**Section: 24056 Room: NEA 205 Day/Time: T/Th 9:35-11:00 a.m.**

ENGLISH 101: COLLEGE READING AND COMPOSITION

**Hello! I’m Professor Savard.**

**Welcome to my class.**

**Please come visit me at my office during student visit times listed below. Drop by for help or advice, or just to say hi.**



**Office Location: NEA 271**

**Meeting Times: M-Th 12:35-2 p.m. and by appointment. If these times don’t work for you please let me know. We can make a special appointment time. You can always email me at savardh@lahc.edu**

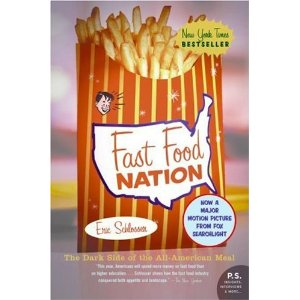
**Our class support site is located at:**

**www.profsavard.weebly.com**

**This site has digital resources such as the class syllabus, essay assignments, rubric info, grammar help, learning aids, fun links, and more. If you are confused about something, or have lost an important class documents, everything is archived here for download.**

**Required Texts and Materials:**

**Are available at the class support site and online as assigned.**



*A one-inch, three-ring binder, with paper and tabs. Create five sections:* **1) Notes 2) Quizzes**

**3) R&W exercises 4) Journals 5) Essays**



*Fast Food Nation*,

by Eric Schlosser

(Any edition will do, paperback, hardback, etc.)

**Highly Recommended:**

* **A personal computer**
* **USB Flash drive**
* **Internet access**
* **An laccd email**
* **Common Sense & Responsibility**
* **Sense of humor**

**Teaching Philosophy:**

***I believe that each student has the potential to succeed in my class. I support my students as individuals. I listen to my students and their needs. I try to develop a "mentor" relationship with my students, which means that I’m no better than you, but I just have more experience and expertise in English. I barely passed my freshman English 101 class. As the first one in my family to go to college, I had no idea what I was getting myself into. You probably don’t either, but that’s where I come in. If you are willing to work hard, try new strategies, be flexible, and commit to your goals you can be successful in this class and in college.***

**Course Description:**  Welcome to English 101. This composition course will help you develop the reading, critical thinking, and writing strategies necessary for success in college-level composition. We will examine varied text selections and types and will write both informal and formal pieces. We will spend class time evaluating assigned readings, discussing the experiences of composing, and sharing texts and opinions. There will be both at-home and in-class writings, all of which will factor into your final grade. Grammar exercises, journaling, peer editing, spontaneous writing practice, and self-evaluations will supplement our formal essay writing. **Prerequisite:** Acceptable score on the placement test, English 28 or equivalent with a grade of “C” or better.**Student Learning Outcomes (by the end of this course you will):**

* Apply critical reading/thinking/writing skills analyzing and writing, both in and out-of-class essays, about various freshman composition level readings including essays & novel.
* Demonstrate the ability to follow academic conventions by formatting expository essays, including page-layout, parenthetical citations and Works Cited entries, in the current standard MLA format.
* Write freshman-level essays that follow the various stages of essay writing, including pre-writing, thesis development, illustration and support of the thesis using concrete, specific evidence/examples, editing, proofreading and which are free of most errors in syntax, grammar, punctuation, diction, and spelling.
* Demonstrate understanding of effective college-level argumentation by producing logically-supported arguments and by recognizing and avoiding common logical fallacies.
* Produce a research paper which utilizes the various elements of research production, such as designing a research plan, compiling research notes, producing an outline, developing a draft, producing a finished paper that utilizes at least five sources and has a complete MLA-format Works Cited page.

