

**English/Writing 50**  
**Sacramento City College**  
**FALL 2011**

TTH 7:30 – 8:50, Section #26910, Room RHS 222  
 TTH 10:30 – 11:50, Section #28536, Room RHS 208

**Ann Doersch, Professor**

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**Office Hours in RS319:**

**MW 7:30 -8:00, TTH 9:00 -10:20**

**Online Office Hour:**

**F 7:30 – 8:30 or by appointment**

**Course Description:**

ENGWR 50 is a writing course that offers individualized and group work for students who need to improve their writing skills. Students will review how to write formal paragraphs and then advance to writing short essays. Students will write a minimum of 2500 words that will be divided into approximately eight writing assignments. The course will focus primarily on in-class essay development. Overall, you must earn a C average on in-class writing assignments, including midterm and final exams in order to pass the course. Then if you earn at least a C on the rest of your assignments, you will be eligible to take ENGWR 100. If you get lower than a C, you may repeat ENGWR 50 one time for credit. You will not be passed on to take ENGWR 100 until you are ready.

**Co-requisite:**

ENGWR 59 is a 2 unit, Credit/No Credit course that will focus on important grammar skills needed to make your writing clear and effective. Diligent work in ENGWR 59 will give you a greater chance of succeeding in ENGWR 50. The two courses are connected, so you must pass ENGWR 50 and ENGWR 59 to be eligible to take ENGWR 100.

**Prerequisites:**

In order to be eligible for this course, you must have ONE of the following:

- a transcript showing a “C” or better in ENGWR 40
- an assessment test placement in ENGWR 50
- a counselor’s recommendation (not merely a “course plan”)

By the second class meeting, please have documentation to show that you belong in ENGWR 50, or you may lose your spot on the class roster, and someone else will be added in your place.

**Course Expectations:**

*Class Attendance:*

Regular attendance is essential. Assignments worth points may be assigned and collected on the same day, and such assignments may not be turned in late for credit. According to the Sacramento City College attendance policy, students may be dropped from a course after missing 6% of the total class hours. Missing more than 15 minutes of class (at the beginning, at the end, or in the middle) will be counted as an absence. You will be dropped on the day of your 4<sup>th</sup> absence. Please be on time to class. Late arrivers break the momentum of a productive learning environment; therefore, being late three times will count as one full absence. If you are going to miss class, please notify me by leaving a message on my voicemail or email in advance. My phone and email information are listed

at the top of this syllabus. If you exceed a total of three absences after the drop date, you will receive a failing grade in the course.

*Class Participation:*

Discussion of reading and writing assignments  
Workshops, exercises, presentations done in class

*Assessment:* (approximate percentages)

Writing Assignments, including drafts	60%
Exercises/Class Participation/Discussion	20%
Midterms and Final Exam	20%

(Required total will be a minimum of 2500 words written for the semester)

**Additional Information:**

- Take-home Essays: Typed, double-spaced, standard MLA format (plain 12 pt. font, 1-inch margins, title, and proper heading).
- Due Dates: You must bring a hard copy of your paper (with rough drafts in your composition book) to the beginning of class the day it is due, or it will be marked late.
- Late Policy: Any essay turned in late (no more than one week) will be worth half credit and not be eligible for a rewrite. Assignments done in class that are missed due to absence may not be turned in for credit.
- In-Class Writing (ICW): You must be present for all in-class writing assignments or schedule a make up ahead of time. You will not be allowed to make up a missed ICW if you are a “no show” on the scheduled day. You will need to bring plenty of loose binder paper on ICW days because you will be required to skip lines when writing in-class essays.
- Please staple the pages of your assignments together before turning them in to me.
- Plagiarism Policy: The following is taken directly from the *SCC Student Guide*. I take the issue of plagiarism (cheating) very seriously. As a student in my class, you should too. Keep in mind that if you were to be caught plagiarizing, at the very least, you would receive a zero on the paper; therefore, it is possible you would not meet the minimum word requirement for the class which would result in your failing the course.

*Plagiarism Policy*

Plagiarism is representing the work of someone else as your own and submitting it for any purpose.

