

## **Bridge/AAS 098: Developmental Reading**

Fall 2009

Professor: Glenn Omatsu  
Email: glenn.omatsu@csun.edu  
Office Hours: 205 University Hall  
Mondays, 12:30 – 2p.m., and Tuesdays, 1-2:30 p.m.  
Office Location: 205 University Hall  
Office Phone: 818-677-4151  
Class Information: JR 215 on MW, 11 a.m. to 12:15 p.m. (course number: 18141)

### **Catalog Course Description**

Three units University credit; no credit toward graduation. Intensive study of basic writing skills for students whose scores on the English Placement Test requires them to complete this course or its equivalent. (Crosslisted with CHS, ENGL, and PAS 098) (Credit/No Credit Only)

### **Instructor's Course Description**

This course is restricted in enrollment to students in the 2009 EOP Bridge long-term learning community and helps new college students with high potential to develop into master students and achieve excellence in their academic, personal, and professional lives. The course provides students with training in college-level writing skills, reading skills, public speaking, grammar and sentence structure, and critical thinking. Students will learn about different types of college writing, including essays, research reports, and creative writing. Students will also develop research skills, including use of MLA format for research citations, and will also learn how to access resources on campus, such as the writing labs of the Learning Resource Center, Chicana/o Studies, and Pan African Studies. Bridge/AAS 098 is one course in the EOP long-term learning community (097-098-155-U100 plus Speech and Critical Thinking) and thus emphasizes the four Bridge community values of Respect, Responsibility, Attitude and Maturity.

### **Student Learning Outcomes**

1. To continue to emphasize a developmental and integrated approach to enable students to master skills in writing, reading, public speaking, and critical thinking.
2. To help students develop the necessary set of writing skills needed in college classrooms, such as essays, reports, and reaction papers;
3. To review other important academic skills gained from students' previous Developmental Reading and University 100 classes, such as college reading strategies, note-taking, study techniques for exams, vocabulary building, grammar, collaborative learning, critical and creative thinking, time management, and oral presentations;
4. To continue to build students' research skills by introducing the importance of documentation for research papers (MLA documentation);
5. To continue to familiarize students with important CSUN resources such as the library and writing labs;
6. To continue to build on the importance of the four Bride community values of responsibility, respect, maturity, and attitude;
7. To continue to connect students' lives to the historical and contemporary experiences of Asian Americans, African Americans, Latino Americans, and European Americans;
8. To continue to promote appreciation of human relations, including racial and ethnic diversity, gender relations, issues of disability, and other topics related to human differences.

### **Texts Required**

- James Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*, 2<sup>nd</sup> edition, chapters 5 through 13 and afterword
- *The Essential Guide to Becoming a Master Student*
- *Bridge Voices 2009*
- Dictionary
- Grammar Bytes website: [www.chompchomp.com](http://www.chompchomp.com)

- Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu>

### **Course Grading**

Grading will be Credit/Non-credit and based on each student's work in the four areas listed below. To receive Credit for this course, a student must achieve an overall grade of B- in all five areas.

1. In-class writing exercises and homework assignments (40%): These include quizzes, writing exercises, WebCT assignments, and oral presentations. Students are strongly encouraged to use the help of EOP Mentors, go to the campus writing labs for help on essays, and create study and discussion groups.
2. Short research paper (20%)
3. Final portfolio (20%)
4. Attendance (10%) — Attendance is very important, and students are reminded that they must meet the terms of the Bridge contract that they signed. Students will be penalized for all unexcused absences and tardies and for excessive excused absences.
5. Work with EOP Mentors (10%) — grade will be recommended by EOP Mentors based on their observations of students' attendance, students' progress with time management, students' use of campus resources such as writing labs, and students' progress in practicing the four EOP Bridge values.

### **Midterm: Research Paper**

The Midterm for this class consists of a short research paper that counts 20% of the course grade. Students are required to write at least 1,200 words (at least five pages, double-spaced) and to provide a list of research citations at the end of their report according to MLA format. Students' research papers will be based on their first essay assignment linking their lives to history. For this paper, students are required to find and properly cite at least five research sources; at least three of the research sources must be books, periodicals or materials from the online databases of the Oviatt Library. Students will receive three grades for this assignment: one grade for the content of their paper, a second grade for research and research citations, and a third grade for grammar. Students can receive one letter grade higher for content, research, and grammar by going to the writing labs of the Learning Resource Center, Chicano Studies, or Pan African Studies and attaching proof to their research paper.

To help students with their midterm research paper, the instructor will break the process of writing a college research paper down into smaller steps, such as identification of the research thesis question, creation of a list of research keywords, organization of a working bibliography, and writing of the introduction (first 350 words of the research paper). The instructor will also give small assignments on development of an annotated bibliography and creation of an MLA Works Cited list and use of MLA in-text citations for research sources used in the paper.

