

Brazil 1

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Class: 9428: MTWTh 9:30-11:25 F411 (8 weeks)

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Office Hours: See final page of syllabus

# English 098: English Fundamentals

## Cuyamaca College

### Spring 2014

#### **Class Materials:**

Student Packet (available in the book store and on reserve in the library)

And choose one of the following autobiographical novels:

*Into Thin Air*, Jon Krakauer, 301 pages\*\*

*Narrative of the Life of Frederick Douglass*, Frederick Douglass, 119 pages\*\*

*The Things They Carried*, Tim O'Brien, 233 pages\*

*Motorcycle Ride on the Sea of Tranquility*, Patricia Santana, 276 pages\*

*Because of Romek*, David Faber, 197 pages

*The Circuit*, Francisco Jimenez, 134

\* 5 extra credit points

\*\* 10 extra credit points

Other:

3-ring binder with lined paper

4 Scantron or GradeMaster sheets

Dictionary and thesaurus

Three highlighter pens of different colors

Packet of 3x5 notecards

Stapler

#### **Course Description:**

Welcome to English 098! I look forward to working with you this semester.

This class covers basic English writing skills: grammar, punctuation, and writing. During this course, you will learn to compose well-organized, well-developed paragraphs and five-paragraph essays.

Your English classes will be some of the most important courses in your college career. Whether you're composing a cover letter for your dream job, writing a memo explaining

why you deserve a promotion, or sending an email to your child's teacher, the way you communicate through writing will reflect who you are and how others perceive you. ***Solid writing skills will serve you well for the rest of your life. Your future may very well be determined by your success in this class.***

**Student Learning Outcomes:**

By the end of the semester, students will be able to:

- 1) Identify and utilize the parts of speech (nouns, verbs, pronouns, adjectives, adverbs, conjunctions, prepositions) in effective, coherent, specific and clearly focused paragraph and five-paragraph essay compositions that adhere to a highly-structured model defined in the textbook or through handouts in class.
- 2) Identify and correct errors in basic English grammar, usage (plurals, possessives, subject-verb agreement, capitalization, etc.), punctuation (apostrophes, commas, fragments, comma splices, fused sentences, etc.), spelling, and vocabulary in worksheets, on quizzes, in the writing of peers, and in their own writing.
- 3) Identify and compose coherent and simple, compound, complex and compound-complex sentences in quizzes and in their own writing.
- 4) Produce a minimum of five highly structured, highly developed paragraphs of 300-600 words following models provided in the text or in class, in a variety of rhetorical modes, which include a clearly stated main idea that is supported by sub topics, each of which is made clear through multiple specific details. The paragraphs will fit the assignment, focus on a single main idea of the appropriate "size", will be well supported by specifics that are appropriate to the main idea, will demonstrate proper use of transitions and organization of information, and will include an effective conclusion. These paragraphs will be predominantly free of errors in grammar, punctuation, spelling, and diction.
- 5) Produce at least two highly structured five-paragraph essays following models provided in the text or in class, in a variety of rhetorical modes. The introductions will include an attention getter, a clearly stated thesis that fits the assignment given, and a plan of development. The body paragraphs will include transitions, clearly stated main ideas that fit the thesis, and sufficient specific evidence to prove the author's point. The essays will include a summary and a conclusion. These essays will be predominantly free from errors in grammar, punctuation, spelling, and diction.
- 6) Write at least one in-class paragraph and at least one five-paragraph essay utilizing standard and structures for effective writing presented in class and/or in the textbook.
- 7) Utilize the writing process (prewriting, writing, revision, and proofreading) for all writing assignments.
- 8) Articulate the traits of effective writing as presented in the textbook and/or lecture and as used for grading within the class.

9) Participate in small group and/or whole class peer review. Use meta-language of effective writing to comment on the ways in which their own work and the work of other students meets or fails to meet the standards and structures presented in class and/or in the textbook.

10) Integrate the suggestions of peers and instructor in revision of a minimum of two paragraphs – these revisions are in addition to the minimum five paragraphs identified in #4 above.

11) Respond to selected reading assignments, noting where they are effective models for writing, how they fit with the expectations for writing presented in the class, how they might be improved in terms of their writing, how they relate to their own lives or other classes and/or how they relate to other readings in the class.

**Attendance:**

English 98 is a skills-based class. The skills necessary for successful writing will be explained and practiced daily. To improve your writing, **attendance is very important**. I'll expect you to be present and prepared for every class.

