

English 101, Imperial Valley College, Spring 2013

Fridays 11:35 - 2:45 and Saturdays 8:15 - 11:25 Bldng 500/507

Instructor: Jay Lewenstein

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Class goals and objectives: We follow a performance-based curriculum that emphasizes the tools and skills needed to excel in the art of written communication. Upon successful completion of this course, you will write with the clarity, purpose and desire you need to succeed in both school and the job.

English 101 Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials.
2. Demonstrate mastery of pre-writing strategies, including brainstorming and outlining.
3. Develop an essay of multiple pages that effectively presents and strongly supports a clear thesis statement.

Required texts:

Boyle, T.C., The Tortilla Curtain

Kirzner and Mandell, Patterns for College Writing, 11th edition

Webb, Miller, Hodges Harbrace Handbook, 17th edition

Required Viewing:

“Living Downstream” – feature length blackboard video (for 1st midterm exam)

“Fight in the Fields” – Cesar Chavez documentary (for 2nd midterm exam)

Required materials:

Standard 8x10 hardcover composition book (your writing journal!)

Good, strong 3-ring binder – writing/reading/study instruments; pens, highlighters, glue sticks... a good college dictionary is recommended.

Helpful websites:

1. planetmexicali.squarespace.com
2. myskillstutor.com
3. dianahacker.com
4. owl.english.purdue.edu/
5. shelfari.com
6. blackboard

Your keys to success (a fast seven..):

1. **Attendance:** You are expected to attend and participate in each class meeting. It's critical that you arrive on time, prepared and ready to learn. **Students will be DROPPED after 2nd absence or fourth tardy** (students dropped for excessive absences after the last day to drop with a 'W' will receive an 'F' for the course.)

Punctuality is important: expect each class to begin with short quiz. Points can not be made up.

2. **Homework and Classwork:** You will raise your skill levels (and your grade!) by completing all assigned work. You are responsible for turning in all homework at the beginning of each class. In class assignments must be completed with the required time-frames
 - a. **All on-line homework – blackboard, myskills.. – is due Sunday at 12:00 midnight.**
 - b. **All written work – textbook, worksheets, etc. – is due at beginning of class on Wed.**
3. **Writing journals:** By keeping track of your writing assignments, you will be able to build on your ideas and reinforce your skills. The journal will prove to be an important learning tool. Notes taken in class and specific informational charts pasted to your pages will help you develop through the course of the semester (and information registered will come in handy on open-note quizzes!)
4. **Participation:** Each class will offer specific activities that will invoke your participation: classroom discussions, partner talk, peer review, jigsaw analysis... Don't hesitate to share. Get involved. Your participation is required.
5. **Writing Projects:** Throughout the course of the semester there will be specific papers that will be assigned for specific purposes and specific due dates. Total grade will reflect combination of classroom workshop activities and final revised essay. Late work will be penalized up to 50 per cent.
6. **Blackboard: The Tortilla Curtain Project** Read and respond online to T.C. Boyle's *Tortilla Curtain*. Keep your eye out for online discussion board assignments. Develop your patterns of development. Build up your grade with multiple choice quizzes. All due dates are final.
7. **myskillstutor.com:** Stay up on your assignments according to the schedule in your syllabus. Quiz results will be reviewed and graded at the end of each week. (Absolutely no late work will be accepted!)
8. **planetmexicali.squarespace.com:** Stay tuned for extra practice exercises and extra credit opportunities. A great way to raise your grade and skill levels!

Disability notice:

“Any student with a documented disability who may need educational accommodations should notify the instructor of the Disabled Student Programs and Services (DSP&S) office as soon as possible.” DSPS Department, room 2117, Health Sciences Building. 355-6312

Grading policies:

<u>Assignment:</u>	<u>Point Value:</u>
Homework (HHH, class hand-outs, rough drafts)	20-30
In-class participation (peer edit, jigsaw..)	20-30
Myskills weekly quizzes	50
On-line participation (myetudes.org)	60-80
In-class quizzes	50-100
Midterm exams	300
Essays	300
Research Paper	500
Essay final exam	300
Extra Credit (planetmexicali, shelfari..)	10-20 (100 pts. maximum)

Simple Rules:

1. Be accountable! Any critical emergencies that may prevent you from attending class should be communicated through e-mail or phone number listed above. Work performed in class will be critical to your grade.
2. Do your own work! No one may type or edit your papers for you. Help and support is available in the Jean Raulston Reading/Writing Lab. Be careful. The penalty for plagiarism involves dismissal from the class.
3. Absolutely no food or drink in the class, including bottled water, as per college policy.
4. Be respectful to others: No cell phones, beepers, walkmans, or other interruptions that take away from the learning of others.
5. Don't miss class. Be on time. Many in-class activities for credit can not and will not be repeated.

