

English 1500 Course Syllabus
Summer 2009
Offline Distance Learning
Instructor: Caroline Schoneweis
E-mail: cschoneweis@taft.org
Telephone: (661) 763-2300 Ex. 162
Office Hours: by appointment
Mailing Address: Caroline Schoneweis,
Taft College,
29 Emmons Park Drive,
Taft CA 93268

• **Units:** 3

• **Class Meets:** June 8 – July 30, 2009

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. I prefer that you send your assignments to me through e-mail. using my Taft College email address. Assignments must be sent as .doc, .docx, or .rtf attachments.

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

○ 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.

• **Assignments & Tests:** See Syllabus (online and in LRC). In addition to a research essay, you will have several essays.

• **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, 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 – June 8, 2009. Do 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 as indicated in the syllabus. I will return graded assignments as soon as possible. Label all work carefully with 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 email header. I will accept work a week or two early, but no late work is accepted. Quizzes are open-book and will be sent to you via email. **No late work, no make-ups, no extra credit.**

Delays and extenuating circumstances: Communicate with the instructor and counselling 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 be sure to get work in on time. If you temporarily do not have access to a computer, I will accept handwritten assignments.

Non-TCI Students:

EMAIL METHOD (Preferred):

1. Simply email assignments to me by the deadline each week.

LRC METHOD:

1. Leave work in the LRC (by Friday of each week)

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.

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, 4, and 5. For exercise 4, complete #1 summary. When you write your summary, you must incorporate quotations by introducing, blending, and paraphrasing as explained in exercise 5 on p. 25.

Start reading *Nickel and Dimed* introduction and Part 1 – "Serving in Florida"

By Friday, June 12, turn in: Exercise 3 (12 points), Exercise 4 #1 (20 points), and Exercise 5 (5 points)

(For this first assignment only, I will accept your work on Monday with no penalty.)

Week 2

Read Chapter 2 "The Writing Process: Stage One," Chapter 3 "The Writing Process: Stage Two," and Chapter 5: Writing the Paragraph." Complete Exercise 3 (p. 78). Include prewriting, outline, first draft, and final draft. (You should use the Writing Process Worksheet to complete this assignment.)

Respond in writing to your reading of pages 1-49 in *Nickel and Dimed*. Write two-page response, answering the two 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 readings from Week 1, particularly page 19 and 25).

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 statistic that says “nearly one-fifth of all homeless people...are employed in full- or part-time jobs.” Discuss how you feel about this situation using specifics from the novel, and what you think 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 using specifics from the novel.

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

By Friday, June 19, turn in Exercise 3 (35 points) and *Nickel and Dimed* responses. (30 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 plan for 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.”

By Friday, June 26, turn in Exercise 2 from Chapter 6 (15 points).

Week 4

Read “Chapter 8: Exemplification.” Read pages 128-130 carefully. Read “Who’s Cheap?” on pp 135 - 136 and complete Exercise 5, questions 1 - 6. Read “Let’s Not Fool Ourselves: Pit Bulls Are Dangerous” and complete Exercise 6, questions 1-9 (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 worksheet, (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 and use appropriate MLA heading.

By Friday, July 3 turn in exercises 5 and 6 (15 points) and the essay (40 points).

Week 5

Read Chapter 7: Descriptive Narration: Moving Through Space and Time. Read “No Tears for Frankie” on pp 112-114, and complete Ex. 8, questions 1-5. Read “Rituals as Comfort Food for the Soul.” pp 121-122, RRW #7 on page 124.

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. Next week, you will compare two groups of people – any two groups you like. Read “Chick Flicks vs. Macho Movies” on pp. 276-277.

Read “Neat People vs. Sloppy People pp. 278-279, and complete exercise 8 questions 1-6.

By Friday July 10 turn in exercise 8 #1-5, RRW #7 (15 points), and exercise 8 #1-6 (5 pts.)

Week 6

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. Email me to request your test.

Read “Chapter 15: Argument: Writing to Persuade.” Read “Abolish Restaurant Tipping” pp. 336-337 and complete Exercise 11.

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

By Friday July 17 turn in quiz (45 pts.) and Ex. 11 (15pts.)

Week 7

Write a 3 – 4 page persuasive, research paper addressing one of the themes from *Nickel and Dimed*. (minimum wage, the under-employed, the uninsured). Find a minimum of three valid sources, and also use your *Nickel and Dimed* book.

Read the section of your book called “Find Sources” on pp. 351-352. 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. 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. 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. You must include parenthetical citations from all of you sources, including *Nickel and Dimed*.

By Friday July 24 turn in research paper, outline, and works cited list (60 points)

Week 8

Final quiz over Nickel and Dimed

Read "The Story of an Hour" by Kate Chopin (available at <http://www.vcu.edu/engweb/webtexts/hour/storyofhour.html?>>).

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 375 words. Forged 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.

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 July 30 turn in quiz (45 pts.) and response to "The Story of an Hour." (20 pts..)