



WELCOME! and BIENVENIDOS

to

The Puente Project Fall 2013 English 28 Syllabus

Professor Fran Leonard

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Please see me during my office hrs: TTh 8:45 am – 9:20 am
and by appt.

Section # 0960 TTh 9:35 am – 11:00 am
GC 250

Course description: Similar to most English courses, Puente English 28 is an intermediate course in written composition and critical thinking that reflects cultural diversity and leadership in both historical and contemporary contexts. It is a prerequisite for English 101 and is a designated requirement for an A.A. or A.S. degree. Six compositions of 500-700 words are required. **Note: Registration in this section requires application to the Puente Project *and* registration in PD 40 with Puente counselor, Mr. Vidal Valle: 310.287.4482/4210 vallev@wlaac.edu**

Important Dates:

LAST DAY TO

Add/Audit Traditional Classes	Fri, Sep 6
Drop a Class w/ no Fee	Fri, Sep 6
Drop a Class w/ no W	Fri, Sep 6
Drop w/a W	Fri, Nov 15

CAMPUS CLOSED

Labor Day	Sep 2
Veterans Day	Nov 11
Thanksgiving	Nov 28, 29, 30

Required texts & Materials:

Roberts, Steven V. *From Every End of this Earth*. New York: Harper Collins, 2009.

Hacker, Diana. *A Pocket Style Manual*, most recent edition. New York: Bedford/
St. Martin's.

Research and MLA Style information available online at

<http://bcs.bedfordstmartins.com/resdoc5e/>

A college-level dictionary and thesaurus

Loose-leaf paper (no ragged ends) and blue/black pens.

Three blue or green composition books from the West LA bookstore

Flash drives on which to save your work (especially if you are using campus computers)

Other, related readings will be assigned from the Internet. These can be accessed from the library. Don't miss the Internet research orientation in class!

In addition, we are going to be using an online writing workshop

<http://grammar.ccc.commnet.edu/grammar/>

What You Can Do to Succeed in This Class:

Arrive early for every class, prepared, and stay for the entire time.

Get to know your instructor, counselor, classmates and the student assistant.

Buy, use the book, bring your books to class.

Pay attention during class, take notes and ask questions when you don't understand or are unsure of something.

Spend some time every day on reading, thinking and writing about the ideas and lessons.

Participate in class discussions by taking an active speaking role.

Contribute to group work in class.

Learn new vocabulary by looking at how the word is used in the text, and practicing using these words in class and in your writing.

Seek help from the Writing Lab and other tutors on campus.

Follow directions for assignments and turn them in on time.

It's especially important to be present with your assignment for peer review days to give and get valuable advice on your writing.

Take Personal Development 40, TTh 11:10 am, with counselor Vidal Valle.

Try to catch the *excitement of learning* to read critically, to discuss topics intelligently and to write persuasively.

Do not hesitate to call and/or email me with any questions and concerns.

Learning Outcomes:

As a result of successfully completing English 28, students will be able to –

Generate successful writing - essays of 500-750 words, which exhibit the following qualities:

- Respond effectively to a topic based on one or more assigned readings;
- State a clear thesis and develop and support it throughout the essay;
- Provide adequate support from a variety of sources;
- Organize clearly, including introduction, organized body and conclusion;
- Use Standard English grammar, punctuation, spelling and usage;
- Clearly address an audience and have a purpose.

Students also can:

- Quote and cite quotations, using MLA Style, and integrate these smoothly into papers;
- Apply, exemplify and evaluate ideas;
- Use basic research methods.

Read

Students should be able to read a variety of college-level expository prose in order to

- Identify and restate the thesis or main idea, whether it is stated or implied;
- Identify main and supporting points as well as organizing features;
- Identify rhetorical features such as compare-contrast, definition, description, persuasion, etc.;
- Identify author's tone and how it functions in the text.
- Apply critical thinking to understand and evaluate what is read.

