

English 009 Winter 2016 – Jay Lewenstein

MTWR 2:00-4:50 Room 2700-2722

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Class goals and objectives: Upon successful completion of this course, students will display the skills, knowledge and abilities to compose effective paragraphs and essays:

STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)

Required Text:

Brandon, Lee and Kelly Brandon. *Paragraphs and Essays*. (please bring to every class!)

Required Novel:

Kaysen, Susanna. *Girl, Interrupted*. (Please bring to every class!)

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.

Required website activities/quizzes/tests

Blackboard – count on submitting one discussion board entry per week

Myskillstutor.com – sharpen your skill and confidence with weekly online assignments.

Owl Purdue Writing Lab: <https://owl.english.purdue.edu/> - Great site to help your sentence construction, paragraph development, and essay writing.

Blogger.com – you will be responsible for developing your own writing blog.

Planetmexicali.squarespace.com – look for extra credit opportunities.

Your keys to success (a fast five.):

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.)
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. Follow the examples that will be provided for you each week:

3. **Writing journals:** By keeping track of your writing assignments, you will be able to build on your ideas and reinforce your skills. 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:** specific papers that will be assigned for specific purposes and specific due dates. They will compose a large part of your grade. You will not be asked to do anything that we don't cover in our homework or in-class assignments.
6. **Blackboard:** Look each week Blackboard for exciting ways to develop your writing and boost your grade.
 - a. Girl, Interrupted quizzes
 - b. Jay's grammar quizzes
 - c. Paragraph assignments
 - d. Discussion boards, blogs, wikis

7. ENGL 009 Common Essay Examination

During Week 6, the student will participate in the ENGL 009 Common Essay Examination. This will be a timed essay which will be graded by English instructors other than the instructor for this course. The grading criteria will be based on the student's readiness to progress to ENGL 110; therefore, the student must successfully pass the ENGL 009 Common Essay Examination before a passing grade in this course will be given.

Jay's Blackboard Writing Projects

– designed to enhance both your literary and professional skills.

1. 7 Blackboard Discussions

- a. Be prepared to respond to weekly writing prompts. Follow Jay's step-by-step instructions (300 words/ 40 points)
- b. Respond to two of your classmates (100 words each/ 20 points)

2. 4 Blackboard Blogs

- a. Convert specific in-class writing assignments into a blog entry.
- b. In-class writing to be reviewed on site (500 words/ 50 points)
- c. Online blog entry (500 words/50 points)

3. 2 Blackboard Group Wiki Pages

- a. Work in groups to develop wiki page
- b. Students divide 6-8 components of writing assignment between themselves.
- c. In-class writing to be reviewed on site (500 words per student/ 100 points)
- d. Online Wiki page entry (500 words per student/ 100 points)

Please Note: Keep an eye on Blackboard deadlines. Late work will be penalized by 50 percent

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.”

Grading policies:

| <u>Assignment:</u> | <u>Point Value:</u> |
|--|------------------------------|
| Homework (workbook, etc.) | 10-20 |
| In-class participation (peer edit, jigsaw..) | 10-20 |
| My skills | 20-30 |
| In-class quizzes | 25-50 |
| Midterm exams | 300 |
| Paragraphs (narration, exemplification...) | 200 |
| Essay final exam | 300 |
| Objective final exam | 500 |
| Extra credit work | 10-20 (150 max for semester) |

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

Upon satisfactory completion of the course, students will be able to:

1. Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, including a mini research paper.
2. Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.
3. Organize content to support a thesis statement and subsequent supporting paragraphs while studying and applying various rhetorical modes with emphasis on comparison/contrast, definition, cause/effect, and argumentation.
4. Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.
5. Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.
6. Practice a variety of sentence types and demonstrate principles of effective sentence construction and punctuation, including correct use of the comma, semicolon, quotation mark, apostrophe, and parentheses.
7. Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after recognizing this technique in the writing of others.
8. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.

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 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.

Jay's Day-to-Day English 009 Agenda:

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| Day One – Tuesday – 1/5 | “Losing Myself” In-Class Hand-out | (P/E) Parts of Speech pp 438-446 Exercise one |
| | Writing Workshop: Brainstorming | (GIRL) pp 1-9 |

Special Homework Assignment:

- a.) Two Truths and One Lie (300 WORDS, TYPED) – 50 POINTS
- b.) Discussion Board: Two Truths and One Lie (300 Words, TYPED with images) – 50 points

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| Day Two – Wednesday – 1/6 | “Four Tattoos” In-Class Hand-out | (P/E) Parts of Speech pp 438-446 Exercises 2-3 |
| Quiz – Parts of Speech | | (GIRL) pp 10-19 |

Special Homework Assignment:

