

ENGLISH 091/105 (combined sections)

Fall 2013

Syllabus

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Office Hours: Monday and Wednesday, 10:30 – 11:20. Tuesday and Thursday at 12:30-1:20. Most Fridays I work at home. We can certainly set up an appointment outside of these times, and you'll find me frequently online, checking in around 7am, again at noon, and then early evening (between 5 and 6pm).

The overall goal of English 091 and English 105 is to help you improve your editing skills. The course is self-paced. This means that you must show evidence of progress each week, but you do not have to complete a specific number of chapters of the book by the end of the quarter. The number of chapters you complete will depend on your personal goals, your previous knowledge of English grammar, your level of anxiety, and the amount of time you're able to spend.

English 091 is not a substitute for the English 070 series or for English 092. Passing English 091 **will not** give you placement in English 092, 093, or 101. However, if you complete *Patterns 1*, and if you read well, you'll be prepared to place at the 092 or 093 level on the English Department's **Challenge Test**, which you'll be allowed to take at the end of the quarter. If you complete *Patterns 2*, you'll be editing at the English 101 level. It's possible to test into English 101 if you read well enough and write a strong, well-supported, well-edited essay.

English 105 is not a substitute for English 101, nor does it give you automatic placement in English 101. However, it can be excellent preparation for the COMPASS test for 101 placement, or the English Department's **Challenge Test** to gain placement in English 101.

If you have questions about your placement or about the testing options, please ask me.

Textbooks and Materials

Required: all students will need Patterns I. Several students will need Patterns 2 for later in the quarter.

- *Patterns 1* by Linda Leeds
- *Patterns 2* by Linda Leeds

Recommended

- Any college level writing handbook that includes a substantial section on grammar and punctuation
- If you already know a lot about grammar and if you learned English as a foreign language, *Chartbook: Understanding and Using English Grammar* by Betty Azar may be useful.

What You Will Learn

You'll learn to correct basic mistakes in grammar and punctuation. After completing the first six chapters of *Patterns 1*, you'll know enough basic grammar to gain maximum benefit from a more advanced grammar course, a college-level composition course, or a business writing workshop. You'll know you've mastered the basics when you can

- Write a full page in your journal in 15-20 minutes
- Identify and use five basic sentence elements: nouns, pronouns, adjectives, adverbs, and verbs
- Recognize and use the five basic sentence core patterns
- Locate sentence cores in complicated sentences
- Use commas to help your readers focus on the sentence core
- Identify and use correctly the five basic verb tenses, including irregular verb forms
- Use your own personal editing and proofreading process to find and correct basic mistakes in grammar, sentence structure, and punctuation

You'll learn to revise your prose to improve clarity, flow, and style. Chapters 7-10 in *Patterns 1* and Chapters 12-18 in *Patterns 2* cover much of the same material as a standard college-level grammar and writing style course. By the end of Chapter 18, you'll be able to

- Make pronouns relate clearly to the nouns they stand for
- Reduce clutter in your writing
- Make choppy sentences flow more smoothly
- Make longer sentences more readable
- Decide when to use passive sentence patterns and when to avoid them
- Use parallel and balanced structure to achieve special effects
- Punctuate your sentences to convey the tone and rhythm of your own natural voice
- Use difficult verb tenses to express time sequences and nuances of meaning

OUTCOMES FOR ENGLISH 091

- Write narrative, descriptive, summary, and self-reflective journal entries with improved fluency, as demonstrated by comparison of initial journal writings with end-of-quarter writing
- Identify the basic parts of speech (nouns, determiners, pronouns, adjectives, adverbs, verbs, conjunctions, and prepositional phrases) in their own writing and the writing of others
- Identify basic sentence core patterns in their own writing and the writing of others with improved accuracy (for example, Subject – verb; Subject – verb – noun completer (direct object); subject – linking verb – adjective or noun completer (subject complements); Subject – linking verb – adverb completer)

- Identify basic verb tenses (simple past and present, past and present continuous, simple future) in their own writing and the writing of others
- Describe and use an editing process that suits their individual needs
- Collaborate effectively with classmates to edit each other's writing for mistakes in basic grammar, sentence structure, and punctuation (singular and plural word endings, subject-verb and noun-pronoun agreement, verb tense and form, noun and adjective lists, introductory phrases)
- Edit their own writing to correct mistakes in basic grammar and sentence structure (singular and plural word endings, subject-verb and noun-pronoun agreement, verb tense and form)
- Look up information about grammar and punctuation in a standard college-level writing handbook and apply it to their own editing
- Articulate in writing what they have learned and how they have learned it