Attendance:

1. Any student who is absent from the first or second class session will be excluded from the course.
2. **If your unexcused absences add up to more than three, YOU RISK BEING DROPPED FROM THE COURSE.** You are responsible for keeping track. Please see me if you accumulate 2 absences.
3. Daily quizzes for the first ten minutes of almost every class meeting and a daily sign-in sheet keeps track of your attendance.
4. If, for a particular class session, you know that you must arrive late or leave class early, please notify me in advance.
5. If you stop attending, you are responsible for dropping the class to avoid an "F" in the course.
6. Two tardies and/or leaving class early count as 1 absence.
7. To minimize distractions, please remain in class through the entire class period.

Assignments

One-Paragraph Summary: For this first graded assignment, you will summarize an article in one paragraph, using MLA format.

Essays: You will type four essays outside of class based on reading assignments. These **must be typed in MLA format**. You will bring to class a required, typed *first* draft for peer review and a *final* draft for each essay, due at the beginning of the class period.

In-Class Essays: For the midterm and the final exam, you will complete two timed, in-class writing assignments, unless you are exempted from having to take the final exam – see the explanation in the following section. All students must be present for these in-class essays.

Reading Assignments and Reading/Vocabulary Quizzes: For almost every class, you will be assigned material to read and to think about. We will begin almost every class with a 10-point quiz on the assigned reading. **Read carefully and closely, taking notes, which you can refer to for the quiz.** We will cover some vocabulary in class; however, please plan to study these as well for the quizzes. There are *no* makeup quizzes.

Sentence Skill Assignments – You will receive a packet of activities and exercises, which are included in the syllabus. We will go over and work on these skills in class and tested to demonstrate your grasp of these skills.

Final grade:

Your final grade is based on the following:

Essays – a variety of essays, 3 to 5 pages in length following assignment format and directions and MLA format.

Students must submit each essay to pass English 28.

Reading responses are formal writing assignments based on the assigned readings; **all** must be submitted to pass English 28.

1-minute reflections (1-MRs)

These are in-class writings that focus on what we discuss, go over in class. This is a quick way to check on how well you are following the lesson/discussion.

Essays will be graded on content, organization, style, few spelling and grammar errors and proper use and documentation of sources.

Exemption from Final Exam

If you have at least 3 A's on required essays in this class by the week before the scheduled final exam and no more than 3 absences, you may be exempted from taking the final exam.

GRADE CHALLENGES

Grading is not an exact science. Even with a clear rubric, it involves considerable subjectivity on my part. However, if you want to challenge an essay grade, I have three stipulations. First, that you wait at least 24 hours after you have received your graded paper to challenge your grade. Second, that you dispute your grade within a week of receiving your graded paper. And, third, that you carefully explain in a typed document (no e-mails, please) how your paper meets the rubric's criteria for the grade you think you deserve. **I do not accept any verbal challenges of my grading.** I will take your submitted challenge very seriously, and I will not in any way punish you for your disagreement. **[Grading rubrics are part of the peer review for each assignment.]**

Late Assignment Policy: Each student is allowed **one** late essay. It will only be accepted by the following next class meeting, and **will be marked off ten percent.** Plan ahead.

Plagiarism is basically presenting another person's work as your own. You have probably encountered the term in other classes. The bottom line is that if someone else is writing your paper for you or if you are copying someone else's work or copying and pasting from the Internet, you are not learning or improving *your* writing, and this will result in a failing grade for that assignment and will be reported to the Dean of Support Services.

One major reason students plagiarize, accidentally and on purpose, is PROCRASTINATION! The essay topics should discourage procrastination, but it is your responsibility to PLAN AHEAD. Plus, you are capable of doing it yourself!

If you're still unsure what plagiarism is, please go to

http://www.plagiarism.org/learning_center/what_is_plagiarism.html

Help online:

Note that West has an online writing lab at <http://www.wlac.edu/online/owl.asp> in addition to the Writing Lab located on the 1st floor of the library.

