

PAN AFRICAN STUDIES 098
California State University at Northridge
Course Syllabus
FALL 2009
BRIDGE SECTION

Ticket Number: **18709**
Instructor: **K.E. Carter**

Hours: 11:00am-1:45pm, F
Office: SH 273

Office Hours: 8:00am—10:45am, F

Contact: (818) 677-2084

Home Number: **310-530-3580**

Fax Number: **310-530-3689**

Email: **Kcarter863@yahoo.com**

PAS 098. BASIC WRITING SKILLS (3)
(3 units University credit; credit toward graduation)

Prerequisite: A score of 142-150 on the English Placement Test (EPT) or a grade of “CR” for 097 Developmental Reading. This 098 section provides students with an intensive grounding in basic writing skills: the sentence, the rhetoric of the paragraph, mechanics, and grammar. This Basic Writing Skills course serves as a prerequisite to the 155 Freshman Composition offered by the Chicano/a, English and Pan African Studies Departments, respectively. PAS 098 Basic Writing Skills takes a Writing Workshop approach to the subject matter with extensive collaborative learning activities inside the classroom. Given this methodology, students learn the values of interpersonal communications and group dynamics that come from working together in developing and improving competencies.

Students are expected to pass exit examinations including a timed Common Essay, Exit Essay Examination, and reach or exceed national norms in Sentence Structure and Vocabulary as measured by the College Entrance Examination Board (i.e., CEEB). Moreover, students are taught how to research, organize and write critical papers using Modern Language Association (MLA) guidelines. Students passing this 098 Basic Writing Skills course then move onto Pan African Studies 155 Freshman Composition (or equivalent) for the Fall semester.

REQUIRED TEXTBOOKS:

1. **Personal Perspectives (Writing Concerns)**

Course Objectives:

The five primary objectives for this Pan African Studies 098 Basic Writing Skills course have been developed and agreed upon by the Task Force on University Writing at California State University as the criteria for all 098-level Basic Writing Skills courses offered at CSUN:

- The student will have developed proficiency in the organization and development of short essays including timed essays;
- The student will have developed an understanding of sentence structure and sentence boundaries;

- The student will have undergone exposure to texts representing a wide range of disciplines and perspectives;
- The student will have gained an understanding of the appropriate usage of English mechanics and vocabulary; and
- Lastly, the student will have received empowerment by using technology in writing.

Student Learning Outcomes:

CSUN's Task Force on University Writing, in setting forth the aforementioned objectives, established the following as desired outcomes for students completing 098 Basic Writing Skills prior to entering Freshman Composition. Achieving the same is the aim and intent of this section:

- Skills in paragraph development;
- Skills in applying the various modes of discourse (i.e., the personal experience, personal perspective, evaluative and argumentative) to purposeful writing;
- Knowledge of the writing process from the development of an idea to an edited finished manuscript;
- Skills in how to use a variety of sentence patterns ranging from the simple to the compound-complex;
- Skills in reading comprehension, deductive reasoning, and memory retention;
- Skills in analyzing literature as it relates to non-fiction and fictional literacy;
- Elements as well as learning how to generate questions and integrating ideas and concepts of one's peers into one's own writing;
- Skills in citing, documenting, and researching information;
- Skills in applying the rules of basic punctuation, capitalization and spelling;
- Knowledge of common Latin and Greek roots, prefixes and suffixes as well as antonyms, homonyms, and synonyms;
- Competency in using reference material in using (Oviatt) student library services; and
- Skills in applying basic computer applications of word processing, email, and in using the Internet.