I see no difference between an “excused” and “unexcused” absence. If you're absent, you're absent, and there's no need to contact me if you're sick or have a doctor's appointment. It's your responsibility to consult the schedule and contact your peers to keep current with the class. **An absence is not an excuse for turning work in late or for falling behind.**

**Make note that I do not give make-up tests. Also, if you arrive late, you won't be given extra time to complete a test. If you plan to be absent the day of a test, you may make arrangements with me to take the test early.**

**If you are tardy, be sure to see me at the end of class; otherwise, you'll be marked absent. Three (3) tardies equal an absence.**

**After four (4) absences, you will be dropped from the course.**

**If you are absent for more than 15 minutes on the first day of class, you will be dropped.**

**If you text, leave early, leave class regularly, or fall asleep, I will mark you absent.**

If you're not passing by the final drop deadline, you would be wise to drop the class, take a “W” and try again the next semester.

**Grades:**

Final grades will be based on the items listed below.

**Points and Percentage of Final Grade:**

<b>Assignments:</b>	<b>Points Possible:</b>	<b>Points Earned:</b>
Paragraph #1: Cover Letter:	50	___
Preliminary Work Packet:	10	___
Revision	20	___
Paragraph #2: Process Paragraph:	40	___
Paragraph #3: Description of a Photograph:	50	___
Preliminary Work Packet:	10	___
Revision	20	___
Paragraph #4: Cause or Effect	50	___
Preliminary Work Packet:	10	___
Paragraph #5: In-class Single-Source Paragraph:	50	___
Preliminary Work Packet:	10	___
Essay #1:	100	___
Preliminary Work Packet:	10	___
Personal Memoir:	100	___
Reading Packet (completed in class):	100	___
Tests (3 x 50):	150	___
Final:	100	___
Final In-Class Essay:	100	___
Participation and Preparedness:	20	___
<hr/>		
Total:	= 1000	_____

**Points Possible:**

Note that I assign plusses and minuses.

910-1000	A	710-789	C
900-909	A-	700-709	C-
890-899	B+	690-699	D+
810-889	B	610-689	D
800-809	B-	600-609	D-
790-799	C+	0-599	F

**Extra Credit:**

To earn extra points throughout the semester, you may do the following:

- edit your writing assignments (5) five times (worth up to 5 points per assignment)
- see a tutor in the Writing Center—staple receipt to assignment (3 points per visit)

**Writing Assignments (Paragraphs and Essay):**

All writing assignments completed out of class **must be submitted with a Preliminary Work Packet, which includes prewriting, outline, peer evaluations, revisions, and at least two copies with hand-written editing.** Each packet is worth ten (10) points. **Failure to complete this work will most likely result in your *not passing the class.***

Throughout the term, your peers and I will evaluate your writing in class. I firmly believe students benefit tremendously from evaluation workshops, so I expect you to be present to participate. **Failure to attend your group's evaluation will result in the final grade of your paper being lowered one full-letter grade.**

**All writing assignments are due on the date assigned.**

Students who miss a deadline may turn in **one** assignment the last day of class for half-credit.

Any paragraph or essay that is returned to you with an “R,” meaning “redo,” must be taken to the Writing Center and re-submitted with a stapled receipt from the Writing Center **within one week.** Work earning an “R” will receive an automatic deduction of points equivalent to one full-letter grade.

**SafeAssign:**

To prevent plagiarism, paragraph and essay assignments must be submitted to SafeAssign through Blackboard and ***will not be graded without a report of submission attached.*** Upon submission, your work will be added to a nationwide database.

**Personal Memoir:**

**In addition to paragraphs and essays,** students will write a five to ten-page Memoir due **the fifth week of class.**

**Novel and Reading Packet:**

During this semester students will read an autobiographical novel. To intensify your reading experience and make your appreciation of the novel long-lasting and meaningful, you'll write about the novel in a variety of assignments: in a reading packet, a paragraph, and your final in-class essay, all of which will be *completed in class.* **To be successful in this class, you must read the book.**

**Final:**

At the end of the semester, you will take a final exam that tests your understanding of the grammar, punctuation, sentence structure, and writing covered in class. I highly recommend studying with your peers or tutors in the Writing Center; those who do so usually retain more information than students who study alone.

**Participation and Preparedness:**

Everyone begins the semester with twenty (20) participation and preparedness points. **Every absence (except your first) will cost you three (3) of those points, and every tardy or early departure from class will cost one (1) point.**

To keep your twenty (20) points, arrive on time, don't leave early, participate in activities, be mentally present, and come prepared. I'll expect you to turn in all your work, keep your notebook open, and take notes throughout class. Also, stay current with the class schedule by crossing off completed work.

**Code of Conduct:**

To foster an atmosphere of mutual respect and courteous behavior, enabling us all to focus on being successful in class, I'll expect everyone to behave as mature, respectful college students. To do so, please . . .

Choose a seat away from students with whom you'll feel compelled to talk.