Several other resources online can help you with your writing, including grammar and sentence problems:

<http://owl.english.purdue.edu/>

<http://www.dianahacker.com/>

In addition, consider taking specific 1 unit Learning Skills classes (English fundamentals 002A and B, Vocabulary Development 003, and The Mechanics of Spelling 004. Please go to the 1st floor of the library to learn more and to get an add card for these classes.

Classroom decorum: Turn off cell phones; no texting or phone calls during class. To minimize distractions during class, stay in class for the entire period.

IF you have a disability, please contact Disabled Students Services on campus for services/accommodations, located in the Student Services Building, SSB 320.

Have a wonderful semester!

**Weekly Schedule**

The instructor reserves the right to adjust this schedule as needed. Pay close attention in class. Be prepared for announced and unannounced quizzes.

This syllabus will be supplemented with handouts in class and additional assignments.

Attend class regularly so that you won't miss *anything!*

APSM = A Pocket Style Manual

Week 1 **Introduction to the class. Listen well. Take good notes.**
8/27 T **I encourage you to ask questions.**

Setting the class norms.

Practice for English 28 exercises.

Hello, my name is... or Getting to Know Your Classmates

You will have an opportunity to interview a classmate in class. We will brainstorm possible questions to ask, such as details about – What would be your ideal work? Are you a team player, a leader? Is there something you enjoy doing so much you lost track of the time? Who are your mentors and role

models? Why? Give examples. We will brainstorm other questions in class.
Question: How to make the information you gather exciting to read?

Writing Assignment 1: Take good notes and use your notes to write two paragraphs about your classmate. Organize your paper, make sure your paragraphs have a topic sentence and include supporting details. **100 pts.**

Writing Assignment 1 is DUE: NEXT THURSDAY, 9/5 – at the beginning of class – We will have peer review on that day. Follow the format for written work: 12-pt. font, double-spaced. Length: 1-1 ½ pgs., word-processed. Formatted as shown to you in class.

Check registration in both the PD 40 class and this class.
To do – **buy** the books you'll need for this class and also refer often to this Writing workshop:

<http://grammar.ccc.commnet.edu/grammar/>

8/29 Th

In-class writing sample – **50 pts.**

Sentence subject and verb review in

<http://grammar.ccc.commnet.edu/grammar/subjects.htm>

and also, <http://grammar.ccc.commnet.edu/grammar/verbs.htm>

How to read closely and critically for this class and other classes.

→ **BUY the books and refer to the website**

Consider: What is the best way to improve your writing? Finding the Right Attitude and Why Write? Busting myths.

Freewrite: Which myths are you familiar with? Do they apply to you?

Can you think of any ways to break down these myths for yourself?

In APSM (*A Pocket Style Manual*), read "How to Use this Book" and "How to Use The Companion Web Site" (before page 1).

→ **TO DO:** In *Practice for English 28*, Parts of Speech, 1

Handout includes reading comprehension questions and vocabulary practice.

TO WATCH: YouTube Writing Structured Paragraphs. 28 min.

<http://www.youtube.com/watch?v=w183qB0KDFg&feature=related>

What is a topic sentence? What is a strong topic sentence?

Organizing and arranging sentences in a paragraph for unity and coherence.

**Week 2
9/3 T**

**Preparing for Peer Review – Elements of a Rubric
Familias**

Quiz

From Prewriting to Purpose – Overcoming Writer's Block at

http://grammar.ccc.commnet.edu/grammar/composition/brainstorm_block.htm

→ Go over Parts of Speech in *Practice for English 28*, 1.
The Writing Process –
Freewriting at

http://grammar.ccc.commnet.edu/grammar/composition/brainstorm_freewrite.htm

Clustering at

http://grammar.ccc.commnet.edu/grammar/composition/brainstorm_clustering.htm

Outlining at

http://grammar.ccc.commnet.edu/grammar/composition/brainstorm_outline.htm

Which methods do you use? Which would you try to use in your writing?

Keeping a journal.