**How to be Successful in this Class:**

**Attendance:** Attendance is mandatory to pass this course. You must attend all classes and be on time. You are allowed two absences, no questions asked. After the second absence, your grade will drop by 1/2 a grade. Each subsequent absence will continue to affect your grade in this fashion. Tardies and leaving early will count for 1/2 of an absence. (If you know ahead of time that you will be late or absent on a specific day let me know; this may excuse your tardy or absence. Continued absences or tardiness--regardless of reasons--will adversely affect your grade.) **Please note that if your absences in “hours” exceed the number of hours the class meets per week, you may be dropped from the class. This class meets 3 hours per week.**

**Study Skills:**

Embrace questioning and inquiry, and realize you don’t know everything, but you should. It’s a tough world out there. Remember that you probably know a great deal already—try to access this information at all times. Follow directions to the best of your ability. The amount of work you will do in this class, and many other college classes, is far more demanding than what you think it will be. Assume that you will need to read **everything** at least three times: once just to figure out what it is, twice to deal with the vocabulary and strangeness, thrice to start to identify some meaning and structure, and on…To this end you, you must annotate your readings. **Write in Your Books!** **Take Notes! Create Questions!** The road to success in this class and in life is asking the right questions. Make yourself into that annoying five-year old who constantly says, “But why?”

**Classroom Etiquette:** Respect should be given to your peers and instructor at all times. Treat others as you would like to be treated. Arrive to class on time and stay the entire period. Turn off all cellular phones and sound-emitting electronics upon entering the classroom, unless otherwise given permission. **No video or audio recording in class, unless special permission is given.**

Title IX (of the 1972 Education Amendments) protects students and staff alike from discrimination based on sex, including Sexual Harassment and Sexual Assault, which are forms of Sexual Misconduct. Under Title IX, all people in the educational environment must be treated equitably, regardless of sex, sexual orientation or expression, and/or transgender identity.

If you have experienced or learned of a possible violation of Title IX and/or would like to know about options, resources (including confidential services), the law, or District policy, please do not hesitate to contact a Title IX Coordinator.

Campus Title IX Co-Coordinators:

Dawn Reid Phone:  310-233-4267     Email:   Reidd@lahc.edu

Peggy Loewy Wellisch 310-233-4321 Email: Loewywp@lahc.edu

District Title IX Office:

Office for Diversity, Equity, and Inclusion    (213) 891-2315 TitleIX@email.laccd.edu

**How Your Grade is Calculated:**

**Participation:** Participation is calculated by your attendance in class, preparedness, and your support of the classroom environment. It is a vital component of this class, as most of our time will be spent discussing in class the readings and concepts related to them. Since participation accounts for a hefty chunk of your final grade, I advise you to read *actively*, jotting down specific questions, reactions, and observations in regards to the texts. You will thus be better prepared to discuss the works in class. It is usually necessary to read an author’s essay at least twice. Additionally, throughout the semester, we will divide ourselves into working groups. The groups will meet in class to tackle grammar exercises or discuss the readings and share and compare observations with the other groups and the professor. Finally, please bring your books, notes, and materials to class every day.

**Course Work:** All work is due at the **beginning** of class the day the assignment is listed on the class schedule. If you show up tardy on a day that an assignment is due, your grade for that assignment will be lowered one full grade; if you fail to turn in an assignment on its due date, your final grade will be marked down three full grades for each class day that it is late. This rule applies to **all** out of class work. There are **no** make-ups for work done in class

**Reading and Writing Exercises:** We will do many in-class reading, writing, and grammar assignments, which correspond to the assigned reading for that day—these are worth 10 points.

**Journals:** For each essay we read, handwrite a journal response. Your responses will vary in length, but should be about one page total. For each journal address the following: Who? What? When? Where? Subject (note the thesis of essay), Purpose (why is it written?), Reliability of the facts, Plausibility of the author’s argument, Credibility of the author, and any of the 3 Classic Appeals used in the argument. In this way, you will analyze the article and determine how the Author writes to persuade a reader and why we might agree with the author or disagree.

For each chapter we read in *Fast Food Nation* write about one page of reactions/notes/thoughts about the chapter, including the Introduction, Epilogue, and Afterword. The journals are due the day we discuss the essay or reading in class.

Journals are worth 10 points each. There are 30 total = 300 points

**Essays:** Students are required to write three out-of-class essays of varying lengths, worth 100 points each. Since we will concern ourselves not only with final products, but also with the writing process itself, you will be required to complete prewriting activities and write successive drafts of all out-of-class essays. Further details when essays are assigned.

