

## English 1500 Course Syllabus

Fall 2009

### Offline Distance Learning

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• **Units:** 3

• **Class Begins:** August 24 – December 18, 2009

Welcome to English 1500 offline! If you are a self-starter, this class is for you, if not, not. IT IS YOUR RESPONSIBILITY TO START THE COURSE ON TIME. I WILL NOT CONTACT YOU beforehand.

• **Textbooks & Estimated Costs:** All listed below are required.

○ **Purchase Textbook:** Purchase books are available in the TC bookstore or major bookstores.

○ *Paragraphs and Essays*, Tenth Edition, by Lee Brandon. Cost: Call TC Bookstore for current price.

○ *Nickel and Dimed* by Barbara Ehrenreich. Henry Holt and Company, \$13.00 paperback edition. ISBN 0-8050-6389-7.

• **Estimated Time Per Week:** 8-10 hours per week, depending on your study habits.

• **Special Requirements:** This is an offline course. It is not delivered through the Etudes system. I prefer that you send your assignments to me through e-mail, using my Taft College email address. Assignments must be sent as .doc or .docx attachments in Microsoft Word. Please title your doc with your name and the week number, for example, schoneweis2.docx. Also, include the week number as the subject in your email header.

○ TCI students: syllabus, handouts, work and messages will be carried by aides.

• **Assignments & Tests:** See Syllabus (online and in LRC). In addition to a research essay, you will have a number of essays. There are also two quizzes that will be open-book and not require a proctor.

• **Additional Comments:** Free tutors are available in the LRC. Please use them. If you do not turn in the first assignment on time, you will need to drop the course. No late work is accepted without official verification of an emergency.

**Course Description:** Expository essay writing based on critical reading; library research techniques; 3 units transfer credit. INCO 48/Library Skills Course is a prerequisite for this class. You must also meet placement testing or pass ENG 1000 with a C or better to enter this class. It is the purpose of this course to develop good writing and research skills. Consequently, students will write essays using a variety of structures, including compare/contrast, expository, and persuasive. Research work and documentation is required. Many of your writing assignments will require documentation from a source. The sources will be the assigned readings, *Nickel and Dimed* and *Paragraphs and Essays*; other sources will be obtained through research at the library.

**Plagiarism:** You will be dropped immediately for plagiarized work. All work must be your own, completed during this semester. Give credit for words, facts, numbers, and ideas not your own. See Chapter 16 (steps 3 and 6) of *Paragraphs and Essays* for guidance on plagiarism and MLA style documentation. You can also look up anything you need to know about proper MLA documentation on the web: <http://www.dianahacker.com/resdoc>. If you have questions about documentation, ask at the LRC or make an appointment to see me.

**Method of this class:** Start the course immediately – August 24, 2009. Complete your work according to the syllabus; it is your guide, so be sure that you read it thoroughly. Work at a steady pace. You will have to read and follow the instructions carefully. Except for the first week, get work to me on Fridays by midnight, as indicated in the syllabus. I will return it as soon as possible. Label all work carefully with the week number, your name, my name, and the assignment description in your header. Also be sure to identify the week number of your assignment in your subject box in your email header. I will accept work a week or two early, but no late work is accepted. (I have a one-time exception to this policy, but the late assignment must be received within a week of its original due date.) Quizzes are open-book (*Nickel and Dimed*). When you are ready to take a quiz, simply email me, and I will send it to you.. Keep in contact with me. If I don't hear from you for a week or two, I will assume that you have decided that you have decided to drop the class. I may not drop you, however, and that could result in an F grade for the semester.

**Delays and extenuating circumstances:** Communicate with me and the counseling office immediately. I will consider situations of students having documented, extenuating circumstances (death in the family, hospitalization, court dates). Sickness and computer breakdown are not extenuating circumstances.

**TCI students:** Ask the TCI aides if you need materials or information. Label everything. Send me messages so I will know what's going on at TCI, and be sure to get work in on time. If you temporarily do not have access to a computer, I will accept handwritten assignments.

