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Required Texts:

- 1) Oscar Velasquez, *The Essential Guide to Becoming a Master Student* (BAMS)
- 2) James Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*, 2nd edition
- 3) *The Merriam-Webster Dictionary*
- 4) Grammar Bytes website: www.chompchomp.com
- 5) Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu>
- 6) Class handouts
- 7) 5x7 index cards
- 8) Three Large Green Books

Recommended:

MLA Style Manual and Guide to Scholarly Publishing, 6th ed. Joseph Gibaldi

NOTE:

For the past 10 years the CSU system has suffered chronic under-funding. This year, because of the state economic crisis, the budget cuts are draconian, \$584 million, the worst ever in decades. The CSU administration is attempting to manage these cuts by dramatically increasing student fees and by furloughing almost all University employees, including faculty, staff, and administrators. A furlough means mandatory **un-paid days** off for employees; there are 18 of these this year for the faculty, nine per semester.

For students this means that on some days the campus will be closed. The library will have shorter hours and many campus support services will be decreased or eliminated. It will, for example, be more difficult to get signatures to meet deadlines. Additionally, many classes you need have been cut from the class schedule or are full. These cuts have consequences, especially for you.

As a professor, I am forced to cancel class because of the furloughs, (**dates to be announced**). These days off are not holidays; they are a very concrete example of how budget cuts have consequences for education.

So let's talk today about what is happening, after you leave class you can stop by the tent on the quad this week during lunch hour to tell your stories of how these cuts effect

students and when you ask yourself what can you do - get involved (Students for a Quality education is one way – they will be at the tent).

098 COURSE DESCRIPTION:

This course is part of a cohort of classes taught by the same instructor and designed to assist students in the EOP Bridge long-term learning community achieve academic, personal, and professional excellence. This course provides students with training in critical thinking, reading comprehension, public speaking, grammar, sentence structure, paragraph development and college level writing. Students will learn about different types of composition including essays, research reports, and creative writing. Students will also develop research skills incorporating Modern Language Association Guidelines for research citations while learning how to access campus resources such as the Oviatt Library, Learning Resource Center, Pan African Studies and Chicano/a Studies writing labs. This is a 3-unit developmental course equivalent to Bridge/Asian American Studies 098, Bridge/Chicano/a Studies 098, and English 098.

First-time freshmen are required to complete all developmental writing and math within the first year of enrollment. The University's "Basic Subjects" policy further requires that as soon as any needed developmental courses are completed, students must enroll in the General Education Basic Subjects (Section A) classes in writing, critical reasoning, oral communication and math. Enrollment must be continuous until Section A is completed.

098 COURSE OBJECTIVES:

To increase and/or enhance the student's ability to:

- 1). comprehend and critically assess different texts, especially those which reflect multicultural images and perspectives, making connections and comparing ideas among these texts.
- 2). use clear, focused, unified and coherent organization.
- 3). use the conventions of Edited American English (e.g., syntax, usage, mechanics, grammar, and diction).
- 4). use logical support to develop ideas--including informed opinion, facts, and their interpretation--recognizing fallacies, biased language, and tone.
- 5). use multiple drafts as they develop various purposes, styles, and voices to accommodate explicit audiences.
- 6). incorporate ideas derived from other sources (e.g., World Wide Web, library resources, and interviews) and document them correctly.
- 7). develop a variety of writing genres (e.g., autobiography, reports, editorials, case studies, inquiry, and research) with complexity and appropriate detail.
- 8). use various technological applications such as basic word processing, e-mail, and HyperNews to facilitate their writing.

098 COURSE OUTCOMES:

The following are outcomes for students completing 098 Basic Writing Skills prior to entering Freshman Composition

- 1). Skill in paragraph development;
- 2). Skill in applying the various modes of discourse (i.e., the personal reflection, personal description, comparison-and-contrast, argumentative, and position) to purposeful writing;
- 3). Knowledge of the writing process from the development of an idea to an edited

- finished manuscript;
- 4). Skill in how to use a variety of sentence patterns ranging from the simple to the compound-complex;
 - 5). Skill in reading comprehension, deductive reasoning, and memory retention;
 - 6). Skill in analyzing literature as it relates to non-fiction and fictional literacy;
 - 7). Skill in generating questions and integrating ideas and concepts into one's own writing;
 - 8). Skill in citing, documenting, and researching information;
 - 9). Skill in applying the rules of basic punctuation, capitalization and spelling;
 - 10). Knowledge of common Latin and Greek roots, prefixes and suffixes as well as antonyms, homonyms, and synonyms;
 - 11). Competency in using reference materials; and
 - 12). Skill in applying basic computer applications of word processing, email, and the Internet.

