

English 104

Fundamentals of Composition

PREREQUISITES: Completion of English 322 or Reading 101 or ESL 302 with CR AND & English 330 or 335 all with CR (“C” or better) or a qualifying score on the English Placement test, SAT Test or ACT Test. I strongly recommend you take this course concurrently with English 102.

REQUIRED TEXTBOOKS/ MATERIALS: *Visions Across the Americas*, 6th Edition, J. Sterling Warner
The Beet Queen, Louise Erdrich
Dictionary of the English Language (your choice)
2 Note books, Folders, 8 1/2 x 11 inch paper
Tot Stapler, Pens (no red ink, please), six greenbooks for in class essays
A flash drive (to back up essays writing on your own computer or computers in the writing lab)

COURSE

CONTENT: Within this course, you will sharpen your understanding of good writing techniques and improve your writing ability by studying and practicing various patterns of development used in expository and analytical writing. Your ultimate aim will be to recognize and to intentionally use techniques of exposition that will do the best job explaining your topics and expressing your purposes.

APPROACH: In English 104, I emphasize the important connection between reading and writing. Your textbook, *Visions Across the Americas*, 6th Edition, takes an intensive look at cross-cultural issues and themes affecting the lives of Americans today as well as those in the past. The essays presented in the text offer a broad prospective of selected topics, providing an opportunity to evaluate and reevaluate biases and *programmed notions* about subjects. Most importantly, the selections present good writings that are valuable tools in generating material for writing logs and journals, for collaborative activities, and for individual writing assignments.

In traditional and electronic classroom environments, you will practice the fundamentals of paragraph writing, responding to readings and assignments, in order to "learn the characteristics of good writing. Then, you will practice structuring several paragraphs into an organized unit—an essay. Overall, there will be at least three short composition assignments and eight essay assignments—as well as rewrites and peer editing exercises, business writing activities, a midterm essay and a department final. At the end of the term, you should be able to *read, analyze, understand, and write about selections of college level prose* in a clear, coherent, unified manner.

JOURNALS: In addition to class work, including a writing log of textbooks insights and responses (see your reading syllabus for more details about the writing log), every student is required to keep a journal, which I will collect, every other Tuesday. You should write at least five entries in your journal a week about anything you please. Your journal presents you with an opportunity to explore new ideas and evaluate old ones. Journal entries may include free writings, poems, short stories, descriptive narratives, critical observations, and persuasive arguments. To encourage creativity, I will not assign letter grades to your journals or mark up your entries unless you specifically request my commentary. However, *keeping a journal is not an option* in this class; failure to keep or to write in your journal on a consistent basis will be reflected accordingly when I compute your final grade. As far as guidelines for your journals go, I only request that you: 1) Write all of your entries in a bound or three ring notebook. 2) Write in your journal on a consistent basis. 3) Vary the sorts of entries you write, addressing different subjects and audiences.

EVERGREEN VALLEY COLLEGE
ENGLISH COMPOSITION DEPARTMENTAL FINAL EXAMINATION:

On *FRIDAY, MAY 16, 2008* at 11:50 a.m. **ALL 104** students will write a *department final essay exam*, which will then be graded by faculty readers and count **20% of their course grade**. *Please make any necessary work/transportation arrangements and doctor's appointments well in advance of the test date—and buy an extra alarm clock!*

Note: Students who fail the department final should not expect to pass the course. Demonstrating your preparedness for the next course in the composition sequence by writing *in class* as well as *out of class* compositions at Evergreen Valley College is crucial because the final exam for English 104 is like an entrance exam for English 1A.

ATTENDANCE: The lectures, discussions, and exercises during class meetings provide you with valuable insights and guidelines for your papers. Furthermore, since most of your writing assignments will be done "in class," it is imperative that your attendance is prompt and consistent in order to complete this course successfully. If you must miss a class, contact a colleague and find out what you missed (notes and assignments). *Don't assume an absence excuses you from doing an assignment or gives you the privilege of submitting it late to me.*

DROPPING CLASSES: At Evergreen Valley College, students—not instructors—are responsible for dropping their classes, even if they assume an instructor will disqualify them due to excessive absences. In short, assume nothing; instructors can no longer back date withdrawals which means if you neglected to make sure you were dropped from a class, instructors must issue you a letter grade—No exceptions. For more information, consult your college catalogue.

