

## **English 008 Spring 2014 – Jay Lewenstein**

Fridays: 8:00 a.m to 12:15 p.m. - room 202

Telephone: English Division Office: 355-6224

E-mail: jay.lewenstein@imperial.edu

**Class goals and objectives:** Upon successful completion of this course, students will display the skills, knowledge and abilities to compose effective paragraphs:

### **Course Student Learning Outcomes:**

1. Generate essays with a clear thesis statement or controlling idea. (ILO1, ILO2, ILO4)
2. Write essays showing support for a thesis statement or controlling idea. (ILO1, ILO2, ILO4)
3. Construct complete sentences with few errors in sentence structure such as fragments, comma splices, run-on sentences. ILO1, ILO2, ILO3, ILO4)
4. Compose a multi-paragraph essay response to a reading. (ILO1, ILO2, ILO4, ILO5)

### **Required Text:**

Henry, D. H. *Writing For Life* (please bring to every class!)

### **Required Novel:**

Santana, Patricia: *Motorcycle on the Sea of Tranquility* (please bring to every class!)

### **Required materials:**

Standard 8x10 hardcover composition book (your writing journal!)

Good, strong 3-ring binder – Writing/reading/study instruments; pens, highlighters, glue sticks... a good college dictionary is recommended.

### **Required website activities/quizzes/tests**

Blackboard – count on submitting one discussion board entry per week

Myskillstutor.com – sharpen your skill and confidence with weekly online assignments.

Owl Purdue Writing Lab: <https://owl.english.purdue.edu/> - Great site to help your sentence construction, paragraph development, and essay writing.

Blogger.com – you will be responsible for developing your own writing blog.

Planetmexicali.squarespace.com – look for extra credit opportunities.

### **Your keys to success ( a fast five..):**

1. **Attendance:** You are expected to attend and participate in each class meeting. It's critical that you arrive on time, prepared and ready to learn. **Students will be DROPPED after 2<sup>nd</sup> absence or fourth tardy** (students dropped for excessive absences after the last day to drop with a 'W', will receive an 'F' for the course.)
2. **Homework and Classwork:** You will raise your skill levels (and your grade!) by completing all assigned work. You are responsible for turning in all homework at the beginning of each class. In class assignments must be completed with the required time-frames. Follow the examples that will be provided for you each week:
  - a. *Writing for Life: paragraph work*
  - b. *Writing for Life: basic sentence structure exercises*
  - c. *Writing Assignment: specific writing projects*
  - d. *MySkills: weekly grammar reinforcement*
  - e. *Blackboard: weekly quizzes, paragraphs, discussion board*

3. **Writing journals:** By keeping track of your writing assignments, you will be able to build on your ideas and reinforce your skills. Notes taken in class and specific informational charts pasted to your pages will help you develop through the course of the semester (and information registered will come in handy on open-note quizzes!)
4. **Participation:** Each class will offer specific activities that will invoke your participation: classroom discussions, partner talk, peer review, jigsaw analysis... Don't hesitate to share. Get involved. Your participation is required.
5. **Writing Projects:** specific papers that will be assigned for specific purposes and specific due dates. They will compose a large part of your grade. You will not be asked to do anything that we don't cover in our homework or in-class assignments.
6. **Blackboard:** Look each week to the discussion board for exciting ways to develop your writing and boost your grade.

## **Jay's Blackboard Writing Projects**

**– designed to enhance both your literary and professional skills.**

### **1. 10 Blackboard Discussions**

- a. Be prepared to respond to weekly writing prompts. Follow Jay's step-by-step instructions (300 words/ 40 points)
- b. Respond to two of your classmates (100 words each/ 20 points)

### **2. 5 Blackboard Blogs**

- a. Convert specific in-class writing assignments into a blog entry.
- b. In-class writing to be reviewed on site (500 words/ 50 points)
- c. Online blog entry (500 words/50 points)

### **3. 2 Blackboard Group Wiki Pages**

- a. Work in groups to develop wiki page
- b. Students divide 6-8 components of writing assignment between themselves.
- c. In-class writing to be reviewed on site (500 words per student/ 100 points)
- d. Online Wiki page entry (500 words per student/ 100 points)

Please Note: Keep an eye on Blackboard deadlines. Late work will be penalized by 50 percent

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#### **Disability notice:**

“Any student with a documented disability who many need educational accommodations should notify the instructor of the Disabled Student Programs and Services (DSP&S) office as soon as possible.”

