

# English 1A Course Syllabus

## Spring 2008

Offline Distance Learning

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- **Units:** 3
- **Class Meets:** January 28 – May 29, 2008  
IT IS YOUR RESPONSIBILITY TO START THE COURSE ON TIME. WE WILL NOT CONTACT YOU.
- **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:** 9 hours per week, depending on your study habits.
- **Special Requirements:** This is an offline course. It is not delivered through the Etudes system, and it does not use e-mail. To turn in and pick up handouts and graded work:
  - TCI students: syllabus, handouts, work and messages will be carried by aides.
  - Other off-line students:
  - LRC method: turn in and pickup materials regularly, once a week or at most a week and a half, in the Taft College LRC distance learning file. The syllabus will be online in the LRC.
  - Mail: For mailing work, send me 5 large (8" x 10") manila envelopes and 5 letter sized envelopes, all self-addressed and stamped so I can return work to you and get handouts to you. If you are not using the LRC option, let me know within the first week; we will mail syllabus and handouts to you immediately ONLY by request. A phone message to me will do. All students must start in the first week. If we do not hear from you, we assume you will be using the LRC method. Please make sure your envelopes are provided with enough postage; if they are not, your work will be returned to the LRC.
- **Assignments & Tests:** See Syllabus (online and in LRC). In addition to a research essay, you will have several essays. There are also two timed quizzes that need to be taken on-campus in the LRC. If you live some distance from Taft, you can find your own proctor who is subject to approval by your instructor. You

may also take your quizzes at Fresno Pacific University in downtown Bakersfield; if you choose this option, make sure you call ahead of time and make an appointment with the 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 50 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, done 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 – January 28, 2008. Do your work according to the syllabus; the syllabus is your guide; it's important 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 as indicated in the syllabus. I return it as soon as possible. Label all work carefully with week number, your name, my name, and the assignment title, and please use a stapler for your finished assignments. Papers with no name will not get graded or recorded. I will accept work a week or two early, but no late work is accepted. Quizzes are open book (*Nickel and Dimed*). Remember, we will not contact you. Please contact me during the first week to let me know which method you will use and to request mailed materials. If I do not hear from you, I will assume you are doing the LRC method. *We mail only by request.* If at any point during the term I do not hear from you or receive any work from, you will be dropped. **No late work, no make ups, no extra credit.**

**Delays and extenuating circumstances:** communicate with the instructor and counseling office immediately. Instructor 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 get work in on time. If you temporarily do not have access to a computer, I will accept handwritten assignments.

**Non-TCI Students:**

**LRC METHOD:**

1. Leaving work in the LRC (by Friday of each week) is the best way to get your work to me.
2. You **MUST** pick up graded work and any additional handouts once a week or 1 ½ weeks at most.
3. Do not fax any work in. I will not accept it submitted this way.

**MAIL METHOD:**

1. You **MUST** provide me with 5 regular letter sized envelopes and 5 large 8 by 10 inch manila envelopes, stamped and self-addressed so I can return work to you quickly.
2. Mail to Taft College care of Lene Moody. It must be postmarked on or before the day the work is due.

**Do not fax or email any work in. I will not accept it.**

**Revisions:**

Revise each graded paragraph or essay; put a large R at the top of the paper and return it to me before or with the next assignment with the original graded copy of the essay included. You earn extra points for each revised paragraph/essay.

Keep all your work for this class in a folder; bring this folder with you to any appointments you make to see me. We cannot discuss your work unless you have it with you. You may not submit exercises for revision.

**Grammar:**

As I read and grade your assignments, I will make notes about grammar errors that you need to work on, and I will direct you to the relevant pages in the book that explain how to improve your grammar. 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:** The assigned exercises in Brandon's *Paragraphs and Essays* must be written or typed on separate pieces of paper. Do not tear pages out of the book. Assigned paragraphs and essays must be typed, double spaced, 12 font and with 1 inch margins. Quizzes will be available one week before they are due. Handouts are available from week 2.

