarized any work that you have turned in for our class you will either fail the assignment and/or be in danger of failing the

course depending on the severity of the incident of plagiarism. Do not attempt to pass off the words or ideas of another as your own. Plagiarism is a serious offense that bears serious consequences; it is not worth the risk so be sure to cite your sources. I am **always** available should a question on this or any other matter pertaining to the class arise. The following link will take you to the GCC library's very useful and comprehensive handout on avoiding plagiarism: <http://www.glendale.edu/library/libins/icweb/Handouts/Plagiarism.htm>. Please also see the handout in this syllabus packet on plagiarism.

Feedback/Office Hours: I strongly encourage you to meet with me during office hours or by appointment. These meetings can serve as an essential role as a consultation regarding your progress at any stage during this course. You can also feel free to ask questions or chat about other matters pertaining to the study of literature, job choices, internships, transferring, etc. I'm really happy to meet with you and am looking forward to getting to know all of you!

Cell Phones, Pagers, Blackberries, Ipods, Sidekicks, and other signifiers of modern life: Out of respect for your classmates, **turn off** all portable electronic devices before class and take them off your desk. If I see you using a portable device I will generally follow these procedures 1) I will give you a verbal warning to remove the device 2) I may reserve the right to confiscate it for the remainder of that day's class 3) I will ask you to leave the class and I will report you to the Dean of Students office. More importantly, if I remind you to remove a device from your desk and/or cease using it you can bet that your participation grade will be negatively affected. Keep cell phones far away from me or risk dire grade consequences.

Special Needs: If you have any special needs such as those addressed by the Disabled Student Center or High-Tech Center please feel free to discuss them with me early in the course so that you may file the necessary paperwork.

Grading:

Written Homework 10%

Reading Quizzes 10%

In-Class Essay 1 10%

In-Class Essay 2 10%

In-Class Essay 3 15%

In-Class Essay 4 15%

In-Class Essay 5 15%

Research Essay 15%

=100%

Reminder:

I may alter this syllabus or the assignment schedule at any time. Alteration may include but is not limited to adding, deleting, or changing the content or due date of any reading or writing assignments. Regular attendance and punctuality will ensure that you stay informed of any such changes.

Course Schedule

Please note that the last day to drop this course through Admissions and Records with a “W” notation is November 22.

The homework listed on this schedule is not complete. All homework will be announced verbally in class and will generally be noted on the WebCT calendar. Be in class to receive all assignments and insure that your work is turned in complete and on time.

Wednesday, September 3

In Class: Introductions and Web CT

Homework

Read "Prison Studies"

Web CT Spelling 1

Monday, September 8

In Class: Analysis of Prison Studies

Wednesday, September 10

In Class: Computer Lab (write first body paragraph)

Homework

Read "Take This Fish"

Monday, September 15

In Class: Analysis of "Take This Fish"

Homework

Read "The Most Important Day"

Wednesday, September 17

In Class: Analysis of "The Most Important Day"

Homework

Outline In-Class Essay 1

Monday, September 22

In Class: Computer Lab (write introduction and conclusion)

Homework

Read "Ebola River"

Wednesday, September 24

In Class: Analysis of "Ebola River"

Homework

Read "Gaza Diary"

Monday, September 29

In Class: Analysis of "Gaza Diary"

Homework

Read "Indian Education"

Wednesday, October 1

In Class: Analysis of "Indian Education"

Homework

Read "Border Story"
Outline In-Class Essay 2

Monday, October 6

In Class: Computer Lab (write introduction and conclusion)

Homework

Read "Indian Education"

Wednesday, October 8

In Class: Analysis of "Indian Education"

Homework

Read "Barrio"

Monday, October 13

In Class: Analysis of "Barrio"

Homework

Read "Southie"

Wednesday, October 15

In Class: Analysis of "Southie"

Homework

Outline for Essay 3

Monday October 20

In Class: Analysis of "Only Daughter"

Homework

Read "Arm Wrestling with My Father"

Wednesday, October 22

In Class: Analysis of Arm Wrestling with My Father"

Homework

Read "How Playing Country Music..."

Monday, October 27

In Class: Analysis of "How Playing Country Music..."