**Grammar:**

As I read and grade your assignments, I will make notes about grammar errors that you need to work on. I expect to see improvement in this area as the semester progresses so

that you have solved most of your grammar problems by the end of the semester. An essay full of grammar mistakes will not receive a good grade. If you need help, use the tutors in the LRC or make an appointment to see me.

**Assignments:** Assigned paragraphs and essays must be double-spaced, 12 pt. font with 1-inch margins.

**Grade distribution**

90-100 % = A, 80-89% = B, 70-79% = C, 60-69% = D, 0-59% = F

**Weekly Assignments:**

Week 1

Read the entire syllabus for this class. Please note that some weeks are heavy in work load (Week 4, for example) and others are light (Week 2, for example), so if your life is busy, make note of the heavy weeks and plan for them.

Read “Chapter 1: Reading for Writing.” Pay extra attention to Basic Documentation pp. 19-20. This is a research paper class, so it’s important to get acquainted with the ways to work with sources right away. Also make sure you read and understand how to write a summary and how to write a reaction; those are two different and important modes of writing you will be using for most of your work in this class. Make sure you read “Total Institutions” on pp. 11-12 and then read the summary on p 16 and the reaction on p. 17. Read “The Struggle to Be an All-American Girl” pp. 22-24. Complete Exercises 3 and 4. For Exercise 4, complete #2 summary and response. When you write your summary and response, you must incorporate quotations by introducing, blending, and paraphrasing as explained in exercise 5 on p. 25. Complete Exercise 5.

Read about the writing process pp 29-70.

**By Friday, August 28, turn in:** Exercise 3 (10 points), Exercise 4 #2 (20 points), and Ex. 5 (6 pts.)  
(For this first assignment only, I will accept your work on Monday with no penalty.)

Week 2

Read “Chapter 5: Writing the Paragraph” and complete exercise 3 (p. 78). Include prewriting, outline, first draft, and final draft as shown on pp 75-78.  
(Grammar) Read pp 394-397 in the grammar section of your textbook, and complete exercises 6 and 7 on pp 396 and 397.

**By Friday, September 4, turn in** Exercise 3 (20 points) and Grammar Ex. 6-7 (8 pts.)

Week 3

Read “Chapter 6: Writing the Essay” and complete exercise 2 (p. 93). Do the writing process work sheet from p. 6 for an essay on a topic you choose from p. 96. You should

write a detailed outline that is modeled after figure 6.1 on p. 81. For this exercise, complete only the writing process worksheet, including outline; do not write the actual essay. This is an exercise in pre-writing. You should do this pre-writing for all your essays in this class.

You can have more than three development paragraphs but no fewer than three. The trick is to find a good controlling idea (thesis statement) that you can work with for a long time and really go into depth with. The development paragraphs (also called body paragraphs) can also have more than two kinds of explanations, details, or examples. “Razor Wire Sweat Lodge” (pp. 92-93) is an example of an essay that shows how something is done step by step; this is also called a process essay. In your essays I am going to expect to see a thesis statement at the beginning or end of the introduction and topic sentences for each of the development paragraphs in your future essays. These are the underlined parts of “Razor Wire Sweat Lodge.”

(Grammar) Read pp. 397 – 398 and complete Ex. 8.

Begin reading *Nickel and Dimed* Introduction and Part I – Serving in Florida. Begin a journal in which you respond to what you are reading. You should have 1 – two pages ready to turn in by next week.

**By Friday, September 11, turn in:** Exercise 2 from Chapter 6 (15 points) and Grammar Ex. 8 (3 pts.).

Week 4

Read “Chapter 8: Exemplification.” Read pages 128-130 carefully. Complete Exercise 2 on p. 132. Read “Dropping Way Out” on p 153 and do Exercise 3, questions 1, 2, and 4. Read “Let’s Not Fool Ourselves: Pit Bulls Are Dangerous” and do exercise 6 (pp. 138-139).