COURSE REQUIREMENTS:

1. The student is to complete Pre-Semester and Post-Semester Diagnostic Skills testing in Sentence Structure and Vocabulary. These tests call for the student to purchase two (2) Scan-Tron Form 882s. Failure to take these tests shall result in an "NC" for the course;
2. The student is to obtain three (3) large Blue Books for Pre-Semester, Midterm, and Departmental Common Essay Examinations. No essay examination may be taken without a large (i.e., 8 2" x 11") blue book. Failure to take any of these essay examinations shall result in an "NC";
3. The student shall sit for two (2) course-based examinations to include a midterm objective examination and the final course examination. Failure to take either the midterm or the final examination shall result in an "NC" for the course.
4. The student must obtain a _____, single-subject spiral notebook to be used for the Student Journal/Vocabulary Builder comprised of entries assigned by the course instructor. This journal shall be graded at Midterm and at the end of the course. The student who fails to submit the Journal at the end of the semester shall receive an "NC" for the course, as this is a term project. The Journal must be brought to all class meetings;
5. The student is to develop and produce five (5) written assignments (including "in-class" assignments) drawn from the various expository styles. No writing assignment shall be accepted more than one week after the actual due date unless accompanied by a written medical excuse! ***ALL Writing Assignments are to be typed, and all in-class assignments are to be written in INK!!!*** The student who fails to submit **ALL** drafting written assignments shall receive an "NC" for the course.
6. The student will complete a minimum of four paragraph assignments.
7. Homework assignments are indicated on this **Syllabus**. Each homework assignment will be followed by an in-class quiz. These weekly quizzes will test your knowledge of the assigned reading, and each quiz (5 in total) will be worth a total of 20 points. **You will also have two (2) major quizzes, worth a total of 50 points each. All quizzes and examinations will be based on assigned readings and exercises and class lectures.**
8. Collaborative Efforts: Students will be assigned to Learning Teams. Each study group will be responsible for:

(DO NOT REPEAT ANY PRESENTATIONS MADE DURING THE SUMMER)

In class presentations on:

A. Nouns & Pronouns	Group 1	10/09/09
B. Verbs & Adverbs	Group 2	10/09/09
C. Conjunctions & Prepositions	Group 3	10/09/09
D. Subject/Verb Agreement	Group 4	10/09/09

Learning Teams should use creativity and textbook/reference book information to present key concepts about each topic to their classmates. The use of handouts and overheads are encouraged (Handout duplication requests must be made at least two days before the presentation). Each presentation is worth a maximum of 20 points. Groups will be graded on content, clarity, creativity, and cohesion.

II. Peer reviews of writing assignments. For the two writing assignments, group members are to review, edit, and make improvement suggestions for their teammate's papers. Each writing assignment must be duplicated for all group members. The instructor will provide this service. Members will be graded on:

- A. Identification of errors;
- B. Correction of errors;
- C. Suggestions for strengthening the overall paper.

This assignment will be worth a maximum of 10 points per paper. Students are expected to use the suggestions of their teammates in their revisions.

RULE: If you fail to complete your writing assignment and/or review when due---unless there is an extremely important reason--make-ups/late papers will not be accepted.

10. CHEATING IS GROUNDS FOR AUTOMATIC FAILURE AND COURSE EXPULSION!!!

GRADE-POINT BREAKDOWN

ESSAYS:

Midterm	24 points
Common Essay	48 points

WRITING ASSIGNMENTS:

2 at 12 pts each	24 points
------------------	-----------

LEARNING TEAM ASSIGNMENTS: 30 points (2)

RESEARCH ASSIGNMENTS 40 points (2)

WRITER'S JOURNAL 30 points

QUIZZES @ 10 points each 40 points (4)

EXAMS:

Midterm Objective	50 points
Final Objective	75 points
Portfolio	100 points

TOTAL POINTS: 461

*****You will need 322 points in order to receive "CR" in this class*****

**LISTEN UP...
THE INSTRUCTOR:**

EDUCATION:

B.A.: University of Redlands Major: Soc., Phil., History Minor: Literature

M.A.: Claremont Graduate School Major: Professional Education

ABD: UCLA Major: Administrative and Policy Studies in Education

OTHERS: CSULB, CSUDH, and UCSD

COMMUNITY COLLEGE TEACHING AREAS OF CERTIFICATION (Since 1976)