10-minute Reflection (10 MR) – to be explained in class

Writing tip – Formatting Papers

<http://grammar.ccc.commnet.edu/grammar/format.htm>

TO DO: In “Practice for English,” Diagnostic Test II, 2.

9/5 Th

→ Go over Diagnostic Test II, 2 in “Practice for English”

→ Peer review of Writing Assignment 1, your classmate’s profile.

Final draft due next Tuesday, 9/10.

Paragraphs: at <http://grammar.ccc.commnet.edu/grammar/paragraphs.htm>

Go over irrelevant details and topic sentences

Vocabulary tips for increasing your comprehension while reading.

Building vocabulary at

<http://grammar.ccc.commnet.edu/grammar/vocabulary.htm>

The Topic Sentence. What do topic sentences do?

Look at examples; practice in class.

Writing – Having a sense of purpose in

<http://grammar.ccc.commnet.edu/grammar/composition/purpose.htm>

Tone and Attitude in

<http://grammar.ccc.commnet.edu/grammar/composition/tone.htm>

In-Text citations. Using MLA Style.

At <http://owl.english.purdue.edu/owl/resource/747/02/>

Time management – discussion of techniques. Tied to PD 40.

Avoiding plagiarism in A Pocket Style Manual (APSM) Paraphrasing to avoid plagiarism - 199

Using Key Words in Topic Sentences

A paragraph; an essay – how they are similar and different

Considering audience.

One-minute reflection – If you were to grade a paragraph, what would you look for?

Is there anything not mentioned that you would add to either support or refute the writer's argument? Decide what your position is.

Writing – Using concrete, specific language in
<http://grammar.ccc.commnet.edu/grammar/composition/abstract.htm>

Writing – Avoiding Primer Language in
<http://grammar.ccc.commnet.edu/grammar/primer.htm>

VIEW: YouTube Writing Structured Paragraphs, Massey University, 28.39
<http://www.youtube.com/watch?v=w183qB0KDFg&feature=related>

What is cohesion?

What 3 items are essential to good paragraphs?

→ **TO DO: Writing Assignment 2 – 2 Paragraphs. Minimum of 15 sentences. Draft due for peer review Tuesday, Sept. 17.**

Review topic sentences. And more correcting fragments, p. 6 *Practice for Engl 28*
 Definition of basic sentence parts at

<http://grammar.ccc.commnet.edu/grammar/definitions.htm>

Avoiding plagiarism in your written work. Giving credit and avoiding plagiarism. Look at p. 3 of your syllabus
 Inadvertent plagiarism

→ **At home: Fragments – Do practice exercises in *Practice for English 28, 7.***

Qualities of Effective Paragraphs – review.

9/12 Th

→ **QUIZ on** Parts of Speech and Subjects and Verbs
 PREPARE FOR PEER REVIEW, Assignment 2, Thursday.
 Final draft due next Tuesday 9/24.

Note: Don't forget to use in-text citations, MLA Style in your essays.
 Check it out again at <http://owl.english.purdue.edu/owl/resource/747/02/>

TO DO: In *Practice for English 28*, Parts of Speech 2, 4

Key concepts: "Development means supporting the topic sentence with examples, quotations, explanations, facts, statistics, descriptive details, and ideas."

Writing tip – What are transitions and how are they used in writing?
<http://grammar.ccc.commnet.edu/grammar/transitions.htm>

REVIEW fragments for quiz.

→ **DO** Comma Splices and Run-Togethers, 8-9 in *Practice for English*

Do you have any new vocabulary to go over?

Week 4
9/17 T

VIEW: YouTube Writing the Thesis, Massey University
<http://www.youtube.com/watch?v=vHHtFO-Bu1M&feature=relmfu>

19.5

Review techniques for generating ideas and focus, topic sentences.

Writing – Introductions

<http://grammar.ccc.commnet.edu/grammar/intros.htm>

Writing – Conclusions

<http://grammar.ccc.commnet.edu/grammar/composition/endings.htm>

Giving Credit and Avoiding Plagiarism.

Use in-text citations, MLA Style.