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#### **Grading policies:**

<u>Assignment:</u>	<u>Point Value:</u>
Homework (workbook, etc.)	10-20
In-class participation (peer edit, jigsaw..)	10-20
Myskills	20-30
In-class quizzes	25-50
Midterm exams	300
Paragraphs (narration, exemplification...)	200
Essay final exam	300
Objective final exam	500
Extra credit work	10-20 (150 max for semester)

### **MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":**

Student will be able to:

1. Student will identify at least three discovery techniques such as freewriting and clustering and implement each to create an original main idea for a personal or expository essay.
2. Student will write descriptive, narrative, and exemplificative paragraphs that develop supporting details from a topic sentence, using appropriate transitions and a concluding sentence.
3. Student will demonstrate use of critical thinking by identifying support for the main idea in a text.
4. Student will generate supporting sentences using varied sentence patterns; locate errors in sentence structure, such as fragments, fused sentences, comma splices, and word order; and reconstruct sentences that contain these types of errors.
5. While some "first language" interference may be present, student will produce writing in which meaning is unobscured by grammar or usage errors in punctuation, spelling, subject-verb agreement, and verb tense.
6. Student will participate in a number of activities and areas of study as deemed appropriate by the instructor.

### **Simple Rules:**

1. Be accountable! Any critical emergencies that may prevent you from attending class should be communicated through e-mail or phone number listed above. Work performed in class will be critical to your grade.
2. Do your own work! No one may type or edit your papers for you. Help and support is available in the Reading/Writing Lab. Be careful. The penalty for plagiarism involves dismissal from the class.
3. Absolutely no food or drink in the class, including bottled water, as per college policy.
4. Be respectful to others: No cell phones, beepers, walkmans, or other interruptions that take away from the learning of others.

## English 008 Agenda

**Week One – Aug. 22: Let’s Get It Started:** *Be ready to share who you are with your writing. Bring your tattoos to class.*

### Homework:

<b>Writing for Life (Paragraphs):</b>	<b>Writing For Life (Basic Sentence):</b>	<b>Writing Assignment:</b>
<b>Myskills:</b>	<b>Motorcycle chapters</b>	<b>Blackboard:</b> <b>“Two Truths and One Lie”</b>

**Week Two – Aug. 29: Understanding the Paragraph:** Here we go. This week we go through the process of writing an effective paragraph. Bring your tattoos!

- a. in-class reading : “Four Tattoos”
- b. in-class writers’ workshop : topic sentences, paragraph structure

### Homework:

<b>Writing for Life (Paragraphs):</b> Complete chapter 3	<b>Writing For Life (Basic Sentence):</b> Complete chapter 16	<b>Writing Assignment:</b> Tattoo Paragraph
<b>Myskills:</b> writing/sent. Structure	<b>Motorcycle chapters 1,2</b>	<b>Blackboard:</b> <i>Culture Crash</i>

**Week Three – Sept. 5: Revising Your Work/Description:** Look forward to working in groups in a peer editing workshop. Learn the editing process. Let’s take your writing to the next level!

- a. Quiz #3: More Parts of Speech
- b. in-class reading: “The Alley” by Amy Tan
- c. in-class writers’ workshop: sensory detail, figurative language

### Homework:

<b>Writing for Life (Paragraphs):</b> Complete chapter 4	<b>Writing For Life (Basic Sentence):</b> Complete chapter 17	<b>Writing Assignment:</b> <b>Tattoo Paragraph ( 2<sup>nd</sup> draft)</b>
<b>Myskills:</b> wrtng/ lang.mechanics	<b>Motorcycle chapters 3,4</b>	<b>Blackboard:</b> <b>Blog #1</b>

- a. In-class Reading: Amy Tan’s “Confessions”

**Week Four – Sept. 12: The Cause and Effect Paragraph:** Rev up your critical thinking skills. Here you not only describe events, but also explain how and why they happen.