**Professional Education, Ethnic Studies, History, Philosophy, Sociology,
and Humanities**

**Division Chair, Social Sciences (Administration of Justice, Economics, History,
and Political Science**

Director, PACE Program (2000 to present)

**CSUN: (Since 1985) Developmental Reading, Developmental Writing,
Composition, Study Skills, Critical Thinking and Race**

UNIVERSITY OF PHOENIX: (Since 1993) Communications

**RULES OF CONDUCT and CLASSROOM
CONSIDERATIONS**

I. THE BASICS

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 that they should be treated otherwise.

C. Students are expected to arrive to class on time, and not fall victim to the tardy or absence "gremlins." If there is an entity preventing an individual from being responsible, punctual, or present, we need to identify it - so that we can imprison or eradicate it, which will allow the individual student 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 that 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! Don't 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!

II. The "STUPIDS"

A. Receiving an average or below-average grade on an examination and bragging that you neither purchased nor read the course textbook.

B. Missing a class, returning and asking the instructor, "Did we do anything important?" or "Did I miss anything important?"

C. Coming to class with less than a half-hour left in the period, and expecting the instructor to allow you to sign the roll sheet or be given credit for attendance.

D. Talking in class, interfering with the instructor's lecture, and expecting the instructor to accept this type of behavior. Random conversations are best conducted in one's living room, at a club, at a party, in a restaurant, or on a street corner - not in a place of learning!

E. Loud-talking in the hallways while classes are being conducted. Yelling to friends who are at the end of the building - during class time - is impolite behavior! There are students trying to listen to lectures and/or films. Why should you be allowed to disrupt this learning activity?

F. Films are shown for instructional purposes. Students conducting personal conversations during films are rude, crude, disrespectful, and deserving of failing grades. You don't do it at the movies - which are, in most cases, not a learning experience. Why should you do it during class time?

G. Disrupting others while they are expressing their opinions. While all opinions should not be "weighed" the same - everyone is entitled to express his or hers. If you expect fellow students to respect what you have to say - you should respect what they have to say. Let people have their "say"!

H. CELL PHONES

Out of consideration for others, please turn your cell phones to the silent mode. If they do not have a silent or vibrate mode, please turn them off. These items tend to distract the other students when they ring during class discussions or study group activities.

I. Lap-top Computers: While it is permissible to bring laptops to class, they should not be - during class---used to:

1. Chat with others online;
2. Visit MySpace, YouTube, Twitter, Facebook, or other such Internet locations;
3. Work on homework or papers from another class.

Failure to adhere to these stipulations will result in the prohibition of laptop in-class use.

- J. iPods and other advanced technological instruments: Earphones should be removed from ears once the class begins! Classroom instruction should not be interrupted by unnecessary noises—concentration should be focused on what is being “said” and “done.” The assumption that any particular activity is not “relevant” to what a student may think is the purpose of the class, will not be entertained. These matters fall within the power of the classroom instructor.**

I have a cell-phone! However, I do not bring it to class with me. Anyone who knows me should know that during certain times of the day that I am teaching. If they know that I am teaching it is **DISRESPECTFUL** to call me during work, and I do not appreciate those who treat me in such a manner. If there are those who supposedly love and respect you, but seek to disrupt your education for anything other than an emergency – they do not **RESPECT** you. If you are respected, such individuals would not seek to interfere with your education . . .and that of others!

If you forget these instructions and happen to forget that your phone is not on the silent or vibrate mode, turn it off as quickly as possible (Repeated violators will be asked to leave the class). **DO NOT ANSWER YOUR PHONE IN MY CLASSROOM!** Also, do not feel that because someone calls you during class that you have been given reason and/or permission to leave the classroom and hold a 10 – 15 minute conversation. Those making a practice of such behavior will be considered tardy or, depending upon the length of time “gone,” absent!