Choose a topic from p 147 (8 through 14) and write an essay where you support the statement with specific examples. Use the writing process work sheet, (p. 6) completing all the stages. Make sure your examples are relevant to the thesis statement and overall topic of the essay. It is a good idea to have one example for each development paragraph. The essay must be at least 500 words long and consist of at least five paragraphs. The three middle paragraphs should be the ones containing the examples. I encourage you to include examples from your own life. Do not conduct research for this assignment. Essay must be typed, double-spaced, 12 font. Include all the prewriting with the final essay.

**By Friday, September 18 turn in:** Exercises 2 and 3 (15 points), Exercise 6 (10 points), essay (40 points), and response to *Nickel and Dimed* journal (20 pts.)  
(Since this is a boatload of work, you may have until Sunday at midnight to turn it all in!)

Week 5

Write two one-page paragraphs that include topic sentences where you answer the two following questions on *Nickel and Dimed*. You must show that you can quote from the

text using the proper MLA in-text documentation and that you can paraphrase correctly without plagiarizing the text (look at the reading from Week 1). Answer both of the following questions:

1. On pages 25-26, Ehrenreich talks about her colleagues and their and her own difficulties finding affordable housing despite working full time, and cites a statistic that says “nearly one-fifth of all homeless people...are employed in full- or part-time jobs.” What do you think of this situation, and what can be done to solve this affordable housing shortage?
2. Ehrenreich works long hours as a waitress in an environment where bosses don't seem to care about their employees (like Stu at Jerry's), and she isn't appreciated for her efforts. Have you worked a low wage job like that, and do you recognize her situation and the feelings she has about her hard work, her boss, and the inadequate pay? Describe your job and how long you worked there; compare your experience to Ehrenreich's.

Read Part Two of *Nickel and Dimed*: “Scrubbing in Maine.”

(Grammar) Read pp. 398-399 and complete Ex. 9.

**By Friday September 25 turn in:** your responses to *Nickel and Dimed* (30 points) and Grammar Ex. 9 (3 pts.).

Week 6

Read “Chapter 13: Compare and Contrast.” Read carefully pages 265-269.

The most important thing about compare and contrast essays is to decide on the structure you want it to have; it's either point by point or by subject – as explained in the book.. You are writing to inform, not to persuade. You will compare two groups of people – any two groups you like. Read “Chick Flicks vs. Mach Movies” on pp. 276-277 and complete Exercise 6 and “Neat People vs. Sloppy People” pp. 278-279 and complete Exercise 8.

**By Friday October 2 turn in** Exercises 6 and 8 (16 points).

Week 7

Write a compare and contrast essay. The most important thing about compare and contrast essays is to decide on the structure you want it to have: either point by point or by subject – as explained in the book. You are writing to inform, not to persuade. You will compare two groups of people—any two groups you like.

(Grammar) Read pp 403 – 409. Complete any 5 sentences in Exercise 12. (Please type the textbook sentences along with your solutions.)

**By Friday October 9 turn in** your compare and contrast essay (40 points) and ex. 12 (5 pts.).

Week 8

Quiz on “Scrubbing in Maine.” Quiz is open-book. You must quote and paraphrase the text as you write about it; remember to include page numbers.

(Grammar) Reread pp. 403 – 409 and complete 5 sentences from Ex. 13. (Please type the textbook sentences along with your solutions.)

**By Friday October 16** take the quiz, which is available in the LRC, or you must request to have me email it to you. (25 points). Also, turn in your five sentences from Ex. 13.

Week 9

In many of your college classes, you will be asked to define both abstract and concrete terms in discussion and writing. To be an effective writer you must make sure that your audience understands your definition of specific terms. Read Chapter 14 to gain an understanding of how to clarify terms. Read “Americanization is Tough on ‘Macho’” on pp 302-303 and complete Ex. 8. Read “Graffiti: Taking a Closer Look” on page 307-311 and complete Exercise 11. Paying close attention to the example on pp 312 – 315, complete one of the TBW writing assignments on page 317 for either of the essays you’ve just read.