## **Grading:**

Exercises	110 points
Essays	180 points
Quizzes	60 points
Response (to <i>Nickel and Dimed</i> )	30 points
Outline and works cited for persuasive paper	20 points
Greasy Lake	35 points
<b>Total</b>	<b>435 points</b>

## **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. Do exercises 3 and 4. For exercise 4, do #1 summary. When you write your summary, you must incorporate quotations by introducing, blending, and paraphrasing – as explained in exercise 5 on p. 25. (But don’t do exercise 5).

Read about the writing process pp 29-70

**By Monday February 4 turn in:** exercise 3 (10 points) and exercise 4 #1 (20 points)

### Week 2

Read “Chapter 5: Writing the Paragraph” and do exercise 3 (p. 78). Include prewriting, outline, and first draft.

**By Friday February 8 turn in** exercise 3 (20 points)

### Week 3

Read “Chapter 6: Writing the Essay” and do exercise 2 (p. 93). Do the writing process work sheet from p. 6 up until (but not including) stage three for an essay on a topic you choose from p. 96. You should write a detailed outline that is modeled on figure 6.1 on p. 81. For this exercise, do only the writing process worksheet, including outline; do not write the actual essay. This is an exercise in pre-writing. This pre-writing you should do for all your essays in this class.

You can have more than three development paragraphs but not 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 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.”

**By February 15 turn in** exercise 2 from chapter 6 (15 points).

Start reading *Nickel and Dime* introduction and Part 1 – “Serving in Florida”

### Week 4

Read “Chapter 8: Exemplification.” Read pages 128-130 carefully. Do 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), and this time you do 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 research for this assignment. Essay must be typed, double-spaced, 12 font. Staple all the prewriting onto the final essay.

**By February 22 turn in** exercises 2 and 3 (15 points), exercise 6 (10 points) and the essay (40 points).

### Week 5

Respond in writing to your reading of pages 1-49 in *Nickel and Dime*. Write a one page paragraph that includes a topic sentence where you answer one of the questions below.

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 one 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”.

**By Friday February 29 turn in** your response to *Nickel and Dimed* (30 points).

#### 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. See also the compare-contrast handout, which includes the essay assignment. 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.

Read “Neat People vs. Sloppy People pp. 278-279 and do exercise 8.

**By Friday March 7 turn in** exercise 8 (10 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; it’s either point by point or by subject – as explained in the book. See also the compare-contrast handout, which includes the essay assignment. You are writing to inform, not to persuade. You will compare two groups of people – any two groups you like.

**By Friday March 14 turn in** the compare and contrast essay (40 points).

#### Week 8

Quiz on “Scrubbing in Maine.” Quiz is timed and open book. You will have one hour to complete it. It must be handwritten. You must quote and paraphrase the text as you write about it; remember to include page numbers.

**By Friday March 21** take the quiz in the LRC or with an outside proctor (25 points).

#### Week 9

Read “Chapter 15: Argument: Writing to Persuade” *and* handout. Read “Abolish Restaurant Tipping” pp. 336-337 and do exercise 11.

Choose a topic and research it. Find a minimum of four valid sources; read the section of your book called “Find Sources” on pp. 351-352 in your book. 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 March 28** turn in an outline and works cited page (20 points) and exercise 11 (10 points)

#### Week 10 and 11

Finish writing the research paper. It must be at least five paragraphs, 600 words. 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 April 11** turn in the finalized persuasive research paper (60 points)

#### Week 12

Quiz on the last two parts of *Nickel and Dimed*. Quiz is timed and open book. You will have one and a half hour to complete it. It must be handwritten. You must quote and paraphrase the text as you write about it; remember to include page numbers.

**By Friday April 18** take the quiz in the LRC or with an outside proctor (35 points).

#### Week 13

Nothing is due this week. Read “The Story of an Hour” (handout).

#### Week 14

Write a reaction to “The Story of an Hour” (handout). Your reaction should be in the form of a short four paragraph essay of at least 350 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 May 2 turn in** the reaction essay (40 points).

### Week 15

Read “Greasy Lake” (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)?

**By Friday May 9 turn in** answers to the three questions (15 points)

### Week 16

Write a one-page (typed and double spaced) paragraph where 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 May 16 turn in** the paragraph response to “Greasy Lake” (20 points)

### Final week

Now the semester is almost over. I want you to spend the last week going over the essays and paragraphs you have written during the semester so you can submit revisions if needed.

**By Monday May 26 turn in** your final revisions.