OUTCOMES FOR ENGLISH 105

- Identify basic parts of speech (e.g. articles, nouns, adjectives, verbs)
- Describe the structure, function, and punctuation of phrases (e.g., noun phrases, adverb phrases, verb phrases) and identify these elements in their own writing
- Describe the structure, function, and punctuation of clauses and identify these elements in their own writing
- Describe the basic sentence patterns of English (e.g., subject-verb, subject-verb-direct object, subject-linking verb-complement, etc.) and identify these patterns in their own writing
- Describe some of the basic transformations of these patterns (e.g., passive voice, inversions, relative clauses, verbal phrases, etc.) and identify these in their own writing
- Identify and use the major verb tenses in English
- Demonstrate their understanding of the fundamentals by editing their own writing to improve communication
- Identify some of the basic differences between the sentence patterns and conventions of English and those of other languages (e.g., word order, use of tenses, gender agreement, cases, etc.)

What you need to succeed:

Because this course is entirely online, you need to complete several orientation steps to ensure your success:

- In order to use our class website effectively, you **MUST** complete the Canvas Student Orientation and be aware of the ideal web browsers to use and the basic tools. Follow the link in this module to view the videos.

Also click on the “How to Start Classes in Canvas” link in this module to explore browser requirements and other general questions you might have.

- Always keep me informed if you have problems with the technology, and I will find help for you. You may also contact the Distance Education office directly by email or phone: landerso@belleveucollege.edu or 425-564-2438. They can be extremely helpful with technology! However, I expect that you bring some expertise with you to help in solving problems that arise. Ultimately, your computer and internet services are your responsibility. If you are signed up for the online section and you have computer problems, you may use the computer labs on the BCC campus if you have an emergency.

Groups

Some of you are learning grammar for the first time. Others are reviewing. Because of these differences, you'll work in online groups. Each group will work at its own speed. If you need to work faster or slower than others in your group, I'll move you to a different group. Every week I will post the chapter for the online group in that week's module. Canvas groups are not the easiest to navigate, so make sure to read the Canvas instructions on groups:

[“What Are Student Groups”](#)

[“How Do I View Groups”](#)

[“How Do I Start A Discussion”](#)

Assignments and Grading

You'll do a lot of work in class, but I also expect you to do at five to ten hours of work at home each week. Homework will include journal writings and practices in *Patterns*.

Your grade will **not** depend on how many chapters you complete. As long as you show evidence of steady progress and turn in the weekly self-evaluation reports, you'll pass.

If you are in English 091, you will be graded Pass/Fail. If you are in English 105, you will be graded by letter grade at the end of the quarter, A-F. For both classes, your grade will be based on attendance, journal writing, and work in *Patterns* evidenced by your Friday in-class write.

- Journal Writings 50 Points (5 points each week for 4 entries per week)
- Friday Writes: 50 points (5 points each write)
- Group Attendance: 50 points (5 points per week)
- Wednesday “practice” submission (5 points each submission)
- Self Evaluation 20 points (2 points each evaluation)

For English 091, to pass the course, you must earn at least 170 out of 220 possible points.

For English 105, your final grade will be broken down as follows:

A 95-100% points: 209-220

A- 94-90% points: 198-208

B+ 87-89% points: 191-197

B 84-86% points: 185-190

B- 80-83% points: 176-184

C+ 77-79% points: 169-175

C 74-76% points: 162-168

C- 70-73% points: 154-161

D+ 67-69% points: 147-153

D 60-66% points:132-146

D- 50-59% points: 110-131

Friday Timed Writes

Each week starting in the second week, you will be given a prompt and write an essay within a given time period of two hours. You'll find these timed writes in "Quizzes" in Canvas. You'll have between Friday morning and Saturday at midnight to complete your timed write, but once your timed write begins, you'll have two hours. Allow yourself about an hour to compose your essay; then use the second hour to edit it for the concepts you are learning that week. You will be graded primarily on how well you edit for that concept.

Attendance in Groups

I will be checking your activity in your group each week. To earn the 5 points possible for each week of Patterns activity, I expect to see you post some response/answer/question to every "practice" in your chapter. This will typically mean you will post 6-10 times per week, depending on your chapter.

Journal Writings

You must do **four** journal writings each week at home in a Word document or scanned pages that you turn in each Friday. When you reach a journal topic in your book, use it as the topic for one of the journal writings you do at home. When you're between journal topics in the book, you must find your own topic. Write about the things that interest you—your family, your friends, movies you see, books you read, places you go, your opinions and ideas about education, morality, politics, etc. Write as though you're talking to a friend.