THE ENGLISH 104 CENTER: All Students—NO EXCEPTIONS—must complete the lab component for WRITING English 104, in the Writing Center, Room L-119. (Special arrangements can be made to accommodate those with learning disabilities.) **WORK COMPLETED IN THE WRITING CENTER REPRESENTS 25% OF THE CURRICULUM FOR THIS FOUR-UNIT COURSE.** The sooner you go to the Admissions and Records office and schedule yourself for a time block, the better your chances are of arranging Writing Center hours convenient to your class or work schedule. You are more than welcome to sign up for my 104 Writing Center sections on Mondays.

EVALUATIONS: Successful completion of English 104 is based upon student performance on exercises, quizzes, paragraphs and essays (with an emphasis placed on compositions written during the last half of the term). Successful Writing Center.

GRADES:

Overall, your course grade will be computed as follows:

Class Compositions & Exercises	45%
Writing Center:	25%
Exploratory Journals & Writing Logs:	10%
Department Final:	20%

CONFERENCES & OFFICE HOURS: We will have periodic student conferences in this class; please come to them prepared (bring your work folder). Outside of arranged conferences, my regular office hour will be held on Monday from 2:00-4:00 PM and on Tuesdays and Thursdays from 1:45-2:45 PM. I also am available by appointment. Please drop by; you don't need to be having any difficulty with your work!

Sterling Warner
T-Th 7:45-9:10; 12:15-1:30
Phone: (408) 274-7900 X6605

Office: Roble Building R3-321
Classroom: C-206 (7:45); AB-132 (12:15)
Office Hours: T: 1:45-3:00 and by Appointment

MESSAGES: If I am not in my office, leave your messages for me on the answering machine (274-7900, extension 6605). I look forward to **seeing** all of you frequently (a message is not a very good substitution for your actual presence in class). You can also email me at sterling.warner@evc.edu

EQUAL ACCESS TO CLASSES & LEARNING ACCOMMODATIONS: Equal access to education means equal opportunity to learn. Under section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act of 1990, students with verified disabilities—or who are otherwise qualified—have a right to equal access and appropriate accommodations to classes at Evergreen Valley College. If you are a DSP student or have a learning disability, please conference me within the first week or so of class. The DSP staff at EVC and I would like to work cooperatively to insure your equal access to learning materials, supportive services, and appropriate accommodations as early in the semester as possible. You may also wish to contact the Counselor--Coordinator of the Disabled Students Program at Evergreen Valley College: (408) 270-6447 Voice, or (408) 238-8722 TTD, Room L-105.

WITHDRAWALS: To receive a "W" (withdrawal with no penalty) in the class, you must be making satisfactory progress in class, you must inform me of your intention, and you must withdraw on or before the date designated by the registrar.

ACADEMIC HONESTY AND PLAGIARISM

Please acquaint yourselves with the college's policy on plagiarism and academic honesty. The act of presenting someone's work as your own will not only guarantee you an "F" on an assignment, but may also be grounds for your dismissal from class. As stated in the Evergreen Valley College Catalogue:

"Evergreen Valley College believes that Honesty in the classroom and in the entire college community is vital to the integrity of the college, its courses, and its programs.

As a part of our college's standards and policy or academic integrity, the following defines academic honesty. It will serve to inform students of the consequences of violating these standards, as well as advising them of their rights.