**By Friday October 23** turn ex. 8 and 11 and one-page TBW essay (10 points)

Week 10

Read “Chapter 15: Argument: Writing to Persuade.” Read “Abolish Restaurant Tipping” pp. 336-337 and complete Exercise 11. Choose a topic from Page 344 and research it. Find a minimum of four valid sources; read the section of your book called “Find Sources” on pp. 351-352. Follow those guidelines. I advise you to read the entire chapter (16) for this assignment. The books and articles you find in your research must be sober and professional. For example, Wikipedia.com and *USA Today* are **not** acceptable sources, but Britannica.com and *Los Angeles Times* are acceptable. If you are not sure whether a source is acceptable, email me or leave a note with this week’s assignment. Make a detailed outline. Make sure your outline includes a *debatable* thesis; that thesis and its support (your arguments and research) are the heart of your essay. It’s important that your essay is an *argument*, not just a general analysis of your topic. Turn in an outline and a works cited page for your essay.

**By Friday October 30** turn ex. 11 (7 pts.), outline of your research paper and works cited list (15 points)

Weeks 11 and 12

Finish writing your research paper. It must be at least five paragraphs and 600 words in length. Check that you follow all MLA guidelines correctly and include outline and works cited page. Proofread your paper carefully both for content and grammar. Please use the tutors!

Read “Selling in Minnesota” and “Evaluation” in *Nickel and Dimed*.

**By Friday, November 13** turn in the finalized, persuasive research paper (60 points)

Week 13

Quiz on the last two parts of *Nickel and Dimed*. Quiz open-book. You must quote and paraphrase the text as you write about it; remember to include page numbers.

**By Friday November 20:** take and turn in *Nickel and Dimed* quiz (35 points).

Week 14

Read “The Story of an Hour” by Kate Chopin (handout or available at <http://www.vcu.edu/engweb/webtexts/hour/storyofhour.html>). Write a reaction to “The Story of an Hour.” Your reaction should be in the form of a short four-paragraph essay of at least 375 words. Forgot what a reaction is? Re- read Chapter 1 p. 16. The important thing is that you let your opinion out, and let this opinion guide the essay –along with proper documentation from the text (story) itself. That means you must quote and/or paraphrase the text as you write about it. Your reaction should focus on what the main character goes through during this one hour, and what it means that (as stated in paragraph 19) she finds herself hoping that “life might be long” whereas the day before she was hoping that it wouldn’t be.

**By Friday November 27 turn in** your reaction essay (40 points).

Weeks 15

Read “Greasy Lake” by T.C. Boyle (handout) and answer the questions below. Remember that the narrator is the person who is telling the story; he is a character in the story, so he is made up by the author. Even though this story may have been put together with the help of memories from the author’s own past, he and the narrator are separate people; one is real, one is fictional.

1. What is it about Digby and Jeff that inspires the narrator to call them “bad”?
2. Twice in “Greasy Lake” – in paragraphs 2 and 32 – appear the words, “This was nature.” What contrasts do you find between the “nature” of the narrator’s earlier and later views?
3. How important to the story is Greasy Lake itself? What details about the lake and its shores strike you as memorable (whether funny, disgusting or both)?

Read “The Ghetto Made Me Do It” on pp 222 – 225 and complete Exercise 12.

**By Friday December 4 turn in** answers to the three questions (15 points) and Ex. 12 (11 pts.)

Week 16

Write a one-to-two-page response page (typed and double spaced) in which you discuss

how the main character of the story (the narrator) changes as the story develops. Consider, for example, how the story opens with a somewhat cocky description of his friends and what they intend to do that night, and then how the story shifts to a more subdued mood at the end. Write about what you think brings this change about and whether you can relate to his experience on any level. Maybe you, too, have experienced things in your life that were unpleasant, but looking back you can see they helped you grow up or gain a different perspective. Include at least two quotes from the story in your writing and a topic sentence.

**By Friday December 11 turn in** the response to “Greasy Lake” (20 points)