ENGLISH 101: College Reading and Composition  
(UC: CSU) 3.0 units  
Spring 2016/ Los Angeles Harbor College  
Internet  
Section: 7685

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REQUIRED COURSE MATERIAL:  
Eats, Shoots & Leaves by Lynne Truss  
The Yellow Birds by Kevin Powers  
Computer Access

ENGLISH 101 is a course in critical reading and prose writing designed to refine the student’s skills in thinking logically, reading carefully, and writing effectively. Stress is placed on the organization and composition of objective expository essays, including the research paper.

STUDENT LEARNING OUTCOMES FOR ENGLISH 101:

- Apply critical reading, thinking, writing skills in analyzing writing, both in and out of class essays, about various freshman composition level readings including essays.
- 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, 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 that 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.

**GRADING:** Individual instructors establish grading criteria for each class. The Division posts its’ Grading Standards outside the division office. Each student should familiarize him/herself with the Standards and the Minimum Skills and Expectations.

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Activity /Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
<td>3 Full-Length Papers</td>
<td>50%</td>
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<tr>
<td>89-80</td>
<td>B</td>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>79-70</td>
<td>C</td>
<td>Essays</td>
<td>20%</td>
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<tr>
<td>69-60</td>
<td>D</td>
<td>Participation</td>
<td>10%</td>
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<td>60-below</td>
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100%

In order to receive a “C” in the course, you must be writing at a level deemed suitable for success in English 102. Remember, writing is a process, and grading reflects that. Being an active member in class and of the group is the easiest way to help your grade as well as increasing your learning and enjoyment of the class. Again, assignments are due the day they are listed.

**LATE PAPERS & MISSING WORK:** All assignments are due according to dates noted on syllabus or indicated by the instructor. Late work will not be accepted unless prior arrangements have been made with the instructor. NO make-ups on quizzes.
PLAGIARISM: Plagiarism is a form of cheating. Any student who uses the published or unpublished writing, ideas, and/or words of another person without crediting the original author will receive a FAIL for the assignment. Further disciplinary actions may be taken. All plagiarized essays and exams will become the property of the Division.

CLASS PARTICIPATION: activities such as peer response groups, and participation in class discussions. Class participation is necessary in order to pass the course.

EXPECTED PROFESSIONALISM: Part of class participation in a university/college means that you can engage in activities with peers professionally and with maturity. In part this means responsibility for your own work (no excuses and on time), and in part this means professional behavior in the classroom. We work collaboratively in this class; all members benefit from each other. If you are disruptive (loud, talking out of turn, talking instead of participating, or refusing to participate) or disrespectful to any class member (including me), it is unlikely that you will be successful in the course, and you may be removed from the class if the behavior is continuous or excessive. Anything that interferes with my teaching or prevents students from learning will not be tolerated and will be immediately addressed according to college disciplinary guidelines.

PUBLIC NATURE OF THE CLASS: This class relies on writing as well as discussion. Part of becoming a good writer is learning to appreciate the ideas and criticism of others. In this class, our purpose is to come together as a community of writers. Avoid writing about topics that you may not be prepared to discuss, share, or be scrutinized or that you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion, but that you adopt positions responsibly and contemplate the possible effects on others. Also, be aware that our class is
comprised of diverse members; it is your responsibility to use appropriate language in class and in writing, and to respect the opinions and cultures of others, per college guidelines.

**STUDENTS WITH DISABILITIES:** Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact Special Programs & Services as soon as possible to ensure that such accommodations are implemented in a timely manner. Their phone number is (310) 233-4620, and they are located in Cafeteria 108.

**LAHC MISSION STATEMENT:** Los Angeles Harbor College promotes access and student success through associate and transfer degrees, certificates, economic and workforce development, and basic skills instruction. Our educational programs and support services meet the needs of diverse communities as measured by campus institutional learning outcomes.