098 COURSE REQUIREMENTS:

- 1). **Pre and Post Diagnostic Examinations** in Reading Comprehension and Vocabulary.
- 2). **Three formal essay examinations**--a Pre-Semester, Midterm, and Departmental Common Essay Examinations requiring large Green Books;
- 3). Two **course-based examinations** including an objective midterm examination and a final (Failure to take Midterm and/or Final Examination will result in **NO CREDIT** for this course);
- 4). **PAS 098 Writer's Portfolio** containing Personal Narrative, Exploratory Essay, Argumentative Essay;
- 5). **Literary Analysis**--The assigned reader for this course is **Lies My Teacher Told Me** by James W. Loewen. Based on the student's reading and research of this book, a critical analysis is to be written according to standard manuscript format. The paper is to be no less than 750 typewritten, double-spaced words (i.e., three pages) with no less than seven formal citations including six (2) drawn from outside references such as published book reviews. This paper must have a "Works citations and a "Works Cited" section written according to Modern Language Association guidelines. ***Due as noted in the course schedule, no student shall receive credit in this class who fails to submit this paper – no exceptions!***
- 6). **Research Project (details TBA);**
- 7). **Peer Evaluations**- Students will be partnered with a peer for the duration of the semester. Partners will critique each other's work offering constructive peer feedback using descriptive rather than prescriptive language, and accompanying negative comments with ways to improve.
- 8). Students will also be responsible for completing **in-class assignments and outside study**. Assignments turned in late will be penalized one full letter grade for each day late. **No exceptions**. If unexpected situations arise, please contact me **BEFORE** the assignment is due (via email, in person, or by phone during my office hours);
- 9). **Attendance and Class participation: The Big Picture!**
 - A. This is college, not high school! Therefore; students are expected to leave high school behavior where it belongs – in high school!
 - B. Students will be treated as adults until, and unless, they indicate they should be treated otherwise.
 - C. Students are expected to arrive to class on time, and on a consistent basis.

Fiction and creativity should be practiced in the appropriate writing classes – they have no place in the operation of classes not designed to promote instructional pursuits. Creative and/or fictionalized excuses for being tardy, being absent, or, generally, being a non-product student will not earn an individual an "A" grade, will not allow a student to graduate from college, and will not allow a student to earn the kind of job paying the individual the kind of salary he or she desires.

- D. Reading assignments are not designed because the instructor has nothing

better to do: they are designed as instructional complements to lectures and other related activities. Therefore; failure to “keep up with” or “do” writing assignments (or, other types of homework), represents lowbrow behavior at its best, because such behavior is guaranteed to result in failure.

- E. **DO THINGS RIGHT – THE FIRST TIME!** Do not mess up now, and have to repeat what you could do now at a later date! It is true that it is “better late than never.” However, think of the time and energy that is lost because of the failure to deal with situations appropriately – the first time and **in time!**

F. CELL PHONES, PAGERS, IPODS, BLACKBERRYS, etc: Out of consideration for others please turn your cell phones and pagers to the silent mode. If you do not have a silent mode, please turn them off. These items are annoying distractions when they ring during the class lectures/discussion. **DO NOT ANSWER YOUR PHONE OR TEXT MESSAGE IN MY CLASSROOM.**

G. INAPPROPRIATE BEHAVIOR: Will result in low or failing grades. Examples of inappropriate behavior include coming to class late and/or leaving early; failing to take assigned work seriously; speaking to the instructor or to your peers in a disrespectful tone; and engaging in “side bars” while the lecture/discussion is going on.

WRITTEN ASSIGNMENT REQUIREMENTS:

Papers are to be typed, double spaced, and stapled. Grade reduction for mechanical errors including appropriate use of MLA format, i.e. name in the upper left hand corner of paper, no more than 1 1/2 in. margins, double spaced, 12 pt. font, correct spelling, proper source citation, etc., (See Gibaldi). Do not submit your written work in a report cover. We have a very full schedule and will have to move promptly to accomplish our objectives. Consequently, all written and oral assignments are due on or before the assigned days and times (at the beginning of class). **Assignments turned in late will be penalized one full letter grade for each day late.** No Exceptions. If unexpected situations arise, please contact me **BEFORE** the assignment is due (either in person or by phone during my office hours).

GRADING:

To earn credit, a student must maintain a grade point average of 2.3 or higher and achieve a score of 8.0 or better on the Common Essay. Additionally, grades on the following will be used to determine the final average: Midterm and Final; Two 750 word essays; Course-based objective examination; PAS 098 Writer’s Journal; In-class and Homework Assignments; Writing Assignments; Class Participation. Three or more **absences** are cause for dismissal from the course and/or grade of **No Credit**. All students are responsible for understanding and following campus policies of academic honesty as described in the schedule of classes and catalog. Any student found guilty of **cheating** or **plagiarism** will be dismissed from the course and given a grade of **No Credit**.