**Turn off and stow away all electronic devices including laptops, headphones, and earbuds.**

Arrive on time. If, however, you are late, enter the room quietly, shut the door carefully, and take a seat near the door. Please ***do not disrupt the class.***

The following behaviors are disruptive and unacceptable:

Offensive remarks

**TEXTING, SLEEPING, and CHATTING (talking to your neighbors).** These behaviors are disruptive for you, your neighbors, and your teacher, and they cause those involved to be ***mentally absent from class.*** If you are texting, sleeping, or chatting, I will kindly warn you once and deduct 3 participation and preparedness points for your mental absence. For the second offense, **I will ask you to leave, mark you absent from class, and deduct 3 participation and preparedness points. Any work missed in class may not be made up.**

The following behaviors will cause you to lose participation and preparedness points: being absent, arriving late, leaving early, stepping outside to take phone calls, answering phones in class, not turning in assignments, doing work for other classes during this class, plagiarizing, talking, sleeping, texting, and/or being disruptive by making strange, irritating sounds.

Please note that I reserve the right to dismiss and mark absent disruptive students.

**Plagiarism:**

**The communication Arts Department has a zero tolerance policy for cheating or plagiarism. Plagiarism, or copying someone else’s words or ideas, will result in a failing grade for that assignment.**

According to the Cuyamaca College Catalog, Student code of Conduct, Academic Dishonesty, such as cheating or plagiarizing, is grounds for instructional and administrative sanctions. That means that if you present the words, ideas or work of someone else as your own, or if you have your work heavily rewritten by someone else and turn it in as your own, your instructor has the right to fail the assignment. The same is true if you are seen or otherwise caught cheating on a quiz, exam or other non-collaborative assignment.

In addition to earning a “0” on the assignment, your misconduct will be reported to the Department Chair, the Instructional Dean and the Associate Dean of Student Affairs. The Associated Dean of Student Affairs will keep a master list of cases of student misconduct. Any student who is reported to have cheated or plagiarized twice will be called in for a meeting with that dean. It will be up to the dean’s discretion to determine what action to take, but students may be **SUSPENDED FROM THE COLLEGE OR PERMANENTLY EXPELLED** for repeated acts of cheating or plagiarism.

Please feel free to consult the college catalog for further information or visit <http://www.cuyamaca.edu/ascc/conduct.asp>.

**Buddies:**

Write down at least two students' phone numbers and/or e-mail addresses. In case you are absent, contact your peers to copy their notes and check for schedule changes. As stated earlier, your absence is **not an excuse** for being unprepared for class.

<b>name:</b>	<b>phone number:</b>	<b>e-mail address:</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Note:**

**Save all your graded papers in your notebook until you receive your final grade in the class.**

As with your other college courses, you may expect to spend approximately two to three hours of time outside class for every hour spent in class. Since this is a four-hour class, **expect to spend eight to twelve hours per week outside class to pass**. If you are unwilling or unable to devote this much time, please consider withdrawing from this course, or be prepared to take it again.

**Extra Help:**

Take advantage of the *free tutoring* in the Writing Center, located on the first floor of the B building. After the third week of classes, trained tutors will be available to work with students most days of the week. Whether you're earning A's or D's on your assignments, I highly recommend visiting the Writing Center to get individual help with your writing.

**Data shows that students who utilize the Writing Center show an average 22 percent improvement in their grades.**

If you are eligible for DSP&S services, please notify me during the first week of school, so I can make necessary accommodations. Students may contact DSP&S in person in the A building or by phone at (619) 660-4239.

You are welcome to visit my office in B266, where I meet with students individually to answer questions and give guidance about the class. Please feel free to stop in *or call* (660-4372) any time during my office hours listed below. For best results, make an appointment. If my office hours don't work with your schedule, please contact me.

**Monday**                      **8:15-9:15; 11:30-12:30**

**Tuesday**

**Wednesday**              **8:15-9:15; 11:30-12:30**

**Thursday**                 **8:15-9:15**

**Additional Opportunity:**

**Night at the Theater to see *Water by the Spoonful*, Winner of the 2012 Pulitzer Prize for Drama in its California Premiere**

**Friday, May 9**

**Old Globe Theatre**

**Tickets: \$22**

After serving in Iraq, wounded soldier Elliot Ortiz returns home to reconnect with his family and start a new life. At the same time, four lonely souls with wounds of a different sort reach out across the internet to an online support group in search of healing connections of their own. Soon the real world and the virtual one come together in ways neither could ever have foreseen. The *Hartford Courant* proclaimed *Water by the Spoonful* "a very funny, warm and, yes, uplifting, play with characters that are vivid, vital and who stay with you long after the play is over." *Contains strong language.*

**What's included:**

A pre-performance workshop with one of the actors from the play (6:30)  
Performance (8:00 p.m.)