Plagiarism includes the following:

- Incorporating the ideas, words, sentences, paragraphs, or parts of another person’s writings, without giving appropriate credit, and representing the product as your own work.
- Representing another’s artistic/scholarly work as your own.
- Submitting a paper purchased from a research or term paper service.

*Consequences of Dishonesty*

Depending on the seriousness of the infraction, the following may occur as a result of the dishonesty:

- Receive a failing grade on the paper.
- Have the course grade lowered.
- Receive an “F” in the course.
- Be placed on disciplinary probation or suspension.
- Be expelled.

In any conflict related to student discipline, students shall be informed in writing of charges to be brought against them, and they shall have the right to participate in an informal investigative meeting with the Student Discipline Officer. At such informal meetings or even at more formal Discipline Appeal hearings, students may not be represented by an attorney.

- Rewrites: You will be required to revise your first two in-class writing assignments. When you hand in the rewrite, please include the original, graded paper on the due date. There will be no rewrite option for any paper that has been handed in late.
- Please turn off pagers and cell phones during class.
- Civil, respectful behavior should be expected from all people in our classroom. No one should be asked to tolerate rude or disruptive behavior. Violators will be asked to leave.
- Always have your most recent draft of the current writing assignment in class. Your original draft should be hand-written in your composition book. Second and third drafts should be typed.
- You are responsible for staying current even if you have missed a class. Always check the syllabus for the material being covered in class and for the homework assigned. If I should need to cancel a class session, I will send an eBlast to the whole class, so be sure your email address is activated in PeopleSoft. It could save you a trip someday. I suggest that you exchange phone numbers with at least two other people in the class so that in the unlikely event that you miss class, you may stay current and remain prepared for the next class meeting. I check email regularly, so there is no reason to fall behind, and you will be held accountable.
- Papers or assignments not picked up by the end of the following semester will be discarded.

#### **Required Texts and Materials:**

- *English Skills with Readings*, 7<sup>th</sup> or 8th edition, by John Langan – The seventh edition of this text is available in the LRC, and you can borrow a copy for a couple of hours at a time.
- Black “composition book” sold in our bookstore to be used for this class only

#### **Accommodations:**

During the course of this class, some students will utilize prearranged accommodations. If you are a student with a learning disability, physical disability, or have other special needs, please let me know as soon as possible if you need special accommodations. These kinds of confidential discussions are best handled during my office hours or by special appointment. You can expect confidentiality and cooperation regarding any circumstances and needs that have been verified through the disability centers on campus.

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

Upon completion of ENGWR 50, the student will be able to:

- compose fully developed, logically structured paragraphs and short essays
- recognize principles of basic grammar, effective sentence structures, and various rhetorical modes and apply these in written assignments
- analyze readings and formulate written (formal and informal) responses to readings
- demonstrate an understanding of prewriting and revising strategies

ENGWR 50 – Syllabus

**T – 8/23** – Introduction — Roll – Writing sample written in class today.

HW – Get course materials. Read Ch.1 about Point and Support. Keep all work in your comp book, and label and date assignments clearly. Do Activities 1 & 2 in Ch. 1

**TH – 8/25** –Permission numbers assigned to people trying to add the class. Solidify class roster. Review points in Ch. 1 – Discuss Ch. 2 – The Writing Process – Brainstorming activity in class.

HW – Try two different brainstorming techniques and and put them in your comp book on the topic assigned in class.

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**T – 8/30** – Review and continue going over Ch. 2 in class. In groups, do Activities 7 and Activity 8. Do Activity 9 independently. [If time allows...] Do Activities 10-12 together as a whole class. Do Activities 13-14 in groups. Discuss as whole class.

HW – Read Ch. 3, and do Activity 3.

**TH – 9/1** – Discuss Reinforcing Point and Support in class. Write a practice paragraph using one of the topics in Activity 3. – In groups, do Activity 4 & 5. Discuss “adequate details” and topic sentences in class. Do Topic Sentence Activities 7, 8, and 9. **Formal take-home writing assignment on “Reasons You are Going to College” assigned.**

HW – In your comp book, do a brainstorm and then write a complete draft of the “College” writing assignment discussed in class. Don’t forget to clearly label and date each separate portion of the writing process in your comp book (brainstorm, draft, revision, etc.)