<http://owl.english.purdue.edu/owl/resource/747/02/>

→ **TO DO: Comma Splices and Run-Togethers in *Practice for English 28***
10-11

Quiz on fragments.

9/19 Th

***Assignment 2 – Peer Review – What did you learn?**

From what you learned, how will you improve the final draft?

Final draft of #2 due Tuesday, 9/24.

Paragraph Sequence

Subordination – another way to correct run-on sentences. Do exercises.

VIEW on YouTube: How to Write an Effective Essay – The Introduction, JamesESL 21.22

<http://www.youtube.com/watch?v=nWqMQ26Gqi4> (10.32)

What did you learn from watching this?

Writing about What You Read.

Begin thinking about **Writing Assignment 3: Based on the book – handout.**

Week 5
9/24 T

***Turn in Assignment #2**

Words Basic Look-Alikes. Do Test Yourself

then/than	accept/except	there/their/they're
its/it's	inflict/afflict	overlook/look over

What writers say about writing:

http://grammar.ccc.commnet.edu/grammar/quotes/quotes_frames.htm

Writing tip – Sentence-combining skills at

http://grammar.ccc.commnet.edu/grammar/combining_skills.htm

REVIEW: Comma splices and run-togethers for quiz
GO OVER: Types of Sentences in *Practice for English 28*, 12-13

9/26 Th Library orientation – library databases & Internet research

Week 6 *Prepare for peer review – Assignment 3 on Tuesday, 10/8.

10/1 T

READ

Vocabulary:

Prepare for class discussion and analysis. Go over study questions.

Including Quoted Text in Paragraphs

Review how to use MLA Style in-text citations at

<http://owl.english.purdue.edu/owl/resource/747/02/>

→ **QUIZ:** Comma splices and run-togethers

10/3 Th

→ **GO OVER** Sentence-Combining, 14-15 in *Practice for English 28*

Writing – Comparison Exploring Similarities and Differences

Read paragraph examples; discuss and analyze

Practice making comparative statements

Essay writing prompt based on the following article.

Writing – Punctuation – Apostrophes at

<http://grammar.ccc.commnet.edu/grammar/marks/apostrophe.htm>

Writing concisely

http://grammar.ccc.commnet.edu/grammar/quotes/quotes_frames.htm

Week 7

10/8 T

Peer Review – Assignment #3. Final due: Tues., 10/15.

Continue Reading

Vocabulary:

Check tips for writing an Evaluative Response – Reader response

Review Group 2, Selecting the Right Word. Prepare for quiz.

Check Sentence Combining

→ **TO DO:** Parallelism, 16 in *Practice for English 28*

At home, finish parallelism practice, 17-18

10/10 Th

Discuss and analyze assigned reading.

Quiz – Words Often Confused

Week 8

10/15 T

Final draft of Assignment #3 due.

READ:

Vocabulary:

Transitions within and between paragraphs.

→ **GO OVER** fragments – 6, 7 in *Practice for English 28*
 → **DO Tense**, 19 in *Practice for English 28*

10/17 Th Continue discussion/analysis of reading.

Reader Response – 5 min. reflection

Quiz on Group 3, commonly confused words

For the **Midterm Essay Exam (Essay #2) next Tuesday:**

For the midterm, instructor will tell you what to reread/review. Consider what kinds of questions your instructor might ask you to respond to in a well-organized and well-supported essay. **Note: Please bring a large bluebook, a black or blue ink pen and a dictionary to use for your midterm.**

How to prepare for an in-class writing assignment/exam

→ **GO OVER** tense, 20 in *Practice for English 28*. Prepare for quiz.

Week 9
10/22 T **Midterm essay exam.** Bring a large bluebook, a black or blue ink pen and a dictionary to use during this test.

10/24 Th **READ:**
Vocabulary.

Quiz – tense.