At Evergreen Valley College, dishonesty (such as cheating) is defined as the act of obtaining or attempting to obtain credit for academic work through fraudulent or deceptive means. Academic dishonesty and/ or cheating at Evergreen Valley College includes, but is not limited to:

- *copying, in part or in whole, from another's test or other evaluation instrument;*
- *submitting work previously presented in another course;*
- *using or consulting during an examination, sources or material not authorized by the instructor;*
- *altering or interfering with grading or grading instructions;*
- *sitting in for an examination by another student or for another student;*
- *allowing anyone else to see you paper during an exam, test, or quiz*
- *plagiarizing, copying sentences, phrases, or passages from an uncited source while writing a paper or doing research.*

Evergreen Valley College

Name _____

ENGLISH 104/ESL 91:DEPARTMENT FINAL

You have thirty minutes to think about the following topic/issue. You may make notes and an outline on this sheet and on your scratch paper. At the end of the prewriting phase, the proctor will distribute the examination booklets in which you must write your essay. Once the booklets have been distributed, you will have a little over one hour to write your essay. (*Consider how the advertising media uses “sex” to convey messages when thinking about the following.*)

Sex as communication can send messages as different as life and death; even the origins of “erotica” and “pornography” reflect that fact. After all, “erotica” is rooted in Eros or passionate love and thus in the idea of positive choice, free will, the yearning for a particular person. (Interesting, the definition of erotica leaves open the question of gender.) “Pornography” begins with a root in “prostitution” or “female captives,” thus letting us know that the subject is not mutual love, or love at all, but domination against women.

—Gloria Steinem from “Erotica and Pornography”

WRITING ASSIGNMENT:

Can “erotica” and “pornography” really “send messages as different as life and death”? Does the media shape and reinforce positive and negative messages about sex and sex roles? Write a fully developed essay in which you state, explain, and analyze the degree to which you agree or disagree with Steinem’s perception of the major difference between “erotica” and “pornography.” Be sure to use concrete, specific details drawn from personal experience, observations, and readings to illustrate and support your claims.

- **Prewrite for ideas** (30 minutes).
- Be sure to **state an assertive, focused thesis**.
- **Support your thesis** with specific examples drawn from personal experience, observations and readings.
- **Organize your sentences** carefully and **punctuate correctly**. (Avoid fragments. Run-ons, and comma splices).
- **Use transitional words and phrases** to establish a smooth, clear relationship between words, sentences and paragraphs.
- **Try to write effective paragraphs for your:**
 - Introduction**—to focus the attention and interest of your audience
 - Conclusion**—to tie together your main points and offer some insights(s) to your audience.
- **Use accurate word choice**
 - 1) To make sure that your ideas are clearly organized.
 - 2) To avoid repetition.

CSU English Placement Test Scoring Guide (English 104/ESL 91 Rubric)

At each of the six score points for on-topic papers, descriptors of writing performance are lettered so that:

- a. = response to the topic
- b. = understanding and use of the passage
- c. = quality and clarity of thought
- d. = organization, development, and support
- e. = syntax and command of language
- f. = grammar, usage, and mechanics

Score of 6: Superior

A "6" essay is superior writing, but may have minor flaws.

A typical essay in this category:

- a. addresses the topic clearly and responds effectively to all aspects of the task
- b. demonstrates a thorough critical understanding of the passage in developing an insightful response
- c. explores the issues thoughtfully and in depth
- d. is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples
- e. has an effective, fluent style marked by syntactic variety and a clear command of language
- f. is generally free from errors in grammar, usage, and mechanics

Score of 5: Strong

A "5" essay demonstrates clear competence in writing. It may have some errors, but they are not serious enough to distract or confuse the reader.

A typical essay in this category will:

- a. addresses the topic, but may respond to some aspects of the task more effectively than others
- b. demonstrates a sound critical understanding of the passage in developing a well-reasoned response
- c. shows some depth and complexity of thought
- d. is well-organized and developed with ideas supported by appropriate reasons and examples
- e. displays some syntactic variety and facility in the use of language
- f. may have a few errors in grammar, usage, and mechanics

Score of 4: Adequate

A "4" essay demonstrates adequate writing. It may have some errors that distract the reader, but they do not significantly obscure meaning.