Additionally, there is a research paper between 7 and 8 pages. This research essay will prepare you to succeed in any class you take in the future. It is the capstone of the semester and should be taken seriously. We will do research activities and prewriting leading up to the final submission, all of which will be part of the 300 point total. You will have individual help. You can do it!

Essays are graded using a rubric. We will discuss and analyze this rubric in great detail throughout the semester. The elements of the rubric are:

1) Thesis, Process, and Response to Prompt2) Content Development, Support, and Organization3) Coherence, Style, and Voice

4) Grammatical soundness (usage, sentence structure, punctuation, spelling, etc.).

5) Critical, Evaluative, and Analytical Elements

**You must turn in all essays (4) in order to pass this course.**

Additionally we will be using Turnitin.com to submit all out-of-class essays. Every essay must be submitted to Turnitin.com by the start of class on the date the essay is due and a final hard copy must be brought to class and turned in. **You must do both to turn in an essay properly for a grade.** Directions for registration are:  
1)    Go to http://www.turnitin.com  
2)    Click on “create an account” and then follow the hyperlink for “student.” (If you have previously used Turnitin, you can log in with your prior information.)  
3)    Enter class ID and password:  Class ID: **17486759** Enrollment key: **write** 4)    Continue with all registration prompts and find your class and section: **Eng 101 T/Th 24056**

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| Your Total  Points | Points  Possible |
| R & W Ex.  10 points each |  |  |  |  |  |  |  |  |  |  |  | 100 |
| Journals  10 points each |  |  |  |  |  |  |  |  |  |  |  | 100 |
| Journals  10 points each |  |  |  |  |  |  |  |  |  |  |  | 100 |
| Journals  10 points each |  |  |  |  |  |  |  |  |  |  |  | 100 |
| Essays  100 points each |  |  |  |  |  |  |  |  |  |  |  | 300 |
| Final Essay  300 points |  |  |  |  |  |  |  |  |  |  |  | 300 |
| Notes: Final essay includes Proposal (25), Round table (25), Annotated Bibliography (50), and Research essay (200) = 300 points total  **Total Points** | | | | | | | | | | |  |  |
|  | 1000 |

**How is Your Grade Calculated?**

**The grading scale for this class is:**

**90% (900 points) and above = A80%-89% (800 to 894) = B70%-79% (700 to 794) = C60%-69% (600 to 694) = D59% (590) and below = F**

**To calculate your grade at any time, simply divide your total points by the total points possible. For example:**

**900 ÷ 1000 = 90% or an A!**

**450 ÷ 500 = 90% also an A!**

**Other Information:Emergency Procedures:** If required to evacuate a classroom or building, students will proceed to a clear and safe area away from the building. Take all personal belongings with you.**Academic Accommodations:**  Students with verified disabilities requiring accommodations should make a specific request of the instructor in a timely manner, both at the beginning of the semester and at least one week prior to the verified and identified need.**Academic Integrity:**  Plagiarism occurs when you copy someone else’s words, work, or ideas and pretend that they are your own. Academic dishonesty is a serious offense that carries with it heavy penalties. The bare minimum in terms of punishment for plagiarism is an ‘F’ on the assignment and a referral to the dean. Other penalties include academic probation and expulsion from Los Angeles Harbor College. Such things tend not to enhance one’s resume/application for either a job or college. For further information, refer to the Los Angeles Harbor College catalog. It is essential that you read and fully understand this statement.**Syllabus Changes:** The professor reserves the right to make any changes to this syllabus as necessary. If any changes are made, the students will be notified promptly, and sufficient time will be given to adjust to the changes. This syllabus is a contract, and if you remain in this class, you are agreeing to abide by its rules and regulations. This applies to the instructor as well.**Finally:** If you have a problem, question, or concern with anything on this syllabus or in this class, please come talk to me! I assure you that approaching me for help or clarification will prove beneficial. My office is in NEA 271, phone extension is 4241, email is savardh@lahc.edu.

