

## **English 008 Fall 2013 – Mr. Lewenstein**

IVC Campus – Fridays 08:00am to 12:15pm - Bldg. 3000 (rm. 3000)

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Please accept these pages as a helpful guide to getting started. An agenda with a week-by-week schedule will follow.

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

### **Course Student Learning Outcomes:**

1. Generate essays with a clear thesis statement or controlling idea. (ILO1, ILO2, ILO4)
2. Write essays showing support for a thesis statement or controlling idea. (ILO1, ILO2, ILO4)
3. Construct complete sentences with few errors in sentence structure such as fragments, comma splices, run-on sentences. ILO1, ILO2, ILO3, ILO4)
4. Compose a multi-paragraph essay response to a reading. (ILO1, ILO2, ILO4, ILO5)

### **Required Text:**

Henry, D. H. *Writing For Life* (please bring to every class!)

### **Required Novel:**

Santana, Patricia: *Motorcycle on the Sea of Tranquility* (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.

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 2<sup>nd</sup> 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:
  - a. *Writing for Life: paragraph work*
  - b. *Writing for Life: basic sentence structure exercises*
  - c. *Writing Assignment: specific writing projects*
  - d. *Myskills: weekly grammar reinforcement*
  - e. *Blackboard: weekly quizzes, paragraphs, discussion board*

- 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!)
- 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.
- 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.
- Blackboard:** Look each week to the discussion board for exciting ways to develop your writing and boost your grade.

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#### **Disability notice:**

“Any student with a documented disability who many need educational accommodations should notify the instructor of the Disabled Student Programs and Services (DSP&S) office as soon as possible.”

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#### **Grading policies:**

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

#### **MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE "C":**

Student will be able to:

- Student will identify at least three discovery techniques such as freewriting and clustering and implement each to create an original main idea for a personal or expository essay.
- Student will write descriptive, narrative, and exemplificative paragraphs that develop supporting details from a topic sentence, using appropriate transitions and a concluding sentence.
- Student will demonstrate use of critical thinking by identifying support for the main idea in a text.
- Student will generate supporting sentences using varied sentence patterns; locate errors in sentence structure, such as fragments, fused sentences, comma splices, and word order; and reconstruct sentences that contain these types of errors.
- While some “first language” interference may be present, student will produce writing in which meaning is unobscured by grammar or usage errors in punctuation, spelling, subject-verb agreement, and verb tense.
- Student will participate in a number of activities and areas of study as deemed appropriate by the instructor.

**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.

**English 50 Agenda**

**Week One – 8/23 - Let’s Get It Started:** This week, to warm up, we are going to share some “tuff stuff”. Look forward to describing a difficult personal experience.

**a. in-class activity: “Three Truths and One Lie”**

**b. in-class reading: “Losing Myself”**

**c. in-class writing: Tuff-Stuff brainstorming**

**Homework:**

<b>Writing for Life (Paragraphs):</b>	<b>Writing For Life (Basic Sentence):</b>	<b>Writing Assignment:</b> Tuff Stuff Narrative: Bring 1-2 page TYPED freewrite
<b>Myskills:</b>	<b>Motorcycle chapters 1,2</b>	<b>Blackboard:</b>

**Week Two – 8/30 - Understanding the Paragraph:** Here we go. This week we go through the process of writing an effective paragraph. Bring your tattoos!

a. in-class reading : “Four Tattoos”

b. in-class writers’ workshop : topic sentences, paragraph structure

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter 3	<b>Writing For Life (Basic Sentence):</b> Complete chapter 16	<b>Writing Assignment:</b> Tattoo Paragraph
<b>Myskills:</b> writing/sent. structure	<b>Motorcycle chapters 3,4</b>	<b>Blackboard:</b>

**Week Three – 9/6: Revising Your Work/Description:** Look forward to working in groups in a peer editing workshop. Learn the editing process. Let’s take your writing to the next level!

a. Quiz #3: More Parts of Speech

b. in-class reading: “The Alley” by Amy Tan

c. in-class writers’ workshop: sensory detail, figurative language

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter 4	<b>Writing For Life (Basic Sentence):</b> Complete chapter 17	<b>Writing Assignment:</b> <b>Tattoo Paragraph ( 2<sup>nd</sup> draft)</b>
<b>Myskills:</b> wrtng/ lang.mechanics	<b>Motorcycle chapters 5,6</b>	<b>Blackboard:</b>

a. In-class Reading: Amy Tan’s “Confessions”

**Week Four – 9/13 - The Cause and Effect Paragraph:** Rev up your critical thinking skills. Here you not only describe events, but also explain how and why they happen.

- a. Quiz #4: Types of Sentences (simple, compound, complex, compound-complex)
- b. in-class reading: “Only Daughter” by Sandra Cisneros
- c. in-class writers’ workshop: transitions
- d. extra credit: **Judith Ortiz Cofer’s “Don’t Call Me a Hot Tamale”**

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter 11	<b>Writing For Life (Basic Sentence):</b> Complete chapter 18	<b>Writing Assignment:</b> <b>“That Explains Everything” Paragraph</b>
<b>Myskills:</b> wrtng/ language mech.	<b>Motorcycle chapters 7,8</b>	<b>Blackboard:</b>

**Week Five - 9/20 - The Example Paragraph:** Learn how to effectively support your ideas.

- a. Quiz #5: Combining Sentences
- b. in-class reading: “Who Killed Benny Paret?”
- c. in-class writers’ workshop: exemplification