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Student will be able to:

1. Student will demonstrate the use of discovery techniques in writing and interpret readings, thereby developing his/her own point of view for further writing.
2. Student will show supporting details in his/her own writing as well as identify and evaluate supporting details in the writing of others.
3. Student will apply the principles of essay structure, focusing on introduction-body conclusion, thesis statement, rhetorical modes, and will be able to identify, analyze, and apply the principles of essay coherence in others' and own writing.
4. Student will identify logical fallacies and apply the principles of the nature of evidence, as well as identify and analyze, essay coherence, especially in relation to tone, purpose, and audience.
5. Student will develop text interpretation supported by citations, synthesized with the study and application of research documentation and library skills to produce a research paper.
6. Student will practice connotative and figurative language, while writing for an academic audience requiring carefully edited sentences.
7. Student will write a series of at least 4 essays, incorporating the rhetorical modes, along with a persuasive research paper, composing a total of 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries; journals or other assigned writing may be used to meet the requirement.
8. Student will participate in a number of activities and areas of study as deemed appropriate by the instructor.

Jay's Tips for Achieving Maximum Grade:

1. Stay up with your reading: Your *Tortilla Curtain* experience will sharpen your skills and grade totals.
 - a. Establish a reading pattern/schedule in your week
 - b. Submit your work on time. No late work will be accepted.
 - c. Don't hesitate to share your personal reflection and experience.

2. Take advantage of Jean Raulston Writing Center:
 - a. make a weekly visit to the tutor
 - b. complete your myskills exercises on available computers
 - c. meet up with your instructor (he's known to be quite helpful...)
3. Bring your books to class!
 - a. *Patterns* will help you with both online and offline activities.
 - b. *Hodges* homework will be modeled in class.

Your day-by-day semester agenda:

Week #1 - Date: 1/18, 1/19

<u>Introductory Activity:</u> "Two Truths and One Lie"	<u>Discussion:</u> Introduction, syllabus review of standard	<u>Sentence Skills:</u> Parts of Speech HHH – 1a	<u>Reading for Writing:</u> "Losing Myself"
<u>HHH:</u> 1a, exercise 1, p 13.	<u>Patterns:</u> Read Amy Tan's "Mother Tongue", pp 487-494. Be prepared for reading response question (50 points)	<u>Blackboard:</u> Tortilla Curtain: chapters 1,2; quizzes 1,2; discussion – "book out of your past"	<u>myskillstutor.com:</u> writing - sentence structure: pretest + 14 exercises

Assignments:

- a. Complete practice quiz- grammar parts of speech
- b. Writing: two- page Cause/Effect freewrite (typed!)

Week #2 - Date: 1/25, 1/26

Quiz #2 Amy Tan (50 pts)	<u>Discussion:</u> elements of essay – Thesis statements (TS) Topic sentences (ts)	<u>Sentence Skills:</u> More Parts of Speech	<u>Reading for Writing:</u> "Only Daughter"
<u>HHH:</u> section 1g- complete exercise 6, p 45	<u>Patterns:</u> Read Malcom X's "My First Conk", p 282-284	<u>Blackboard:</u> Tortilla Curtain: chapters 3,4; quizzes 3,4; discussion – "culture crash"	<u>myskillstutor.com:</u> writing – clear writing and paragraphs

Assignments

- a. Create formal outline for Cause and Effect Essay (typed!)
- b. Write rough draft of first paragraph (3/4 page typed!)

Week #3 - Date: 2/1, 2/2

Quiz #3 Malcolm X (50 pts)	<u>Discussion:</u> Paragraph Unity	<u>Sentence skills:</u> Types of Sentences HHH – 1h	<u>Reading For Writing:</u> Amy Tan's "The Alley"
<u>HHH:</u> section 1i, exercises 7 and 8, p 49; exercise 9, p. 51.	<u>Patterns:</u>	<u>Blackboard:</u> Tortilla Curtain Project: chapters 5,6; quizzes 5,6; discussion – "hypertext response"	<u>myskillstutor.com:</u> writing – language mechanics

Assignments

- a. HHH: section 1i, exercises 7 and 8, p 49; exercise 9, p. 51.
- b. Take –Home Quiz: Kinds of Sentences
- c. Complete Cause and Effect Rough Draft (3 pages typed!)

Week #4 – Date: 2/8, 2/9 - NO CLASSES – PRESIDENTS DAY HOLIDAY

Quiz #4: <i>No Classes</i>	Discussion: <i>Presidents Holiday</i>	Sentence skills: <i>No Classes</i>	Reading For Writing: <i>President Holidays</i>
HHH – section 2b, exercises 1, 2, and 3, pages 56-	Patterns: Read Jose Antonio Burciaga's "Tortillas." Be prepared for reading response question (50 points).	Blackboard: Tortilla Curtain Project: chapters 7,8, quizzes 7,8; discussion – "can you define that?"	myskillstutor.com writing – language usage

Assignments:

- a. Complete Cause and Effect Essay Final Draft (with corrections).