III. Improper behavior will result in low/failing grades. This is not the street corner - don't treat it as such!

IV. Guaranteed to Reduce Your Grade Activities/Behavior:

- a. Sleeping (including the placing of the head on a desk) in class;
- b. Using a laptop to visit chat rooms or to complete homework for other classes;
- c. Doing homework in class;
- d. Text-messaging;
- e. Extended and extensive class “leaves” (restroom, phone class, etc.);
- f. Earphones on during class;
- g. Excessive tardies and absences;
- h. Improper comportment

PERSONAL RESPONSIBILITY established in college can be beneficial in the work world! In the work world - you cannot “check in” or “check out” whenever the feeling “hits” you. It is important that you be on time, do the work, and do it satisfactorily.

In the work world - you cannot do work when you feel like doing work!

In the work world - you cannot speak to your “boss” in a manner manifesting disrespect!

In the work world - you cannot schedule appointments that constantly conflict with your work hours!

098 COURSE OUTLINE BY WEEKS

WEEK I:	Bring LARGE BLUE BOOK on Friday!		
	08/28/09	Friday	Introductions Pre-Semester essay Readings: Pages 2 – 5 Internet Grammar Exercises (TBA)
WEEK II:			
	9/04/09	Friday	Carter's Dislikes Review Journal Writing Quiz on Grammar Exercises/Discussion Homework: pages 56—62 Grammar Exercises (TBA)
WEEK III:			
	09/11/09	Friday	Basic Writing Problems: Discussion/Exercises Homework: PP, pages 63-70; 119-123, 125-126 Grammar Exercises (TBA)
WEEK IV:			
	09/18/09	Friday	Review of Pre-semester Essays Quiz #1 (on reading assignments) Make-ups only allowed if students show official, appropriate paperwork! Autobiographical Essays Grammar Exercises (TBA)
WEEK V:			
	09/25/09	Friday	In-Class Essay: Narration Quiz on Grammar Exercises Homework: The Creative Stage (Pages 59 – 62) Homework: The Shaping Stage (62 – 64) The Topic Sentence (66 – 68) Homework: PP, pages 71- 77 GRAMMAR EXERCISES (TBA)
WEEK VI:			
	10/02/09	Friday	Overview: The Essay Reflections on In-Class Essay #1 Quiz on Grammar Exercises Homework: PP, pages 78 – 101 GRAMMAR EXECISES (TBA)
WEEK VII:			
	10/09/09	Friday	Presentations Quiz on Grammar Exercises GRAMMAR EXERCISES (TBA) Bring LARGE BLUE BOOK to next class!
WEEK VIII:			
	10/16/09	Friday	Midterm Common Essay Midterm Objective Exam
WEEK IX:			
	10/23/09	Friday	Review of Midterm Examinations “Introductions” and “Conclusions”

Research Assignment (TBA)

WEEK X:	10/30/09	Friday	The “Body” The Research Model and Assignment Self-Reflective Essay Assignment Research Assignment (Due next Friday)
WEEK XI:	11/06/09	Friday	Self-Reflective Essay due Clutter Exercise/Comparison Reading : PP, pages 189-197
WEEK XII:	11/13/09	Friday	Research Assignments are due! Reflections on In-Class Essay Paragraphs Reviewed Research Assignment #2 Homework: PP, pages 207 – 213 Perspective Essay, pages 140-143
WEEK XIII:	11/20/09	Friday	Presentations #2 Portfolio BRING LARGE BLUE BOOK TO NEXT CLASS!
WEEK XIV:	11/27/09	Friday	Holiday
WEEK XV:	12/04/09	Friday	Final “Things” Final Exam Preview COMMON ESSAY
WEEK XVI:	12/11/09		Study Day
WEEK XVII:			FINAL EXAMINATION WEEK