**GUIDELINES FOR SUBMITTING ESSAYS:**

1. All writing must be typed using *Times New Roman 12 font*.
2. A rough draft must be turned in with the final copy of your essay. Order the material as follows: final copy on top, rough drafts next.
3. Give each essay an appropriate title.
4. Enter the following information in the upper left-hand corner of the first page of your essay: Your Name, English 101/Mandia, Paper #, Date.
5. Keep a copy of each paper you turn in.

Finally, if at any time you are not happy about your progress in this class, please talk to me. All writers have moments of confusion and discouragement. Arrange to meet with me or see me before or after class whenever you have a question or a suggestion.
CLASS CALENDAR

- **2/8**
  - Introduction to the Course/Materials
  - Syllabus
    - “Fish Cheeks” by Amy Tan
  - “The Pencil Rack” by John Ciardi
  - Plagiarism
  - HW
    - *Dispatches* by Michael Herr
    - *Essay: “A Description…”*

- **2/15**
  - *Eats, Shoots & Leaves*
  - MLA Format Introduction
  - What Makes for “Good” Writing?
  - Introduction of Narrative Essay
  - HW
    - *Eats, Shoots & Leaves* – Chapter 1
    - *Junkie* by William S. Burroughs Excerpt
    - **Narrative Essay Rough Draft**

- **2/22**
  - HW Discussion
  - MLA Format Quiz
  - Boring vs. Vivid Sentence Reconstruction
  - **Narrative Essay Rough Draft Due**

- **2/29**
  - **Narrative Essay Due**
  - Introduction of Pro/Con Paper
  - *Essay – A Dramatic Turn of Thought*
  - HW
    - *Eats, Shoots & Leaves* – Chapter 2
• 3/7
  o HW Review & Discussion
  o Pro/Con Paper Topic Review
  o Works Cited & MLA Format
  o HW
    • *The Yellow Birds* (pgs 1-30)
    • *Eats, Shoots & Leaves* – Chapter 3
    • **Pro/Con Paper Rough Draft (w/2 Works Cited Sources)**
• 3/14
  o HW Review & Discussion
  o **Pro/Con Paper Rough Draft Due**
    Short Essay – *In Defense of…*
  o HW
    • *The Yellow Birds* (pgs 30-60)
• 3/21
  o **Pro/Con Paper Due**
  o Short Essay: *The Yellow Birds*
  o Introduction of Research Paper
    • *The Good, The Bad, The Ugly* Rubric
  o HW
    • Research Paper Proposals
    • *The Yellow Birds* (pgs 60-90)
• 3/28
  o HW Review & Discussion
  o **Research Paper Proposals Due**
  o Research Paper Discussion & Assignment
  o Conferences as Needed (I will remind you of all the elements due with the Research Paper.)
  o HW
    • **Research Paper Rough Draft**
• 4/4
  o **SPRING BREAK: NO CLASS**
• 4/11
  o Research Paper Rough Draft Due
  o The Yellow Birds – Discussion
    o A People’s History of the United States by Howard Zinn
    o HW
      • The Yellow Birds (pgs 90-120)
• 4/18
  o MLA Peer Editing
  o Final Paper Discussion
  o Documentary: How Anonymous Hackers Changed the World
• 4/25
  o Research Paper Due
    o The Yellow Birds Discussion & Quiz
    o HW# 8 The Yellow Birds (pgs 20-150)
• 5/2
  o The Yellow Birds Audio
    • Screenplay Adaptations/Platoons
      o HW# 9 The Yellow Birds (pgs 150-End)
• 5/9
  o Final Paper Discussion: The Yellow Birds
    o Making a Murderer Documentary: Part I
• 5/16
  o Making a Murderer Documentary: Part II
• 5/23
  o Making a Murderer Documentary: Part III
• 5/30
  o Making a Murderer
    • Discussion
    • NYT: Questioning the Evidence in the ‘Making a Murderer’ Case
  o Final Paper Due (Optional)