- a. Quiz #4: Types of Sentences (simple, compound, complex, compound-complex)

- b. in-class reading: “Only Daughter” by Sandra Cisneros
- c. in-class writers’ workshop: transitions
- d. extra credit: **Judith Ortiz Cofer’s “Don’t Call Me a Hot Tamale”**

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter 11	<b>Writing For Life (Basic Sentence):</b> Complete chapter 18	<b>Writing Assignment:</b> “That Explains Everything” Paragraph
<b>Myskills:</b> wrtng/ language mech.	<b>Motorcycle chapters 5,6</b>	<b>Blackboard:</b> <i>Can you define that?</i>

**Week Five – Sept. 19: The Example Paragraph:** Learn how to effectively support your ideas.

- a. Quiz #5: Combining Sentences
- b. in-class reading: “Who Killed Benny Paret?”
- c. in-class writers’ workshop: exemplification

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter 7	<b>Writing For Life (Basic Sentence):</b> Complete chapter 19	<b>Writing Assignment</b> “That Explains Everything” (2 <sup>nd</sup> draft)
<b>Myskills:</b> wrtng/ language usage	Motorcycle chapters 7,8	<b>Blackboard:</b>

**Week Six – Sept. 26: Midterm #1.** Be prepared to analyze a short article for cause and effect basis.

- a. Quiz #6: Pronouns
- b. in-class reading: “Blind Paces”
- c. in-class writers’ workshop: patterns of development
- d. extra credit: **Stephen King’s “Why We Crave Horror Movies”**

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter	<b>Writing For Life (Basic Sentence):</b> Complete chapter 21	<b>Writing Assignment</b> Movie character freewrite
<b>Myskills:</b> language/punctuation	<b>Motorcycle chapters 9,10</b>	<b>Blackboard:</b>

**Week Seven – Oct. 3: The Definition Paragraph:** Here we learn to explain concepts and ideas on your own terms. Leave your dictionary at home.

- a. **Quiz #7: Comma Splices and Run-Ons**
- b. in-class reading: “Burn-out”
- c. in-class writers’ workshop: formal definition

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter 10	<b>Writing For Life (Basic Sentence):</b> Complete chapter 22	<b>Writing Assignment</b> Movie character definition
<b>Myskills:</b> language/punctuation	<b>Motorcyle chapters 11,12</b>	<b>Blackboard:</b>

**Week Eight – Oct. 10: The Classification Paragraph** – Wow! This week you pick your own teams. You learn to divide a topic into groups and subgroups.

**Quiz #8: Fragments**

- a. in-class reading: “The Truth About Lying”
- b. in-class writers’ workshop: Misplaced Modifiers and Parallel Structure

**Homework**

<b>Writing for Life (Paragraphs):</b> Complete chapter 8	<b>Writing For Life (Basic Sentence):</b> Complete chapter 23	<b>Writing Assignment:</b> Movie character definition ( 2 <sup>nd</sup> draft)
<b>Myskills:</b> writing/ clear writing	<b>Motorcycle chapters 13,14</b>	<b>Blackboard:</b>

**Week Nine – Oct. 17: The Process Paragraph:** Here we break down an event into a step-by-step process. How do you get “here” from “there”?

- a. **Quiz # 9: Commas**
- b. in-class reading: “Tortillas”
- c. in-class writers’ workshop: Commas

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter 6	<b>Writing For Life (Basic Sentence):</b> Complete chapter 29	<b>Writing Assignment</b> “The Break-Down”
<b>Myskills:</b> writing/clear writing	Motorcycle chapters 15,16	<b>Blackboard:</b>

**Week Ten – Oct. 24: The Comparison and Contrast Paragraph (part one)** This is like two for the price of one. You know how to analyze one thing. Can you analyze another and make a comparison?