Homework

Outline In-Class Essay 4

Wednesday, October 29

In Class: Computer Lab (write introduction and conclusion)

Homework

Read "Immigration, the Sleeping Time Bomb" and "Just Say No for a While to Immigration"

Monday, November 3

In Class: Analysis of "Immigration, the Sleeping Time Bomb" and "Just Say No for a While to Immigration"

Homework

Read "The American Dream and the Politics of Inclusion" and "Beyond the Tortilla Curtain"

Monday, November 3

In Class: Analysis of "Immigration, the Sleeping Time Bomb" and "Just Say No for a While to Immigration"

Homework

Read "The American Dream and the Politics of Inclusion" and "Beyond the Tortilla Curtain"

Monday, November 11 VETERAN'S DAY HOLIDAY: NO CLASS

Wednesday, November 12

In Class: Analysis of "The American Dream and the Politics of Inclusion" and "Beyond the Tortilla Curtain"

Homework

Read "Can America Assimilate" and "More Immigrants Filling the Ranks of the US Military"

Monday, November 17

In Class: Research Essay

Homework

Research for Research Essay

Wednesday, November 19

In Class: Research Essay

Homework

Research Essay

Read "Americanism," Hyphenated Americans," and "Still Hyphenated Americans"

Monday, November 24

In Class: Analysis of "Americanism," Hyphenated Americans," and "Still Hyphenated Americans"

Homework

Read "Changing America" and "Kiss of Death"

Wednesday, November 26

In Class: Analysis of “Changing America” and “Kiss of Death”

Homework

Read “At War with Myself” and “Cultural Baggage”

Monday, December 1

In Class: Analysis of “At War with Myself” and “Cultural Baggage”

Homework

Read “Like Mexicans” and “My Ecumenical Father”

Wednesday, December 3

In Class: Analysis of “Like Mexicans” and “My Ecumenical Father”

Homework

Outline In-Class Essay 5 (in class final exam)

Friday, December 12

Final Exam for English 120 1:30-4PM. Please meet in computer lab to write your last essay.

Have a great break and keep in touch!

Analytical Reading

Analysis: “the separation of something into its parts in order to find out what it contains, to examine individual parts, or to study the structure of the whole”

Annotation: “The adding of explanatory or critical notes to a text”

Text: “ a book or piece of writing that is used for academic study or discussion”

One of the skills you must learn in order to pass this class is *analytical reading*. To read *analytically* means to break down a text into smaller parts (individual paragraphs, quotations, phrases, words, and so on) to reveal deeper levels of meaning.

The reading assignments for this course are relatively short; however, you will be expected to spend significant time analyzing each text to discover its deeper levels of meaning. Here are the requirements for reading assignments in this class.

1. Read each text at least two times. Some texts will require a third or even a fourth reading.
2. Write in the book. The *English 120 Reader* is a workbook and you are required to mark each text carefully and thoroughly. (The college does not give any refunds for this book, even if it is unmarked.)
3. Highlight each text using four different colored highlighters. Of course, you should also use a pen or pencil to make additional annotations.

Highlighting Color Codes:

Yellow (Caution!): Highlight any words whose meaning is unfamiliar or unclear.

Pink (Stop!): Highlight any sentences whose meaning you do not understand.

Green (Go!): Highlight any details that definitely relate to the essay topic.

Blue (Reflect!): Highlight any details that might relate to the essay topic.

To master the skill of analytical reading, follow these guidelines:

The first time you read a text:

Read quickly to get a general understanding of what the text is about. Use the **yellow** and **pink** highlighters to highlight any words or sentences whose meaning is unclear and confusing.

When you are finished, use a dictionary to look up the meaning of any words you have highlighted in **yellow**. Write a brief definition for each word in the margin or on the last page of the text.

Re-read any sentences you have highlighted in **pink**. Try to break the sentences into smaller parts to understand what the author is saying.

The second time you read a text:

Read more slowly, trying to identify details that connect to the essay topic. If you are very sure that a detail connects to the essay topic, highlight it in **green**. If you suspect that a detail might relate to the essay topic, but you are not sure, highlight it in **blue**.

For Any details that you have highlighted in **blue**, write a note to yourself in the margin about why this detail might or might not connect to the essay topic. If it is helpful, you may write this comment in the form of a question to yourself.