TENTATIVE COURSE SCHEDULE:

WEEK	CONTENT	READING/ASSIGNMENTS (To be read before class meeting)
1	Course Introduction	<i>LMTM</i> , Review, Chapters. 1-2 BAMS Review: “Textbook Reconnaissance,” p. 3 Chapter 2, “Discover Your Resources: Time Management,” pp. 26-34 BAMS, Chapter 3, “Discover Your Reading,” pp. 44-59

		BAMS, Chapter 4, "Discover Your Notes," pp. 60-76
2	<p>Writing Mechanics-Comma Splices & Fused Sentences</p> <p>Understanding Writing Assignments Diagnostic Essay (Large Green Book Required)</p> <p>Writing Assignment #1 Personal Narrative</p>	<p>www.chompchomp.com</p> <p>Exercises 1-5</p> <p>http://owl.english.purdue.edu</p> <p>BAMS; Discover Your Voice, pps. 95-97; 100-104</p> <p><i>LMTTM</i>, Review, Chapters. 3-5</p> <p>BAMS, Chapter 8, 121-125</p>
3	<p>Starting the Writing Process Purpose, Audience, Writers Block/Anxiety</p> <p>Writing Mechanics-Fragments</p>	<p>http://owl.english.purdue.edu</p> <p><i>LMTTM</i>, Chapters. 6-8</p> <p>www.chompchomp.com</p> <p>Exercises 1-7</p> <p>BAMS, Chapter 6, 100-101</p>
4	<p>Writing sentences</p> <p>Organizing through paragraphs</p> <p>Focusing Through a Thesis</p> <p>Writing Mechanics-Irregular Verbs</p> <p>Writing Assignment #2- Exploratory Essay</p>	<p><i>LMTTM</i> Chapters 9-10</p> <p>www.chompchomp.com</p> <p>Exercises 1-6</p> <p>Writing Assignment #1 Due</p> <p>http://owl.english.purdue.edu</p> <p>BAMS, Chapter 6, 96-97</p>
5	<p>Introduction, Body, & Conclusion</p> <p>Transitional Devices</p> <p>Writing Mechanics-Commas</p>	<p>http://owl.english.purdue.edu</p> <p><i>LMTTM</i>, Chapters 10-11</p> <p>www.chompchomp.com</p> <p>Exercises 1-5</p> <p>BAMS, Chapter 7, pages 110-125</p>
6	<p>Understanding the Structure of Academic Writing</p> <p>Modes of Discourse</p> <p>Writing Mechanics-Pronoun Agreement</p> <p>Writing Assignment #3- Literary Analysis</p>	<p>http://owl.english.purdue.edu</p> <p><i>LMTTM</i>, Chapter 12 & Afterword</p> <p>www.chompchomp.com</p> <p>Exercises 1-5</p> <p>Writing Assignment #2 Due</p> <p>BAMS, Chapter 8, pages 127-130</p>
7	<p>Writing about Literature</p> <p>Writing Mechanics-Pronoun Case</p>	<p>http://owl.english.purdue.edu</p> <p>www.chompchomp.com</p> <p>Exercises 1-6</p> <p>BAMS, Chapter 5, pages 79-93</p>
8	<p>The Essay Exam</p> <p>Common Departmental Midterm (Large Green Book Required)</p> <p>Writing Mechanics-Pronoun Reference</p>	<p>BAMS, Chapter 5, pages 85-92</p> <p>Literary Analysis Due</p> <p>www.chompchomp.com</p> <p>Exercises 1-5</p> <p>BAMS, Chapter 8, pages 130-143</p>
9	<p>Research Writing</p> <p>Writing Mechanics-Subject-Verb Agreement</p>	<p>Library Workshop</p> <p>www.chompchomp.com</p> <p>Exercises 1-5</p>

	Writing Assignment #4 Research Essay	http://owl.english.purdue.edu BAMS, Chapter 6, 98-99
10	Library Workshop Writing Mechanics- Word Choice	http://owl.english.purdue.edu www.chompchomp.com Exercises 1-7 BAMS, Chapter 6, page 95
11	MLA Documentation Using Sources and Avoiding Plagiarism Writing Assignment #5 Argumentative Essay Writing Mechanics- Word Choice	http://owl.english.purdue.edu www.chompchomp.com Exercises 8-14 BAMS, Chapter 6, 102-104
12	Writing to Persuade Using Evidence	http://owl.english.purdue.edu Research Essay Due
13	The Logic of Argument Avoiding Fallacies	BAMS, Chapter 6, pages 105-108 http://owl.english.purdue.edu
14	Research Project In-class Presentations	Argumentative Essay Due
15	Essay Examination (Large Green Book Required) Research Project In-class presentations PAS 098 Writer's Journal Due Rewrites Due Final examination review	
16	Objective Final Examination	

Self Report Cards: Due the 6th, 12th and 15th week:

The purpose of this assignment is to help you be aware of your progress in each class you are taking; to help you identify areas of strengths and challenges; and to help you be accountable for the choices you are making in each of your classes. Give careful consideration to this assignment. Don't throw your report card together at the last minute—this is a representation of what you are about in college.

In your report card(s) include the following pieces of information for each class:

- Name of Class
- Professor's name
- Number of office visits (include dates)
- Number of absences/tardies
- Have you completed all assignments to date?
- If not, which assignments are missing and what steps are you taking to rectify the missing assignments?
- What assignment(s) are you working on currently for this course?
- How often do you participate in class? (Ask questions? Make comments?)
- What is your grade to date?
- What is one thing you want to continue doing well in this class?
- What is one thing you want to improve in this class?

➤ Notes/comments/other concerns?