Week #5 - Date: 2/15, 2/16

Quiz #5 <i>"Tortillas" Reading Response Essay</i>	Discussion: <i>Collaborative activity for Definition Essay</i>	Sentence skills: <i>Run-Ons, Comma Splices</i>	Reading for Writing: <i>"The Wifebeater"</i>
HHH: section 3d, exercise 3, p 74.	Patterns:	Blackboard: Tortilla Curtain Project: part II, chpts 1,2; quizzes 9,10; discussion – "cause and effect"	myskillstutor.com language – punctuation

Assignments:

- a. Writing: Each group member writes one-page support (3/4 page typed).

Week #6 - Date: 2/22, 2/23

Quiz #6 <i>Fragments, Run-Ons, Comma Splices</i>	Discussion: <i>Patterns of Development</i>	Sentence Skills: <i>'Communication'</i>	Reading for Writing: <i>"Runner's High"</i>
HHH: section 12a, ex 1; section 12b, ex 2; section 12c, ex 3; section 12d, ex 4.	Patterns:	Blackboard: Tortilla Curtain Project: part II, chapters 3,4; quizzes 11,12; discussion – "shelfari activity"	myskillstutor.com: language – capitalization

Assignments:

- a. PlanetMexicali: Jay's Tip Sheet – Communication . Complete the links at bottom of page: 32-1, 32-2, 32-3, 33-1, 34-1, 34-2, 35-1
- b. Writing: prepare rough draft for collaborative essay project . Arrange all requested material in project folder. Each individual support should be ¼ to one page in length. Group needs to create effective introduction and meaningful conclusion.

Week #7- Date: 3/1, 3/2

Week #7 Date: 10/07, 10/08	Midterm Essay Exam	Midterm Essay Exam	Midterm Essay Exam
HHH:	Patterns:	Blackboard: Tortilla Curtain Project: part II, chapters 3,4; quizzes 13,14; discussion – “MLA practice”	myskillstutor.com:

- Reading Assignment:** Read SandraSteingraber’s (Hand-out distributed in class).
- Research Assignment:** Choose “Save The Planet” argument topic. Please bring in three articles ready to use.

Week #8 - Date: 3/8, 3/9

Quiz #8 “The Good Earth” Quiz	Discussion: Introduction to Argument	Sentence Skills: Pronouns	Reading for Writing: “Modern Science”
HHH: section 5b, exercises 1 and 2, p 97	Patterns:	Blackboard: Tortilla Curtain Project: part II, chapters 5,6; quizzes 15,16; discussion – “compare & contrast”	myskillstutor.com: Language – Grammar and usage

- Argument – write one page freewrite from the opposition’s point of view (pretend that you are against your argument and explain why)**

Week #9 - Date: 3/15, 3/16

Quiz #9 Pronoun reference	Discussion: Notecards: summary, paraphrase, quotation	Sentence Skills: Capitals	Reading for Writing: “Anna Todd Jennings Scholarship” pp. 576-580
HHH: section 9e, exercises 1.	Patterns: Read “The Case for Wal-Mart”, p 631-635.	Blackboard: Tortilla Curtain Project: part II, chapters 7,8; quizzes 17,18; discussion – “classification”	myskillstutor.com: language - spelling

Assignments:

- Research:** Complete 3-5 Notecards.
- Writing:** Complete TS worksheet, comprehensive outline, introduction, refutation, first support

Week #10 - Date: 3/22, 3/23

Quiz #10 Capitals	Discussion: MLA Workshop;	Sentence Skills: Misplaced modifiers and parallel structure	Reading for Writing: "Price of Driving Drunk"
HHH: section 25a, exercise 1, p 321 ; section 25b, exercise 2, p323; section 26e, exercise 1, p 330.	Patterns:	Blackboard: Tortilla Curtain Project: part III, chapters 1,2; quizzes 19,20; discussion – "process analysis"	myskillstutor.com:

Assignments:

- b. **Writing: Complete argumentative final draft (4-5 pages plus works cited page)**

Week #11- Date: 3/29, 3/30

Quiz #11 –	Discussion Compare and Contrast Essay	Sentence skills Review of semi-colon and colon	Reading for Writing "Being Julia Roberts"
HHH – section 16d, exercise 1, p229.	Patterns:	Blackboard: Tortilla Curtain Project: part III; chapters 5,6; quizzes 23,24; discussion – "hypertext group project"	Myskillstutor.com

Assignments:

- a. **Research: write one complete support that compares significant element of film (1/2 page summary) with important historical perspective (1 ½ page developed idea that provides evidence, example, expert perspective, personal opinion..)**