Re-read the details you have highlighted in **green**. Then, try to order these details from most important to least important in terms of their connection to the essay topic. Write numbers in the margins to order these details starting with “1” for the most important.

I saw that the best thing I could do was get a hold of a dictionary—to study, to learn some words. I was lucky enough to reason also that I should try to improve my penmanship. It was sad. I couldn’t even write in a straight line. It was both ideas together that moved me to request a dictionary along with some tablets and pencils from the Norfolk Prison Colony school.

Every time I catch a plane, I have with me a book that I want to read—and that's a lot of books these days. If I weren't out here every day battling the white man, I could spend the rest of my life reading, just satisfying my curiosity—because you can hardly mention anything I'm not curious about. I don't think anybody ever got more out of going to prison than I did. In fact, prison enabled me to study far more intensively than I would have if my life had gone differently and I had attended some college. I imagine that one of the biggest troubles with colleges is that there are too many distractions, too much panty-raiding, fraternities, and boola-boola and all of that. Where else but in prison could I have attacked my ignorance by being able to study intensely and sometimes as much as fifteen hours a day?

Citation Guidelines: Summary and Quotation:

Summary:

- always start with a lead-in phrase
- re-state the author's key ideas
- follow the three-word rule (do not plagiarize)
- keep it clean (do not add any of your own ideas)

- always end with a parenthetical citation

Quotation:

- begin and end the quote with quotation marks
- only quote “diamonds” (powerful language!)
- quote accurately (no missing or misspelled words)
- integrate the quote smoothly in your sentence
- always end with a parenthetical citation

Always identify the exact ideas you want to summarize before writing the summary. Never write a summary from memory.

LEAD-IN PHRASES

Preston
The author
The narrator
The critic
One source

A reviewer

Adler says

states
explains
relates
claims
observes
shares
declares
tells us
notes
suggests
argues
opines
questions
challenges
asks
asserts
inquires
predicts
recalls
recounts
narrates
supposes
wonders
hints
describes
speculates

Strategies for Interpretation (Your commentary on the evidence.)

1. Compare the evidence to a personal event.
2. Compare the evidence to a world event.

3. Use an original metaphor to re-enforce the evidence.
4. Make an ethical judgment about the evidence (Is it good or bad?)
5. Ask a question or series of questions about the evidence.
6. Make-up a hypothesis related to the evidence. (“What if...”)
7. Define or translate difficult or pivotal terms in the evidence.
8. Elaborate other dimensions of a key issue in the evidence.
9. Give advice related to the evidence.
10. Agree or disagree with opinions stated in the evidence.
11. Provide specific examples to illustrate a point in the evidence.
12. Use a combination of two or more strategies.

REMEMBER : The goal of interpretation is, first, to provide evidence for your point and, second, to show that the evidence you have selected is powerful. Using these strategies can help you develop more original and varied interpretation. If you cannot find something important to say about your evidence, you may have to return to the text and select more powerful evidence.

The FOUR Types of Evidence (Methods of Citation)

Always select the most powerful option for the text you are analyzing.

1. A single quotation (It must be powerful.)

Scudder praises “Agassiz’s training in the method of observing facts and their orderly arrangement [...] ever accompanied by the urgent exhortation not to be

content with them” (**Scudder, p. 10**).

2. A string of short quotations (Use brackets to indicate any changes in original text.)

Scudder reports that Professor’s Agassiz’s teaching was “encouraging” and “infectious,” that he used “repeated [injunctions]” and “urgent [exhortations]” to motivate his students (**Scudder, pp. 8-10**).

3. A straight summary (Keep it clean! Do not add your own ideas.)

According to Scudder, Agassiz’s leaves him with his investigation, first for several hours, then overnight, and finally for three days. At each interval, Agassiz expresses both approval and dissatisfaction with Scudder’s results, and he insists that Scudder keep looking more carefully at the fish (**Scudder, pp. 9-10**).

4. A summary with short quotations inserted (Keep it clean! Do not add your own ideas.)

Scudder recalls that Dr. Agassiz’s enthusiasm for his work was “infectious”, and he always responded to his students “as if expecting more.” Hence, on three occasions, he is not satisfied with Scudder’s work and uses “repeated injunctions” and “urgent exhortations” to keep Scudder at the top of his game (Scudder, pp. 8-10).