### **Final Portfolio**

For the Final, students will create a portfolio containing their work from this class that demonstrates that they have continued to develop abilities to become master students in college-level writing, research, and study skills. For their portfolios, students will receive three grades: one grade for completeness of the portfolio, a second grade for quality of content, and a third grade for grammar. For their portfolios, students are required to turn in corrected copies of the following:

- First essay: Letter to professor
- Second essay: autobiography and history
- Third essay based on *Bridge Voices*
- Fourth essay based on self-insights gained from an interview with an EOP Bridge mentor
- Fifth essay based on self-assessment from letter written to self during the summer
- Midterm research paper demonstrating correct usage of MLA format for in-text citations and "Works Cited" list
- Sixth essay assignment

### **Students with Disabilities**

Students with disabilities must register with the Center on Disabilities and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approved accommodations. Students who are approved for test taking accommodations must provide an Alternative Testing Form to their faculty member signed by a counselor in the Center on Disabilities prior to making testing

arrangements. The Center on Disabilities is located in Bayramian Hall, room 110. Staff can be reached at 818.677.2684.

### **Important Notice**

Academic dishonesty, such as cheating on exams or plagiarism in homework and other assignments, is not tolerated at CSUN, and students committing these offenses will be referred to both EOP and CSUN administration.

### **Course Schedule**

#### **Week 1, 8/24 and 8/26**

##### *Required Readings*

James Loewen, *Lies My Teacher Told Me*, Chapter 5  
*BAMS*, to be assigned

##### *Assignments*

Essay assignment due Aug. 24  
First draft of second essay assignment due by Aug. 26  
Exam on Chapter 5 on either Aug. 26 or Aug. 31  
Vocabulary test based on Chapter 5 on either Aug. 26 or Aug. 31  
Bridge 098 Common Essay (in-class essay)  
First self-discipline assessment

#### **Week 2, 8/31 and 9/2**

James Loewen, *Lies My Teacher Told Me*, Chapter 5  
Essay assignment based on self-insights gained from interview with EOP Bridge Mentor

#### **Week 3, 9/9 [9/7 is Labor Day – CSUN Holiday]**

##### *Required Readings*

James Loewen, *Lies My Teacher Told Me*, Chapter 6

##### *Assignments*

Final draft of second essay assignment due by Sept. 9

#### **Week 4, 9/14 and 9/16**

##### *Required Readings*

James Loewen, *Lies My Teacher Told Me*, Chapter 6

##### *Assignments*

Exam on Chapter 6  
Vocabulary test based on Chapter 6  
Essay assignment based on *Bridge Voices*

#### **Week 5, 9/21 and 9/23**

##### *Required Readings*

James Loewen, *Lies My Teacher Told Me*, Chapter 7

##### *Assignments*

WebCT assignment on film *Antz*

#### **Week 6, 9/28 and 9/30**

##### *Required Readings*

James Loewen, *Lies My Teacher Told Me*, Chapter 7

##### *Assignments*

Exam on Chapter 7  
Vocabulary test based on Chapter 7

#### **Week 7, 10/5 and 10/7**

##### *Required Readings*

James Loewen, *Lies My Teacher Told Me*, Chapter 8

*Assignments*

Begin work on Midterm research paper  
WebCT assignment based on 2008 Bridge community meeting

**Week 8, 10/12 and 10/14**

*Required Readings*

James Loewen, *Lies My Teacher Told Me*, Chapter 8

*Assignments*

Exam on Chapter 8  
Vocabulary test based on Chapter 8  
Midterm self-discipline assessment  
Essay based on self-assessment from letter written to self during the summer

**Week 9, 10/19 and 10/21**

*Required Readings*

James Loewen, *Lies My Teacher Told Me*, Chapter 9

*Assignments*

Exam on Chapter 9  
Vocabulary test based on Chapter 9

**Week 10, 10/26 and 10/28**

James Loewen, *Lies My Teacher Told Me*, Chapter 10  
Essay assignment

**Week 11, 11/2 and 11/4**

*Required Readings*

James Loewen, *Lies My Teacher Told Me*, Chapter 10

*Assignments*

Exam on Chapter 10  
Vocabulary test based on Chapter 10  
WebCT assignment based on 2009 Bridge community meeting

**Week 12, 11/9 [11/11 is Veterans Day – CSUN Holiday]**

*Required Readings*

James Loewen, *Lies My Teacher Told Me*, Chapter 11

*Assignments*

Poetry-writing assignment based on Chapter 11  
Vocabulary test based on Chapter 11

**Week 13, 11/16 and 11/18**

*Required Readings*

James Loewen, *Lies My Teacher Told Me*, Chapter 12

**Week 14, 11/23 and 11/25**

*Required Readings*

James Loewen, *Lies My Teacher Told Me*, Chapter 12

*Assignments*

Exam on Chapter 12  
Vocabulary test based on Chapter 12

**Week 15, 11/30 and 12/02**

*Required Readings*

To be assigned

James Loewen, *Lies My Teacher Told Me*, Chapter 13 and Afterword

*Assignments*

Exam on Chapter 13 and Afterword

Vocabulary test based on Chapter 13 and Afterword

**Week 16, 12/7 and 12/9**

*Required Readings*

To be assigned

*Assignments*

Bridge 098 Common Essay (in-class essay)

Final self-discipline assessment

**Week 16 & 17: 12/10 – 12/16: CSUN Finals**

*Portfolio due by Monday, Dec. 14, 12 noon at Professor Omatsu's office in 205 University Hall*