A typical essay in this category:

- a. addresses the topic, but may slight some aspects of the task
- b. demonstrates a generally accurate understanding of the passage in developing a sensible response
- c. may treat the topic simplistically or repetitively
- d. is adequately organized and developed, generally supporting ideas with reasons and examples
- e. demonstrates adequate use of syntax and language
- f. may have some errors, but generally demonstrates control of mechanics, usage, and sentence structure

English 104 Rubric (Continued)

Score of 3: Marginal

A "3" essay demonstrates developing competence, but is flawed in some significant way(s).

A typical essay in this category reveals *one or more* of the following weaknesses:

- a. distorts or neglects aspects of the task
- b. demonstrates some understanding of the passage, but may misconstrue parts of it or make limited use of it in developing a weak response
- c. lacks focus, or demonstrates confused or simplistic thinking
- d. is poorly organized and developed, presenting generalizations without adequate and appropriate support or presenting details without generalizations
- e. has limited control of syntax and vocabulary
- f. has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning

Score of 2: Very Weak

A "2" paper is seriously flawed.

An essay in this category reveals *one or more* of the following weaknesses:

- a. indicates confusion about the topic or neglects important aspects of the task
- b. demonstrates very poor understanding of the main points of the passage, does not use the passage appropriately in developing a response, or may not use the passage at all
- c. lacks focus and coherence, or often fails to communicate ideas
- d. has very weak organization and development, providing simplistic generalizations without support
- e. has inadequate control of syntax and vocabulary
- g. is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning

Score of 1: Incompetent

A "1" essay demonstrates fundamental deficiencies in writing skills

A typical essay in this category reveals *one or more* of the following weaknesses:

- a. suggests an inability to comprehend the question or to respond meaningfully to the topic
- b. demonstrates little or no ability to understand the passage or to use it in developing a response
- c. is unfocused, illogical, incoherent
- d. is disorganized and underdeveloped, providing little or no relevant support
- e. lacks basic control of syntax and vocabulary
- f. has serious and persistent errors in grammar, usage, and mechanics that frequently interfere with meaning

-
- Non-response essays, those that reject the assignment or fail to address the question, should be given to the Table Leader
 - Readers should not penalize writers excessively for slight shifts in idiom, problems with articles, confusion over prepositions, and *occasional* misuse of verb tense and verb forms, so long as such features do not obscure meaning.

English 104 Course Learning Outcomes/Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate the ability to read and comprehend beginning college level reading materials and to use them as a springboard for their own writing.
2. Demonstrate critical thinking skills and writing skills leading to an expressive or analytical response at the beginning of college level writing.
3. State a thesis and support it with sufficient and appropriate evidence and examples.
4. Develop an organized essay reflecting sentence variety, syntactic complexity, and paragraph efficiency.
5. Write in clear, precise, effective English, showing mastery of basic mechanical skills, using vocabulary appropriate to beginning college level English, and demonstrating a basic knowledge of sentence structures.
6. Analyze the logical requirements of expository writing and complete all tasks set forth by an assignment.
7. Revise in order to achieve a more effective order of ideas, clear transitions, and stronger paragraphs; Edit compositions in order to remove mechanical errors such as punctuation, spelling, and capitalization.
8. Generate, plan, and write timed impromptu compositions, culminating in a holistically scored department final exam.

SYMBOLS FOR COMMON ERRORS

Sp	Misspelling--check your dictionary.
[]	Material within brackets should be cut.
C.S.	Comma splice: a comma used where a period or a semi colon should be.
R.O.	Run on sentences: a lack of punctuation, subordination or coordination between two complete thoughts.
Frag	Sentence Fragment: do not punctuate as a separate sentence.
Coh	Your paragraph lacks coherence: revise for clarity.
Awk	Awkward: revise.
Ref	Bad reference: it doesn't match or have an antecedent.
Trans	Transition: use to indicate a clear relationship between ideas.
^	Omission: add a word or group of words.
Muddled	Mixed construction--unclear point. Rewrite sentence.
Ambig	Ambiguous: clarify.
Agr	Faulty subject/verb agreement.
?	Not clear or not readable.
Tense	Your verbs have slipped in mood, voice, or tense.
Usage	Not standard: check your levels.
Diction	Check for awkward, inaccurate, inappropriate wording.
Wordy	Wordiness: condense.
Parallelism	Faulty parallel structure. Put similar items into the same grammatical category.
Pass	Weak passive voice: activate.
Apos	Apostrophe: check for omission or misuse