- a. Tattoo Paragraph (3/4 page long, TYPED) – 50 points
- b. Blackboard: Tattoo Paragraph(3/4 page long, TYPED, arranged on powerpoint slide) – 50 points

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| Day Three –Thursday – 1/7 | “Only Daughter” | (P/E) Kinds of Sentences pp 454-458 Exercises 6-9 |
| Quiz – Parts of Speech | Writers Workshop: Tuff-Stuff Outline | (GIRL) pp 20-27 |

Special Homework Assignment:

- a. Tuff-Stuff Cause and Effect Freewrite (TYPED) – 50 POINTS

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| Day Four – Friday – 1/8 | “An American in Mexico” Alex Espinoza, pp 123 in P/E | (P/E) Kinds of Sentences pp 454-458 Exercises 10-11 |
| Quiz – Kinds of Sentences | Writers Workshop: Kinds of Causes and Effects | (GIRL) pp28-35 |

Special Homework Assignment:

- a. Tuff-Stuff Cause and Effect Outline (TYPED) – 50 POINTS
- b. Tuff-Stuff Cause and Effect First Support (TYPED) – 50 Points

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| Day Five – Monday – 1/11 | “Midnight” | (P/E) Combining Sentences pp462-468 Exercise 12, 13 |
| Quiz: “An American in Mexico” | Writers Workshop Movie Review | (GIRL) pp 36-43 |

Special Homework Assignment:

1. Combining Sentences Movie Review (TYPED) – 50 points
2. Tuff-Stuff Cause and Effect First Draft (3-4 pages, TYPED) – 50 points

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| Day Six – Tuesday – 1/12 | “My School Nightmare” (P/E) pp 474-475 | (P/E) Sentence Variety pp 473-474 Exercise 15 |
| Quiz: Combining Sentences | Writers Workshop: Sentence Variety | (GIRL) pp 45-47 |

Special Homework Assignment:

- a. Tuff-Stuff Cause and Effect Second Draft - with conclusion, sentence variety – 50 points
- b. Spiderman narrative (TYPED) – 50 POINTS

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| Day Seven – Wed. – 1/13 | From “Kick Me” to “Kiss Me” (P/E) pp 256-258 | (P/E) Correcting Fragments, Comma Splices and Run-ons, pp 475-480 Exercises 16-17 |
| Quiz: Girl Interrupted – Cause and Effect | Writers Workshop: Peer Review | (Girl) pp 48-53 |

Special Homework Assignment:

1. Tuff-Stuff Cause and Effect FINAL, FINAL Draft – 50 points

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| Day Eight – Thursday – 1/14 | “Burnout” (P/E) pp 334-335 | (P/E) Comma Placement, pp 538-540 Exercises 46-47 |
| Quiz: Fragments, Comma Splices and Run-ons | Writers Workshop: Definition | (Girl) pp 54-57 |

Special Homework Assignment:

1. Jay’s Movie Dictionary Freewrite

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| Day Nine – Friday – 1/15 | “Runner’s High” In-Class Hand-out | (P/E) Semicolons, pp 542-543 Exercises 48-49 |
| Quiz – Commas | Writing Workshop: | (Girl) pp 58-69 |

Special Homework Assignment

1. Group Definition Project – Individual Support Paragraph (3/4 page TYPED)

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| Monday – 1/18 | NO CLASS | MLK DAY |
| NO CLASS | MLK DAY | NO CLASS |

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| Day Ten – Tuesday – 1/19 | “Wasted,” Marya Hornbacher In-class Hand-out | (P/E) Parallelism, pp 532-533 Exercises 44-45 |
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| Quiz: Commas and Semi-colons | Writers Workshop: Introductions and Conclusions | (Girl) pp 71-78 |
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Special Homework Assignment

1. Group Definition Project – Complete Essay

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| Day Eleven – Wednesday – 1/20 | “Schools as Political Combat Zones” (P/E) pp 381 | (P/E) Dangling and Misplaced Modifiers, pp. 529-530: Exercises 42-43 |
| Quiz: Parallelism | Writers Workshop: Summary | (Girl) pp 79-91 |

Special Homework Assignment:

1. Mental Health Disorder Research – Bring in three printed articles (at least 500 words each)

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| Day Twelve – Thursday – 1/21 | “Modern Science” In-Class Hand-out | (P/E) Capitalization , pp. 551-552 |
| Quiz: Misplaced and Dangling Modifiers. | Writers Workshop: Note-taking | (Girl) pp 92-105 |

Special Homework Assignment:

1. Celebrity Rehab Article (MLA) – Freewrite

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| Day Thirteen – Friday – 1/22 | “Ana Todd Jennings” In-class Hand-out | (P/E) Quotation Marks, Italics, pp 546-548 |
| Quiz: Capitalization | Writers Workshop: Insertion of quotations | (Girl) pp 107-115 |