Comment Codes for English 120

O is for Organization

O 1 Missing transitional expression. You forgot your major transitional expression here; please add it.

O 2 Misplaced transitional expression. This major transitional expression does not belong here, and it disrupts the organization of your paragraph. Eliminate it or replace it with a minor transitional expression.

- O 3** Missing or unclear key point. You either forgot to state your key point, or the key point is not clear. Look back at your outline and find the key point that belongs here.
- O 4** Unconnected key point. This key point is not clearly connected to the main idea of the paragraph. Check your topic sentence for the main idea you are illustrating here; then, be sure your key point connects clearly to that idea. You may need to repeat one or two key words from the topic sentence or a synonym for these key words to make the connection clear.
- O 5** Contaminated key point. You have added too much information to your key point. This additional information should probably be included in your interpretation, *after the evidence*.

E is for Evidence

- E 1** Missing evidence. You forgot to include your evidence here.
- E 2** Weak or inappropriate evidence. The evidence you have selected here does not fit the idea you are trying to prove, or the evidence is too weak. Find better evidence to support your key point.
- E 3** Excessive evidence. This evidence is longer than it needs to be. Read it carefully and delete any ideas that are not essential to support your key point.
- E 4** Contaminated evidence. Your evidence here contains some ideas that do not come from the text. Remember, never add your own ideas to the evidence, especially when you are summarizing the author's ideas. Save your own ideas for your interpretation.
- E 5** Incorrect citation of evidence. If your evidence is a summary, make sure it has a lead-in phrase. If your evidence is a quotation, be sure that you have quotation marks and that you have quoted precisely. Be sure that the evidence has a parenthetical citation at the end with the author's last name only and the page numbers.
- E 6** Use a different type of evidence here. Look at the handout on *Types of Evidence* and formulate your evidence more carefully.

I is for Interpretation

- I 1** Missing interpretation. Although you have provided evidence, you failed to interpret it. Look closely at the details in the summary or quotation and be sure that you are interpreting the importance of those ideas.
- I 2** Weak or unclear interpretation. Your interpretation simply repeats the idea(s) in the evidence or your point is not clear. You need to take more time here to develop meaningful commentary on the evidence. Use the handout on *Strategies for Interpretation*.

I 3 Unconnected interpretation Your interpretation is not clearly connected to the key point or the evidence here. Look at your key point and identify the idea you are trying to support. Look at the evidence and make sure you are commenting on details that support your key point. Remember, the key point, the evidence, and the interpretation should all be clearly connected; you may need to repeat one or two words from your key point to make this connection clear.

I 4 Contaminated interpretation. Your interpretation here contains some summary of ideas from the text. These ideas are evidence and should be included as part of your evidence. Remember, never go back and start summarizing the text when you are interpreting; your interpretation should comment only on the evidence you have presented.

TH is for Thesis

TH 1 Missing thesis. You do not have a thesis that responds to the assigned topic. Re-read the essay topic and be sure that you have a thesis (one sentence) that responds precisely to the topic.

TH 2 Unclear thesis. You have a thesis here, but the ideas are expressed in a confusing manner. Re-write the thesis, making sure you have selected the best words to express your ideas. Also, check for correct grammar and word order.

TH 3 Incomplete thesis. You have part of your thesis here, but you have not responded to all the key ideas in the topic. Re-read the topic and identify which key ideas you need to include in your thesis.

TS is for Topic Sentence

TS 1 Missing topic sentence. This paragraph is missing a topic sentence; therefore, the main idea for the paragraph is not 100% clear. Be sure that the first sentence of the paragraph expresses the main idea you want to develop in the paragraph.

TS 2 Unclear topic sentence. You have a topic sentence here, but the ideas are expressed in a confusing manner. Re-write the topic sentence, making sure you have selected the best words to express your ideas. Also, check for correct grammar and word order.

TS 3 Inaccurate topic sentence. This topic sentence does not accurately reflect the main idea developed in this paragraph. Revise the topic sentence to make sure that it accurately expresses the main idea developed in the paragraph.