KEY DATES TO NOTE: SPRING 2008

January 28 (Monday)	REGULAR SEMESTER BEGINS
January 31 (Thursday)	DIAGNOSTIC ESSAY #1 (IN CLASS)
February 2 (Saturday)	Weekend classes begin; EVC Distance Education Orientation
February 6 (Wednesday)	<i>Authors' Series (Phuong Banh): 12:30-1:20 (Gullo II)</i>
February 8 (Friday)	<u>Last Day</u> to DROP regular semester classes for a refund of eligible fees. (10% of term)
February 10 (Sunday)	<u>Last Day</u> to ADD via TREG/WEBREG regular semester classes
February 14	ESSAY #2 DUE (OUT OF CLASS)
February 11 (Monday)	Census Day
February 15-18	Presidents Day— <u>No Classes Held/Campus closed.</u>
February 20 (Wednesday)	<i>Authors' Series (Q.R. Hand): 12:30-1:20 (Gullo II)</i>
February 22 (Friday)	<u>Last Day</u> to drop a class WITHOUT a “W” on record <u>Last Day</u> to apply for a refund of enrollment fees if classes were dropped on or before February 8, 2008 <u>Last Day</u> to submit Credit/No Credit Option forms in the Office of Admissions and Records
February 28 (Thursday)	ESSAY #3 DUE (OUT OF CLASS)
March 7 (Friday)	Graduation/Certificate Petitions for Spring 2008 DUE (All forms due in the Office of Admissions and Records)
March 11 (Tuesday)	ESSAY #4 DUE (OUT OF CLASS)
March 12 (Wednesday)	<i>Authors' Series (Woman's Month): 12:30-1:30 (T.B.A)</i>
March 17-23	Spring Break— <u>No classes held</u>
March 21 (Friday)	Cesar Chavez Day— <u>Campus closed</u>
March 25 (Tuesday)	MIDTERM ESSAY #5 DUE (IN CLASS)
March 27 (Thursday)	<i>Author's Series (Jimenez): 12:30-1:30 (SC-127)</i>
April 2 (Wednesday)	<u>First Day</u> to Drop without having to return Financial Aid
April 3 (Thursday)	ESSAY #6 DUE (OUT OF CLASS)
April 4 (Friday)	Professional Development Day— <u>No Classes Held</u>
April 17 (Thursday)	ESSAY #7 DUE (OUT OF CLASS)
April 23 (Wednesday)	<i>Authors' Series Workshop: 12:30-1:30 (Room T.B.A)</i>
April 24 (Thursday)	ESSAY #8 DUE (OUT OF CLASS)
April 25 (Friday)	<u>Last Day</u> to drop a class and RECEIVE a “W” on record
May 7 (Wednesday)	<u>EVC Annual Spring Poetry Festival</u>
May 12 (Tuesday)	ESSAY # 9 DUE (IN CLASS ESSAY—NO MAKE-UPS!)
May 16 (Friday)	FINAL DEPARTMENTAL ESSAY EXAM for English 1A, 1B, 104, 330 and ESL 91, 302 sections <u>only. No regular DAY classes meet</u> ➤ Friday evening classes will meet as scheduled.
May 23 (Friday)	REGULAR SEMESTER ENDS
May 23 (Friday)	Evergreen Valley College Commencement
June 6 (Friday)	Spring 2008 grades available by calling StaREG 408-223-0300 or online at http://webreg.sjcccd.org/