Each time you write in your journal, begin by writing the date and the journal number—for example, "1/28/2010 Journal 4/3" or "1/28/2010 My Thoughts on...." Then write FAST for 15 minutes or more. Each day, try to write more in the same amount of time. Don't worry about grammar, sentence structure, or spelling. Just put your thoughts down on paper as quickly as you can. If English is not your native language, don't stop writing to look words up. Leave a blank, or write the word in your own language. After you finish, you can look up the words you left out.

Your journals are **due each Monday** by midnight as a Word document or a scanned PDF file, beginning in the 2nd week.

Wednesday Practice Submission

While you'll work on each Patterns "practice" in your groups, on Wednesday you need to turn in one of your practices to me. Usually your practice to be turned in will be assigned to your group on that Monday. For fill-in-the-blank exercises, please include the full sentences. You may photocopy your workbook page, or retype those sentences into a Word document. If the practice you turn in is a journal entry, that you can simply turn that in.

Please clearly identify which practice you're completing with the appropriate number, Patterns book 1 or 2.

Self Evaluation

Each Monday you'll turn in a brief self-evaluation report along with your journal writings. This self-evaluation should be approximately ½ of a page, typed (so around 500 words). In this self-evaluation, discuss what chapters and practices you covered last week, what you learned and what your goals are for this week. Talk about any concepts that were difficult for you, and ones that were easy to master. I'll use your self-evaluation and your in-class writing to judge your progress. In particular, I'll be using your self-evaluation to check how well you're mastering the particular concept you studied and practiced that week, so make sure you clearly state what you've learned. Since you're all working at different speeds, "satisfactory progress" will mean something different for each person. If your progress is satisfactory, I'll give you five points for the week.

Due Dates

Due each Monday, starting with Week 2:

- Self-evaluation report
- Four journal writings (written at home)

Due each Wednesday, starting with week 2:

One practice assigned to your group. You may certainly check your answers with your group before you turn this in, although I will often pick a practice where answers might vary. This practice doesn't have to be perfectly done; in fact, you can turn in a practice where you are uncertain or have questions, and wish to get feedback. As long as you turn in the practice fully completed, you'll earn the points!

Due each Friday, starting with week 2:

- One timed write due in Quizzes. I will post the prompt at the opening of the 48 hour period. You will have two hours to complete this prompt, once you begin writing. The timed write is available from Friday at 8am until Saturday at midnight, so you can complete your timed write anytime with that period.

Special Needs If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of emergency evacuation, please make an appointment with me as soon as possible. If you would like to inquire about how to receive support from DRC (Disability Resource Center), you may call 425-564-2498 or go in person to the DRC offices, which are temporarily located in the Library Media Services this quarter.

OUTCOMES FOR ENGLISH 091

- Write narrative, descriptive, summary, and self-reflective journal entries with improved fluency, as demonstrated by comparison of initial journal writings with end-of-quarter writing
- Identify the basic parts of speech (nouns, determiners, pronouns, adjectives, adverbs, verbs, conjunctions, and prepositional phrases) in their own writing and the writing of other
- Identify basic sentence core patterns in their own writing and the writing of others with improved accuracy (for example, Subject – verb; Subject – verb – noun completer (direct object); subject – linking verb – adjective or noun completer (subject complements); Subject – linking verb – adverb completer)
- Identify basic verb tenses (simple past and present, past and present continuous, simple future) in their own writing and the writing of others
- Describe and use an editing process that suits their individual needs
- Collaborate effectively with classmates to edit each other’s writing for mistakes in basic grammar, sentence structure, and punctuation (singular and plural word endings, subject-verb and noun-pronoun agreement, verb tense and form, noun and adjective lists, introductory phrases)
- Edit their own writing to correct mistakes in basic grammar and sentence structure (singular and plural word endings, subject-verb and noun-pronoun agreement, verb tense and form)
- Look up information about grammar and punctuation in a standard college-level writing handbook and apply it to their own editing
- Articulate in writing what they have learned and how they have learned it

OUTCOMES FOR ENGLISH 105

- Identify basic parts of speech (e.g. articles, nouns, adjectives, verbs)
- Describe the structure, function, and punctuation of phrases (e.g., noun phrases, adverb phrases, verb phrases) and identify these elements in their own writing
- Describe the structure, function, and punctuation of clauses and identify these elements in their own writing
- Describe the basic sentence patterns of English (e.g., subject-verb, subject-verb-direct object, subject-linking verb-complement, etc.) and identify these patterns in their own writing
- Describe some of the basic transformations of these patterns (e.g., passive voice, inversions, relative clauses, verbal phrases, etc.) and identify these in their own writing
- Identify and use the major verb tenses in English
- Demonstrate their understanding of the fundamentals by editing their own writing to improve communication
- Identify some of the basic differences between the sentence patterns and conventions of English and those of other languages (e.g., word order, use of tenses, gender agreement, cases, etc.)