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**T – 9/6** – Show draft of homework for points. Discuss Ch. 4 together in class – Organization, Transitions. Go over conjunctions and other grammar review. Take notes. Do Activities 4, 5, & 6 in Chapter 4 in class. Go over ENGWR 50 Scoring Rubric.

HW – Revise your paragraph using ideas from class discussion. Strive to make your sentences flow smoothly and clearly. Type a revision of your “College” paragraph and bring to the next class session. This will NOT be your last draft of this paragraph. You will still polish it even more.

**TH – 9/8 – In-class Writing 1 = (ICW 1) (60 – 70 minutes) – First brainstorm in your comp book.** While you are doing ICW 1, I will walk around and give points for your having the typed draft of your take-home “College” paragraph.

HW – Read Ch. 5. Edit your “College” paragraph so that your sentences are error-free.

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**T – 9/13** – Turn in take-home “College” paragraph with all drafts stapled underneath to show the entire process it went through. Put the best copy on top. Discuss aspects of Ch. 4 & 5 in class, including synonyms and wordiness. Discuss Unity, Support, Coherence, and Sentence Skills (Ch. 6) – Do Activities assigned in class. Read Introduction to Paragraph Development, Ch. 7 and begin Ch. 8, Exemplification, in class. Discuss “Campus Information Search” which will be due on Sept. 22.

HW - Revise In-class Writing 1 – Pay attention to grammar, organization, and proper development. Use the information in your book to help you revise. A typed revision is due two weeks from today (Sept. 27). It is a good idea to utilize the Writing Center on campus to help you with this assignment.

**TH – 9/15** – We do not meet in the classroom today. I am giving you class time to do the “Campus Information Search” that we discussed last time. Extra copies of this assignment are in an envelope on my office door. You are also responsible for the homework assignment described below.

HW – Prepare for In-class Writing #2. Study the assignments described in the chapter on Narration (Ch. 15 in the newest edition) and imagine how you could respond to them effectively.

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**T – 9/20** – **ICW 2 (Narration – 75 minutes)** –

HW – Do Assignment 1 in Chapter 8. (“Roger is a selfish person” or “People use MP3 players for more than just listening to music”). Write a complete draft of the entire short essay in your comp book. Date it. We will discuss your individual “showing” examples in class, and you may be asked to read a portion of your essay aloud. Have it ready.

**TH – 9/22** – Bring completed drafts of “Roger” or “MP3” essays to class.

HW – Skim the entire chapter on “Describing a Scene or Person,” Ch. 14. Look at all of the different writing assignments in this chapter. Post a reading log entry in your comp book explaining which one writing assignment on those pages you like the best. Pick ONE assignment and explain exactly why you think you would do a good job of writing that particular assignment. Note: Begin brainstorming at home. Do not write the assignment. Just write a note to me explaining why you prefer the topic and why you’d be able to do a good job on it if I chose that assignment for you.

**NOTE:** Remember that your rewrite of ICW 1 is due on Tuesday.

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**T – 9/27** – Turn in the typed revision of In-class Writing 1 (ICW 1) with your original, hand-written essay and my score sheet attached underneath. Discuss/Review Thursday’s homework assignment – Do activity in class. Enlarge brainstorm. Create a scratch outline.

HW – Read Ch. 16 (Argument). Post a reading log entry in your comp book – Same as before, explain which writing assignment on those pages is the one you like best.

**TH – 9/29** – Discuss/Review Ch. 16 – Activity in class. Enlarge brainstorm. Create a scratch outline.

HW – Read Ch. 11 (Compare or Contrast). Post a reading log entry in your comp book – Explain which writing assignment on those pages is the one you like best. Begin brainstorm at home.

**T –10/4** – ICW 2 handed back for revision. Discuss/Review Ch. 11 – Activity in class. Enlarge brainstorm. Create a scratch outline.