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter 7	<b>Writing For Life (Basic Sentence):</b> Complete chapter 19	<b>Writing Assignment</b> <b>“That Explains Everything” (2<sup>nd</sup> draft)</b>
<b>Myskills:</b> wrtng/ language usage	<b>Motorcycle chapters 9,10</b>	<b>Blackboard:</b>

**Week Six – 9/27 - Midterm #1.** Be prepared to analyze a short article for cause and effect basis.

- a. Quiz #6: Pronouns
- b. in-class reading: “Blind Paces”
- c. in-class writers’ workshop: patterns of development
- d. extra credit: **Stephen King’s “Why We Crave Horror Movies”**

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter	<b>Writing For Life (Basic Sentence):</b> Complete chapter 21	<b>Writing Assignment</b> <b>Movie character freewrite</b>
<b>MySkills:</b> language/punctuation	<b>Motorcycle chapters 11,12</b>	<b>Blackboard:</b>

**Week Seven – 10/4 - The Definition Paragraph:** Here we learn to explain concepts and ideas on your own terms. Leave your dictionary at home.

- a. **Quiz #7: Comma Splices and Run-Ons**
- b. in-class reading: "Burn-out"
- c. in-class writers' workshop: formal definition

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter 10	<b>Writing For Life (Basic Sentence):</b> Complete chapter 22	<b>Writing Assignment</b> <b>Movie character definition</b>
<b>MySkills:</b> language/punctuation	<b>Motorcyle chapters 13,14</b>	<b>Blackboard:</b>

**Week Eight – 10/11 - The Classification Paragraph** – Wow! This week you pick your own teams. You learn to divide a topic into groups and subgroups.

**Quiz #8: Fragments**

- a. in-class reading: "The Truth About Lying"
- b. in-class writers' workshop: Misplaced Modifiers and Parallel Structure

**Homework**

<b>Writing for Life (Paragraphs):</b> Complete chapter 8	<b>Writing For Life (Basic Sentence):</b> Complete chapter 23	<b>Writing Assignment:</b> <b>Movie character definition ( 2<sup>nd</sup> draft)</b>
<b>MySkills:</b> writing/ clear writing	<b>Motorcycle chapters 15,16</b>	<b>Blackboard:</b>

**Week Nine - 10/18 - The Process Paragraph:** Here we break down an event into a step-by-step process. How do you get "here" from "there"?

- a. **Quiz # 9: Commas**
- b. in-class reading: "Tortillas"
- c. in-class writers' workshop: Commas

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter 6	<b>Writing For Life (Basic Sentence):</b> Complete chapter 29	<b>Writing Assignment</b> <b>"The Break-Down"</b>
<b>MySkills:</b> writing/clear writing	<b>Motorcycle chapters 17,18</b>	<b>Blackboard:</b>

**Week Ten – 10/25 - The Comparison and Contrast Paragraph (part one)** This is like two for the price of one. You know how to analyze one thing. Can you analyze another and make a comparison?

- a. Quiz #10: More Commas
- b. in-class reading: "Julia Roberts"
- c. in-class writers' workshop: capitalization
- d. Garrison Keillor's "How to Write a Personal Letter"

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter 9	<b>Writing For Life (Basic Sentence):</b> Complete chapter 33	<b>Writing Assignment "North vs. South" Comparison</b>
<b>Myskills:</b>	<b>Motorcycle chapters 19,20</b>	<b>Blackboard:</b>

*Week Eleven – 11/1 - The Comparison and Contrast Paragraph (part two)* – Whoa! This writing stuff is getting interesting. Once you start, you just can't stop...

- a. Quiz #11: Capitalization
- b. in-class reading: "Dearly Disconnected"
- c. in-class writers' workshop: capitalization
- d. extra credit: Dave Barry's "The Ugly Truth About Beauty"
- e.

**Homework:**

<b>Writing for Life (Paragraphs):</b>	<b>Writing For Life (Basic Sentence):</b> Complete chapter 34	<b>Writing Assignment "North vs. South" (2<sup>nd</sup> draft)</b>
<b>Myskills:</b>	<b>Motorcycle chapters 21, 22</b>	<b>Blackboard:</b>

*Week Twelve: 11/8 - Research*

**Homework:**

<b>Writing for Life (Paragraphs):</b>	<b>Writing For Life (Basic Sentence):</b>	<b>Writing Assignment:</b>
<b>Myskills:</b>	<b>Motorcycle chapters 23,24</b>	<b>Blackboard:</b>

*Week Thirteen – 11/15 - Final Writing Project (Research Workshop)*

<b>Writing for Life (Paragraphs):</b> Complete chapter 13	<b>Writing For Life (Basic Sentence):</b> Complete chapter 31	<b>Writing Assignment</b>
<b>Myskills:</b>	<b>Motorcycle chapters 25, 26</b>	<b>Blackboard:</b>

*Week Fourteen – 11/22 - Revision*

**Homework:**

<b>Writing for Life (Paragraphs):</b>	<b>Writing For Life (Basic Sentence):</b>	<b>Writing Assignment:</b>
<b>Myskills:</b> wrtng/sent. Structure	Motorcycle Chapter 27	Blackboard:

*Week Fifteen – 11/29 - Thanksgiving Vacation*

NO CLASS	NO CLASS	NO CLASS
NO CLASS	NO CLASS	NO CLASS

*Week Sixteen: Final Exam Essay*

*Week Sixteen – 12/6*

<b>In-class Final Essay Exam</b>	<b>In-class Final Essay Exam</b>	<b>In-class Final Essay Exam</b>
<b>In-class Final Essay Exam</b>	<b>In-class Final Essay Exam</b>	<b>In-class Final Essay Exam</b>

*Congratulations! You are a writer!*

- In-class Reading: Amy Tan’s “Confessions”