- a. **Quiz #10: More Commas**
- b. in-class reading: “Julia Roberts”
- c. in-class writers’ workshop: capitalization
- d. Garrison Keillor’s “How to Write a Personal Letter”

**Homework:**

<b>Writing for Life (Paragraphs):</b> Complete chapter 9	<b>Writing For Life (Basic Sentence):</b> Complete chapter 33	<b>Writing Assignment</b> Sixties Comparison
<b>Myskills:</b>	<b>Motorcycle chapters 17,18</b>	<b>Blackboard:</b>

**Week Eleven – October 31: The Comparison and Contrast Paragraph (part two)** – Whoa!

This writing stuff is getting interesting. Once you start, you just can't stop...

- a. **Quiz #11: Capitalization**
- b. in-class reading: "Dearly Disconnected"
- c. in-class writers' workshop: capitalization
- d. extra credit: Dave Barry's "The Ugly Truth About Beauty"
- e. extra extra credit: Come to class in a costume!

**Homework:**

<b>Writing for Life (Paragraphs):</b>	<b>Writing For Life (Basic Sentence):</b> Complete chapter 34	<b>Writing Assignment Sixties (2<sup>nd</sup> draft)</b>
<b>MySkills:</b>	<b>Motorcycle chapters 19,20</b>	<b>Blackboard:</b>

**Week Twelve – Nov. 7: Research**

**Homework:**

<b>Writing for Life (Paragraphs):</b>	<b>Writing For Life (Basic Sentence):</b>	<b>Writing Assignment: Sixties Argument</b>
<b>MySkills:</b>	<b>Motorcycle chapters 21,22</b>	<b>Blackboard:</b>

**Week Thirteen – Nov 13: Final Writing Project (Research Workshop)**

<b>Writing for Life (Paragraphs):</b> Complete chapter 13	<b>Writing For Life (Basic Sentence):</b> Complete chapter 31	<b>Writing Assignment: MLA documentation</b>
<b>MySkills:</b>	<b>Motorcycle chapters 23,24</b>	<b>Blackboard:</b>

**Week Fourteen – Nov 20: Revision**

**Homework:**

<b>Writing for Life (Paragraphs):</b>	<b>Writing For Life (Basic Sentence):</b>	<b>Writing Assignment:</b>
<b>MySkills:</b> wrtng/sent. Structure	Motorcycle Chapter 27	Blackboard:

Week 15 – Dec. 6: Common Final Prep

<b>Week #15</b> <i>Dates: 5/5 thru 5/10</i>			

**Week 16:**

<b>Week #16</b> <i>Dates: 5/12 thru 5/17</i>	<b>Final Essay Exam</b>	<b>Final Essay Exam</b>	<b>Final Essay Exam</b>
	<b>Final Essay Exam</b>	<b>Final Essay Exam</b>	<b>Final Essay Exam</b>

**Final Grade Determination:**

**Common Final:** Our final exam is known as a "Common Essay Exam." For this assignment you will be asked to write a short essay in response to a prompt. It is an opportunity for you to demonstrate the sentence, paragraph, and essay skills you will have (hopefully) learned in class over the course of the semester. It will be graded by English professors throughout the

department in a group grading session, and it is very likely that I will not play a role in the grading of any of my own students' essays.

If the graders fail your common essay exam, the highest possible grade you will receive on that assignment is a 50%, and the lowest you could receive is a 5%. You must do well on this assignment in order to pass the class!