HW – Revise your ICW 2 assignment – Due one week from today. Again, I encourage you to get help at the Writing Center. Read Ch. 10, (Cause or Effect). Post a reading log entry in your comp book – Explain which writing assignment on those pages is the one you like best and begin a brainstorm at home.

**TH –10/6** –Discuss/Review Ch. 10 – Activity in class. Enlarge brainstorm. Create a scratch outline.

HW – Read Ch. 18 – Writing the Essay. Take home Essay #2 assigned: Choose one of your four topics from the last two weeks and write a well-developed essay at home. **The typed final copy of this take-home essay is due Tuesday, Nov. 8.** **NOTE:** Your typed revision of ICW 2 is due on Tuesday.

**T –10/11** – Turn in your typed revision of ICW 2 with the original hand-written essay and my score sheet attached underneath. **ICW 3 (Illustration – 50 minutes)**

HW – Read “Joe Davis: A Cool Man” by Beth Johnson. Post a reading log entry in your comp book in which you explain whether or not you think the point the author makes is done effectively? Say why or why not?

**TH – 10/13 – ICW 3 (Illustration – 70 minutes)**

HW – Read “The Most Hateful Words” by Amy Tan. Post another reading log entry in your comp book. What do you think the author’s overall point is? How do you like her writing style? Try to explain your opinion. Review “Joe Davis: A Cool Man” for a reading quiz next time.

**T – 10/18** – Quiz on “Joe Davis: A Cool Man.” In-class activity followed by whole-class discussion.

HW – Review Amy Tan’s “The Most Hateful Words” for quiz next time.

**TH – 10/20** – Quiz on “The Most Hateful Words.” In-class activity followed by whole-class discussion.

HW – To prepare for ICW 4, review material discussed in class. Re-read the two essays and think about examples of your own that relate to the points that the authors are making.

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**T – 10/25** – **ICW 4 (Argument), part one (50 minutes)**

**TH– 10/27** – **ICW 4 (Argument), part two (70 minutes) –**

HW – Read “Let’s Really Reform Our Schools” by Anita Garland. Post a reading log entry in your comp book. Are you convinced that Garland’s ideas would be effective? How does the way the author writes help to convince you or not? AND Read “The Scholarship Jacket” by Marta Salinas. Post another reading log entry in your comp book. What is the author’s argument? How effective is the essay? Explain.

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**T– 11/1** – Quiz on “Let’s Really Reform Our Schools.” In-class activity, followed by whole-class discussion.

HW – Make an outline for a potential essay on “Let’s Really Reform Our Schools.” Review Marta Salinas’s “The Scholarship Jacket.”

**TH – 11/3** – Quiz on “The Scholarship Jacket.” In-class activity followed by whole-class discussion.

HW – Make an outline for a potential essay on “The Scholarship Jacket.” Review both essays in preparation for ICW 5. Think of relevant examples from your own experiences that you can write about.

**NOTE:** Your Take-home Essay 2 is due on Tuesday.

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**T– 11/8** – **Take-home Essay #2 is due, typed, at the beginning of class.**

**ICW 5 (Argument) part one – (50 minutes)**

**TH – 11/10 – ICW 5 (Argument) part two – (70 minutes)**

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**T – 11/15** – Final Exam Readings handed out in class.

- Discussion of Final Exam Reading #1

Note: Last day to drop is today, November 15.

**TH – 11/17** – • Discussion of Final Exam Reading #2

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**T – 11/22** – Individual Conferences – RHS 319

**TH – 11/24** – (THANKSGIVING HOLIDAY)

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**T – 11/29**– **FINAL EXAM, part one (50 minutes)**

**TH – 12/1** – **FINAL EXAM, part two (70 minutes)** ... for 120 minutes total.

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**T – 12/6** – Journal checks and make up tests

**TH – 12/8** – No Class – Final Exams scored by committee

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**T – 12/13** – 10:30 class – Meet at 10:15 AM in RHS 319 to pick up final exam and grade.

**TH – 12/15** – 7:30 class - Meet at 8:00 AM in RHS 319 to pick up final exam and grade.

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