Week #12 – Dates: 4/5, 4/6 –NO CLASSES – SPRING BREAK

No Classes	Spring Break	No Classes	Spring Break
Spring Break	No Classes	Spring Break	No Classes

Week #13 - Date: 4/12, 4/13

	Discussion: Research workshop	Sentence Skills: Conciseness	Reading for Writing: "Let the Kids Have Fun"
HHH:	Patterns:	Blackboard: Tortilla Curtain Project: part III, chapters 7,8; quizzes 23,24; discussion – "Looking for T.C."	myskillstutor.com:

Assignments:

- a. **Prepare complete rough draft (5-6 pages plus perfect works cited page!)**
b. **Study for Midterm Exam – Comparison and Contrast**

Week #14 - Date: 4/19, 4/20

	<i>Midterm #2</i>	<i>Compare And Contrast</i>	<i>Midterm #2</i>
<i>Midterm #2</i>	<i>Compare And Contrast</i>	<i>Midterm #2</i>	<i>Compare And Contrast</i>

Assignments:

- a. Prepare complete second draft (make corrections and additions based on instructor review)
- b. Bring your resources – effective MLA documentation will be required.

Week #15 – Date: 4/26, 4/27

	<u>Discussion:</u> <i>Writers Workshop</i>	<u>Sentence Skills:</u> <i>Spring Semester Grammar Review</i>	<u>Reading for Writing:</u> <i>This I Believe</i>

Assignments:

- a. Prepare final Film/History Comparison

Week #16 – Date: 5/3, 5/4

	<u>Discussion:</u> <i>Literary Analysis</i>	<u>Sentence Skills:</u> <i>Spring Semester Grammar Review</i>	<u>Reading for Writing:</u> <i>“Never Marry a Mexican”, Sandra Cisneros</i>
			<u>myskillstutor.com:</u> <i>Reading: Vocabulary Building (23)</i>

Assignments:

- a. Writing: Read selected short story.
- b. Complete all Blackboard work.
- c. Prepare for Tortilla Final

Week #17 – Date: 5/10, 5/11

	<i>Final Essay Exam</i>	<i>Final Essay Exam</i>	<i>Final Essay Exam</i>
	<i>Final Essay Exam</i>	<i>Final Essay Exam</i>	<i>Final Essay Exam</i>

Final Grade Determination:

To achieve a passing grade, students must write with clarity and purpose on the final essay exam. Here students are afforded the opportunity to present the writing and critical thinking techniques taught throughout the semester. Students who lack effective sentence and paragraph development skills will fail the exam, and thus, the course.

Congratulations. You are a writer!

Jay's Appendix for finding online help:

Help with Log-in on Blackboard

Student can login by visiting: <http://imperial.blackboard.com>

For username, use the first part of your student email address (e.g. jdoe2)

For password, use your WebSTAR PIN (which should automatically be synced when updated via WebSTAR)

If you do not know student email address, these two locations can help you find out that information:
<https://www.imperial.edu/students/student-email-lookup/> (Does not require additional login, but will only work if the student is registered for 0.5 or more units for the current semester)

<https://my.imperial.edu/student-email> (Does require additional login to the Student Portal, but will work regardless of whether or not the student is registered for any classes)

Getting Additional Blackboard Help for Students

There is also training material available for students:

For Students - <http://ondemand.blackboard.com/students.htm>

How to Log-in to Myskillstutor:

Instructions for myskillstutor:

1. Log onto myskillstutor.com (remember the 's' in skills)
2. User Name – enter student G#
3. Password – enter student G#
4. Site – enter imperial01 (remember to use a zero, not an 'o')
5. If you made it this far – Great! Now the fun begins.
6. Click on to the writing link.
7. Your assignments should appear on the screen for you – sentence structure

To begin, you must take sentence structure pretest. Don't worry about this score, but you have to take this test in order to enter the required exercises. Then proceed. I think there are like 14 quizzes. You will need 80 percent or higher to have the grade count. Please feel free to take each quiz as many times as needed (the pretest, however, will only allow you in just once!)

How to Visit Planet Mexicali:

Please follow the following instructions to practice on planetmexicali: For Extra Credit (ten points)

1. Log on to planetmexicali.squarespace.com
2. On right side navigation column – click Parts of Speech Tips
3. Scroll to the bottom of Jay's Tip Sheet – click on to E-ex B1-7
4. In left hand column – click on Grammar Exercises
5. On this log-in page – click on Student Registration
6. Enter the requested information in the boxes
(my e-mail:jaylewenstein@hotmail.com)
- 6.5 Click on continue

7. Here on Grammar Exercise Page – scroll all the way down: at the bottom, Click on Basic Grammar (E-ex B1-7 – E-ex B4-1)
8. Here In right hand column – click on to E-ex B1-7: all parts of speech
9. Complete the exercises. Your score will be forwarded into my gradebook.