**CLASS CONTACTS**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Date** | **Topics & Reading Due (finish before class)** | **Homework Due or In-Class Assessment** | **Objectives & Notes** |
| **Tue**  **2/6** | Syllabus, Introductions |  |  |
| **Thu 2/8** | Group Work | **R&W Exercise**  **Journal Due** | Critical Thinking |
| **Tue**  **2/13** | Friedman’s Essay  Reading | **Journal Due** |  |
| **Thu**  **2/15** | Critical Thinking and Classic Appeals  *TCR* Chapters 1, 2, 3, 4 | **R&W Exercise**  **Journal Due on**  “Shacks” |  |
| **Tue**  **2/20** | **Assigned Reading** | **Journal Due** |  |
| **Thu**  **2/22** | **Assigned Reading** | **Journal Due** | **Assignment of Essay #1** |
| **Tue**  **2/27** | **Assigned Reading** | **Journal Due** |  |
| **Thu**  **3/1** | **Assigned Reading**  *TCR* 384-411  Using sources | **Journal Due** |  |
| **Tue**  **3/6** | **Rough Draft of Essay #1 due** | Bring one typed copy, all prewriting, and outline to class. **R&W Exercise** |  |
| **Thu**  **3/8** | **Essay #1 due**  **Library Visit** | Staple hard copy to rough draft, prewriting, and outline. Submit final draft to Turnitin.com | **Assignment of Essay #2** |
| **Tue**  **3/13** |  | **Journal Due** |  |
| **Thu**  **3/15** | **Library Visit**  *TCR* 384-411  Using sources | **R&W Exercise** |  |
| **Tue**  **3/20** |  | **Journal Due** |  |
| **Thu**  **3/22** |  | **Journal Due** |  |
| **Tue**  **3/27** | **Rough Draft of Essay #2 due** | Bring one typed copy, all prewriting, and outline to class. **R&W Exercise** |  |
| **Thu**  **3/28** | **Essay #2 Due**  \*Turn in to my office on Wednesday—no class Thursday\* | Staple hard copy to rough draft, prewriting, and outline. Submit final draft to Turnitin.com | ***Thursday no school—see notes at left*** |
| **4/2-**  **4/5** | **SPRING BREAK** | **NO CLASS** |  |
| **Tue**  **4/10** | **Semester Reset** | ***DO NOT MISS THIS CLASS!!!*** | **Essay #3 and #4 assigned** |
| **Thu**  **4/12** | *Fast Food Nation* Introduction, and Chapter 1 |  |  |
| **Tue**  **4/17** | *FFN* Ch. 2, 3, 4 | **Group Quiz Game** |  |
| **Thu**  **4/19** | *FFN* Ch. 5, 6, 7 |  |  |
| **Tue**  **4/24** | *FFN* Ch. 8, 9, 10 |  |  |
| **Thu**  **4/26** | *FFN* Epilogue, Afterword |  |  |
| **Tue**  **5/1** | ***Fast Food Nation Project Due* (as Essay #3)**. | Upload file to Turnitin.com or send link in an email | **Library Visit** |
| **Thu**  **5/3** | **Research Paper**  **Proposals!** | **Research Essay Proposal Due** |  |
| **Tue**  **5/8** | **Research Paper Round Table #1** | **Annotated Bibliography Due** |  |
| **Thu**  **5/10** | **Research Paper Round Table #2** | **Annotated Bibliography Due** |  |
| **Tue**  **5/15** | **Research Paper Round Table #2** | **Annotated Bibliography Due** |  |
| **Thu**  **5/17** | **Research Paper Round Table #4** | **Annotated Bibliography Due** |  |
| **Tue**  **5/22** | ***Mandatory Class Meeting*** | ***DO NOT MISS THIS CLASS!!!*** |  |
| **Thu**  **5/24** | **Final Research Essay Due** | Bring hard copy to class. Submit final draft to Turnitin.com |  |
| **Thu**  **5/31** | **Class Final**  **10:30am-12:30 pm** | **Papers returned. Grades given. Be here.** |  |