→ **TO DO:** Subject-Verb Agreement 21, in *Practice for English 28*

At home: Building Essays Out of Paragraphs

Subject-Verb Agreement, 22 in *Practice for English 28*

Week 10
10/29 T **Word Choice**

Essays – Transitions between Paragraphs
 Concluding Paragraphs
 Intermediate Look-Alikes

→ **TO GO OVER:** Subject-Verb Agreement, 22

10/31 Th **READ:**
Vocabulary.

Quiz

→ **TO DO: Tense Consistency** in *Practice for English 28*

Week 11
11/5 T **Writing response**

Prepare to discuss and analyze points from this chapter.

Cause & Effect

Possible topics – Brainstorm connections to Motivational Conference

1-minute reflection: Personal Response

Revising and Correcting Your Essays

Proofreading Practice: Applying What You've Learned

DO include in-text citations, using MLA Style

<http://owl.english.purdue.edu/owl/resource/747/02/>

Quiz – apostrophes and intermediate look-alikes

Review -

READ:

Vocabulary:

11/7 Th

Writing Assignment 4 Self-Assessment: what have you learned about yourself as a learner? What are your strengths? What would you like to focus on improving? How will these attributes help you realize your personal educational, career and life goals? **DUE: Tues. 11/12 Length: minimum of 2 pages**

Discuss role models and mentoring.

***Written Assignment #5- Causal Analysis**, incl. examples

Continue reading

Vocabulary:

Prepare for discussion. Note any new vocabulary words.

Cause and effect

→ **GO OVER:** Pronoun Case, 25 in *Practice for English 28*

Quiz on Group 4, commonly confused words

Week 12

11/12 T

Writing Assignment #4 Self-Assessment due.

Read:

Vocabulary: Please choose 4 vocabulary words to teach your classmate

→ **TO DO:** Pronoun Case, 26 in *Practice for English 28*

11/14 Th

Peer review of written assignment #5 – Cause and Effect

Have you included in-text citations, MLA Style?

Review sentence errors – fragments and run-ons.

Workshop on **written assignment #6 – Analysis of a Problem**

Length: 5 pages. Include 3 in-text citations, MLA Style and a Works Cited page

Peer Review: Tues., 12/2

→ **TO GO OVER:** Pronoun Agreement, 27 in *Practice for English 28*

→ **TO DO:** Pronoun Agreement 28-29 in *Practice for English 28*

Added Features of Paragraph Writing

Critical Thinking in Paragraphs

Vocabulary: Choose 3 vocabulary words to teach your classmate

Week 13
11/19 T

Turn in your final draft of Essay #5

READ:

Vocabulary: Choose 5 words to teach your classmates.

Review fragments and run-ons and Words Often Confused

→ **TO GO OVER:** Pronoun Reference

→ **TO DO:** More Sentence Combining 12, 15 in *Practice for English 28*

11/21 Th

Write a 1-pg. reader response, using quotes.

Week 14
11/26 T

Peer review of Essay #6. Have you included in-text citations, MLA Style?

→ **TO GO OVER:** Pronoun Reference, 31 in *Practice for English 28*

Read:

Vocabulary: Choose 5 words to teach your classmates.

11/28 Th

Thanksgiving – Much to be thankful for!

Thinking about the text. **Read**

→ **TO DO:** Commas, 33, in *Practice for English 28*

At home, do Commas, 34 in *Practice for English 28*

Week 15
12/3 T

Brainstorm possible final exam topics

Review for the final exam

→ **TO GO OVER:** Commas and Semicolons, 35, in *Practice for English 28*

Do Commas and Semicolons, 36 in *Practice for English 28*

12/5 Th

Wrap up discussion and review

Week 16

Finals Week – in-class blue book essay

English 28 Final Exam Schedule from p. 16 of the Fall 2013 Schedule of Classes –

Tuesday, December 10

10:15 am – 12:15 pm



COUPON

This coupon is redeemable for **one** late essay assignment this Fall 2013 semester in this class.

Name _____ Assignment _____

Date _____ Instructor's Signature _____

Must be turned in to me, your instructor, with the late assignment, no later than 1 class period after the due date.