**Congratulations. You are a writer!**

## *Jay's Appendix for finding online help:*

### **Help with Log-in on Blackboard**

Student can login by visiting: <http://imperial.blackboard.com>

For username, use the first part of your student email address (e.g. jdoe2)

For password, use your WebSTAR PIN (which should automatically be synced when updated via WebSTAR)

If you do not know student email address, these two locations can help you find out that information: <https://www.imperial.edu/students/student-email-lookup/> (Does not require additional login, but will only work if the student is registered for 0.5 or more units for the current semester)

<https://my.imperial.edu/student-email> (Does require additional login to the Student Portal, but will work regardless of whether or not the student is registered for any classes)

Getting Additional Blackboard Help for Students

There is also training material available for students:

For Students - <http://ondemand.blackboard.com/students.htm>

### **How to Log-in to MySkillstutor:**

Instructions for myskillstutor:

1. Log onto myskillstutor.com (remember the 's' in skills)
2. User Name – enter student G#
3. Password – enter student G#
4. Site – enter imperial01 (remember to use a zero, not an 'o')
5. If you made it this far – Great! Now the fun begins.
6. Click on to the writing link.
7. Your assignments should appear on the screen for you – sentence structure

To begin, you must take sentence structure pretest. Don't worry about this score, but you have to take this test in order to enter the required exercises. Then proceed. I think there are like 14 quizzes. You will need 80 percent or higher to have the grade count. Please feel free to take each quiz as many times as needed (the pretest, however, will only allow you in just once!)

### **How to Visit Planet Mexicali:**

Please follow the following instructions to practice on planetmexicali: For Extra Credit ( ten points)

1. Log on to planetmexicali.squarespace.com
2. On right side navigation column – click Parts of Speech Tips
3. Scroll to the bottom of Jay's Tip Sheet – click on to E-ex B1-7

4. In left hand column – click on Grammar Exercises
5. On this log-in page – click on Student Registration
6. Enter the requested information in the boxes  
(my e-mail:jaylewenstein@hotmail.com)
- 6.5 Click on continue
7. Here on Grammar Exercise Page – scroll all the way down: at the bottom,  
Click on Basic Grammar (E-ex B1-7 – E-ex B4-1)
8. Here In right hand column – click on to E-ex B1-7: all parts of speech
9. Complete the exercises. Your score will be forwarded into my gradebook.

## How to get your Blog on:

This semester, you will be required to maintain a writer's blog throughout the course of the semester.

FIVE TIMES, I will ask you to convert in-class writing , Blackboard work, or parts of your essays into blog posts.

Here is how it should look. Take a look at the following models to create your own:

1. Jay's Museum of College Writing:  
[http://planetmexicali.typepad.com/jays\\_museum\\_of\\_college\\_wr/](http://planetmexicali.typepad.com/jays_museum_of_college_wr/)
2. Teresa , Queen of Blog: <http://teresaqueenofblog.blogspot.mx/>
3. Pilar's Blog of the Innocents: <http://pzcarrazco.blogspot.mx/>

Here is how you get started.

1. Create a blog on **blogger.com** – It's FREE, It's EAZY, and this way there will be plenty of people around to help you or share new and exciting techniques. In fact, I expect you to teach me a few things. Let's work together. I mean, we are **Friends of the Earth.**

- a. Here is a website with a 20-step plan to get you started:  
<http://www.wikihow.com/Start-a-Blog-on-Blogger>

(Don't Forget: You will have to first **Create a Google Account** before you can **Create a Blogger Account.** )

- b. Here is a site on youtube that will give you a strong visual:  
<http://www.youtube.com/watch?v=n6PuHFpfscA&feature=sharecontrol>

**Related Reading:** [How to Post Thumbnail Files on Blogger](#)

Step 3

Repeatedly click the right side arrow next to the month and year. Continue clicking the arrow until the date displayed is at least a few years in the future.

Step 4

Choose a day on the monthly calendar and click "Done" under the calendar. Click "Update" at the top of the blog and click "Close." Go to your blog to ensure the post you wanted is at the top.

2. Here is something I discovered this year to enhance the look of my blog: **Flickr.com**
  - a. develop a library of images

- b. learn to upload your images by copying the embed code (I'll teach you this in class).

### **3. Here is what you need to worry about:**

1. First, your writing – rough draft - for the post will be checked and graded in class.
2. Your need to submit your post to be graded on blackboard.
3. Your post from Blackboard can be copied and customized for presentation on Blogger.
4. At the midterm exam, I will look at your Blogger blog and review at least five assigned posts.
5. All posts must meet deadlines for full credit.