

**English/Writing 50
Sacramento City College
SPRING 2012**

**MW 7:30 – 8:50, Section #17432, Room RHS 208
MW 10:30 – 11:50, Section #17481, Room BUS 140**

Ann Doersch, Professor

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Office Hours in RS319:

MW 9:55-10:25

TTH 9:00 -10:20

Online Office Hour:

F 8:00 – 8:55 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 4th 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.

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*, 8th edition, by John Langan – This text (or the 7th edition) 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

M – 1/16– MLK Holiday – no class meeting

W – 1/18– 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

M – 1/23 – 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 – In Chapter 2, do Activities 7, Activity 8, and Activity 9 at home. Then on the topic assigned in class, try two different brainstorming techniques and put them in your comp book.

W – 1/25 – Discuss Reinforcing Point and Support in class. Do Activity 3 together in class. Write a practice paragraph using one of the topics in Activity 3. – As a class, do Activity 4 & 5. Discuss “adequate details” and topic sentences in class. Discuss Topic Sentence Activities 7, 8, and 9. **Formal take-home writing assignment on “Reasons You are Going to College” assigned. Due Monday, Feb. 6. You will hand in each step of the writing process, stapled together.**

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.)

M – 1/30 – Show draft of “College” paragraph 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.

W – 2/1 – 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 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.

M – 2/6 – 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 on and wordiness. Discuss Unity, Support, Coherence, and Sentence Skills of Ch. 6 and do Activities assigned in class. Read Introduction to Paragraph Development, Ch. 7 and begin Ch. 8, Exemplification, in class. Discuss *Narration* and making a point when telling a story. Discuss “Campus Information Search” which will be due one week from today, Feb. 13.

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 Wednesday, Feb. 22, so you have plenty of time to utilize the Writing Center on campus to help you with this assignment. I highly recommend that you do so.

W – 2/8 – 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 can be found on our D2L site. You are also responsible for the homework assignment described below.

HW – Prepare for In-class Writing #2. Study the assignments described in Chapter 15 – Narration and imagine how you could respond effectively, making a good overall point, to one of the prompts.

M – 2/13 – ICW 2 (Narration – 75 minutes) –

HW – Do Assignment 1 in Chapter 8, (“People use MP3 players for more than just listening to music” or see me for an alternate topic). 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 at the next class session. Have it ready.

W – 2/15 – Turn in “Campus Information Search” sheet. Bring completed drafts of “MP3” essays to class for class activity. Preview Ch. 14 in class.

HW – Review 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 next Wednesday, Feb. 22, and this coming Monday is a holiday – no class.

M – 2/20 – HOLIDAY – No Class

W – 2/22 – Turn in the typed revision of In-class Writing 1 (ICW 1) with your first hand-written essay and the original score sheet attached underneath. Do activity involving Ch. 14 homework in class. Enlarge brainstorm. Create a scratch outline. Preview Ch. 16 (Argument) together in class.

HW – Review Ch. 16 (Argument). Post a reading log entry in your comp book after you have looked at all the writing assignment possibilities in this chapter. – Same as before, explain which writing assignment on those pages is the one you like best. Begin a brainstorm on that topic.

M – 2/27 – ICW 2 will be handed back for revision today. Discuss/Review Ch. 16 from last week – Activity in class. Enlarge brainstorm. Create a scratch outline. Preview Ch. 11 (Compare or Contrast)

HW – • Revise your ICW 2 assignment – Due one week from today. Again, I encourage you to get help at the Writing Center.
• Review 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.

W – 2/29 – Discuss/Review Ch. 11 – Activity in class. Enlarge brainstorm. Create a scratch outline. Preview Ch. 10 (Cause or Effect) in class.

HW – 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.

NOTE: Your typed revision of ICW 2 is due on Monday.

M – 3/5 – **Turn in your typed revision of ICW 2** with the original hand-written essay and my score sheet attached underneath. Briefly discuss Ch. 10 – Enlarge brainstorm and create a scratch outline at home this time. Briefly preview Ch. 18 together in class.

Today you will begin **ICW 3 (Illustration – 50 minutes)** and be allowed to finish it on Wednesday. You will have a total of 120 minutes between the two days.

HW – Read Ch. 18 – Writing the Essay. Take home Essay #2 formally 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 assignment is due Monday, April. 9.**

W – 3/7 – Today you will have the whole time to finish **ICW 3 (Illustration – 70 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? There will be a reading quiz on this reading next time. Study the Reading Comprehension questions at the end of the story.

• 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.

M – 3/12 – 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.

W – 3/14 – 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.

M – 3/19 – **ICW 4 (Argument), part one (50 minutes)**

W– 3/21 – **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.

M– 3/26 – 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.”

W – 3/28 – 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, typed, on the Monday after Spring Break.

M– 4/2 – SPRING BREAK

W – 4/4 – SPRING BREAK

M – 4/9 – Take-home Essay #2 is due, typed, at the beginning of class.

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

W – 4/11 – ICW 5 (Argument) part two – (70 minutes)

Note: Last day to drop this class is this coming Sunday, April 15. (Discuss reinstatement option.)

M – 4/16 – Grammar Workshop (optional)

W – 4/18 – Grammar Workshop (optional)

M – 4/23 – Final Exam Readings handed out in class. Discussion of Final Exam Reading #1

W – 4/25 – Discussion of Final Exam Reading #2

M – 4/30 – FINAL EXAM, part one (50 minutes)

W – 5/2 – FINAL EXAM, part two (70 minutes) ... for 120 minutes total.

M – 5/7 – Journal checks and make up tests

W – 5/9 – No Class – Final Exams scored by committee

M – 5/14 – 10:30 class – Meet at 10:15 AM in RHS 319 to pick up final exam and grade.

W – 5/16 – 7:30 class - Meet at 8:00 AM in RHS 319 to pick up final exam and grade.