Special Homework Assignment

1. Save the Mind Research Paper
2. Save the Mind Cause and Effect Support Paragraph

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| Day Fourteen – Monday– 1/25 | “Let the Kids Have Fun” | (P/E) Apostrophes, Hyphens, Dashes, Parenthesis, pp 548-551 Exercise 50-51 |
| Quiz: Quotations Marks | Writers Workshop MLA In-text Citations | (Girl) pp 116-129 |

Special Homework Assignment

1. Save the Mind Outline
2. Save the Mind Process Analysis Support Paragraph

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| Day Fifteen – Tues. – 1/26 | “Who raised the thugs in the ‘hood?” (P/E) pp 367-368 | (P/E) MLA Workshop pp 397-402 Exercise 1 |
| Quiz: All marks of punctuation and capitalization | Writers Workshop MLA Works Cited List | (Girl) pp 131-136 |

Special Homework Assignment

1. Save the Mind Argument for Treatment Support Paragraph

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| Day Sixteen – Wed. – 1/27 | “An Apology for the Life of Barbie D. Doll” | (P/E) Logical Fallacies |
| Quiz: “Thugs” | Writers Workshop: Logical Fallacies | (Girl) pp 137-145 |

Special Homework Assignment

1. Save the Mind Refutation
2. Save the Mind First Draft (3-4 pages)

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| Day Seventeen – Thurs. – 1/28 | “Sleeping Your Way to the Top” | (P/E) Revising and Editing, pp 388-390 |
| Quiz: Girl Interrupted MVP | Writers Workshop Final Draft Preparation | (Girl) pp 147-159 |

Special Homework Assignment:

1. Final, Final Save the Mind Research paper

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| Day Eighteen – Fri. – 1/29 | | |
| | Writer’s Workshop: Girl, Interrupted MVP | (Girl) pp160-169 |

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| Day Nineteen – Mon. – 2/1 | | |
| | Writer’s Workshop: Pro or Canabis? | |

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| Day Twenty – Tues. – 2/2 | | |
| | Writers Workshop: “Kids Like Criminals” | |

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| Day Twenty One – Wed. – 2/3 | Common Final | Common Final |
| Common Final | Common Final | Common Final |

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| Day Twenty-Two – Thurs – 2/4 | Girl, Interrupted Wiki Soundtrack | |
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| Day Twenty-Three – Fri. – 2/5 | Girl, Interrupted Wiki Soundtrack | |
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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.

How to get your Blog on:

This semester, you will be required to maintain a writer's blog throughout the course of the semester.

FIVE TIMES, I will ask you to convert in-class writing , Blackboard work, or parts of your essays into blog posts.

Here is how it should look. Take a look at the following models to create your own:

1. Jay's Museum of College Writing:
http://planetmexicali.typepad.com/jays_museum_of_college_wr/
2. Teresa , Queen of Blog: <http://teresaqueenofblog.blogspot.mx/>
3. Pilar's Blog of the Innocents: <http://pzcarrazco.blogspot.mx/>

Here is how you get started:

1. Create a blog on **blogger.com** – It's FREE, It's EAZY, and this way there will be plenty of people around to help you or share new and exciting techniques. In fact, I expect you to teach me a few things. Let's work together. I mean, we are **Friends of the Earth**.

- a. Here is a website with a 20-step plan to get you started:
<http://www.wikihow.com/Start-a-Blog-on-Blogger>

(Don't Forget: You will have to first **Create a Google Account** before you can **Create a Blogger Account**.)

- b. Here is a site on youtube that will give you a strong visual:
<http://www.youtube.com/watch?v=n6PuHFpfscA&feature=sharecontrol>

Related Reading: [How to Post Thumbnail Files on Blogger](#)

Step 3

Repeatedly click the right side arrow next to the month and year. Continue clicking the arrow until the date displayed is at least a few years in the future.

Step 4

Choose a day on the monthly calendar and click "Done" under the calendar. Click "Update" at the top of the blog and click "Close." Go to your blog to ensure the post you wanted is at the top.

2. Here is something I discovered this year to enhance the look of my blog: **Flickr.com**
 - a. develop a library of images
 - b. learn to upload your images by copying the embed code (I'll teach you this in class.

3. Here is what you need to worry about:

1. First, your writing – rough draft - for the post will be checked and graded in class.
2. Your need to submit your post to be graded on blackboard.
3. Your post from Blackboard can be copied and customized for presentation on Blogger.
4. At the midterm exam, I will look at your Blogger blog and review at least five assigned posts.
5. All posts must meet deadlines for full credit.

Works Cited

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