

Hartnell College

English
Department
Handbook



Updated June 2009 by R. Mendoza



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A Message to All Adjunct English Instructors

Welcome to the Hartnell College English Department! We are all aware of an adjunct's hectic schedule with juggling different policies and curriculum matters at various community colleges, and we recognize the vital role adjunct faculty play on *our* campus. Therefore, we have created this handbook to orient you to curriculum guidelines and various Hartnell policies pertinent to our department. We hope this assists you in the planning of your syllabi and courses.

The materials included in this handbook-- we feel-- are necessary to give a brief introduction to our department and allow for answers that adjuncts may have at the beginning of their time with us. Some of the resources you will find are:

- Official course outlines for core English Composition and Reading classes, which contain course objectives and book lists
- Sample syllabi
- Sample schedules for the first 6 weeks of the semester
- Various school wide policies that we feel are important enough to reiterate to our adjuncts.

We have also gathered additional materials such as sample essays and syllabi that you might find helpful. These are in the department's main office, PA 122.

Do not hesitate to contact any one of us if you have any questions or concerns regarding our English courses or any other issues pertaining to our discipline. You will find our names, phone numbers, and email addresses on the list of contacts.

Welcome to Hartnell College and good luck,
The English Faculty





English Composition Classes with Student Learning Outcomes (SLOs)

English 253

An introductory course in writing and reading, English 253 focuses on the development of writing and reading skills with emphasis on elements of the sentence, the paragraph, and the short essay. English 253 is not designed as an ESL course.

✧ Student Learning Outcomes ✧

By the end of the semester students will be able to:

1. Demonstrate comprehension of assigned texts by identifying the main ideas and supporting details.
 2. Produce an essay by the end of semester which has a thesis, an introduction, body, and conclusion driven by a purpose that responds to a rhetorical situation.
 3. Demonstrate knowledge of writing as a process that includes revision.
-

English 101

This course maintains concentration on the word, the sentence, and the short paper: Emphasizes building vocabulary, structuring sentences correctly and effectively, and organizing and developing short papers. The goal is to prepare students for college-level composition in English 1A.

✧ Student Learning Outcomes ✧

By the end of the semester students will be able to:

1. Describe, paraphrase, and summarize college-level material accurately. Students should be able to summarize an article from their textbook or the popular press and identify and evaluate main ideas, audience, purpose, organization, strength of evidence, and critical thinking strategies.
 2. Write focused, coherent, well-developed largely text-based essays appropriate to the developmental level.
 3. Demonstrate understanding of the recursive nature of the writing process.
-

English 1A

Introduction to composition with emphasis on writing of exposition, reading of selected works from a variety of academic and cultural contexts, and writing from research. Students will write a minimum of 6,500 words including essays, journals, and homework assignments.

Students entering English 1A must have a strong command of written and spoken English. They will be required to learn various writing patterns, and write multiple-page essays.

English 1A typically requires students to write three to four analytical essays on a variety of topics that cut across the college curriculum. The centerpiece of English 1A is an eight-ten



page research paper in the MLA documentation format. English 1A is especially rigorous because it is a transfer course, meaning credit for English 1A can be transferred to a four-year institution.

✧ Student Learning Outcomes ✧

By the end of the semester students will be able to:

1. Write longer and more complex essays compared to English 101, built from a combination of several rhetorical patterns that pursue answers to challenging questions or advance substantial arguments that are supported with relevant, thoughtful, and sufficient evidence drawn (as appropriate) from written texts and the writer's own experience and knowledge.
2. Recognize that writing is a process requiring multiple drafts to create and complete an effective piece of writing.
3. Gather, evaluate, and incorporate diverse resources into purposeful and coherent research paper with sources documented in MLA format.

English 1B

English 1B is an introductory literature survey course that focuses on reading and writing about four basic literary genres: drama, poetry, short story, and the novel. The course provides instruction and practice in critical thinking and forming literature based arguments. This course introduces the major schools of literary and cultural theory common to study in the humanities. Students will write a total of 6,000 words including essays, journals, and homework assignments

✧ Student Learning Outcomes ✧

By the end of the semester students will be able to:

1. Apply literary terms and interpretive techniques to read, discuss, and write competent academic prose about literature.
2. Critique and evaluate the formal elements of poetry, fiction, and drama.
3. Produce an analytical research project on a literary work using MLA format that demonstrates understanding of acknowledged methods of critical thinking and writing.

English 2

Critical analysis of arguments; development of ability to incorporate the principles of critical thinking into essay writing. The course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1A.

✧ Student Learning Outcomes ✧

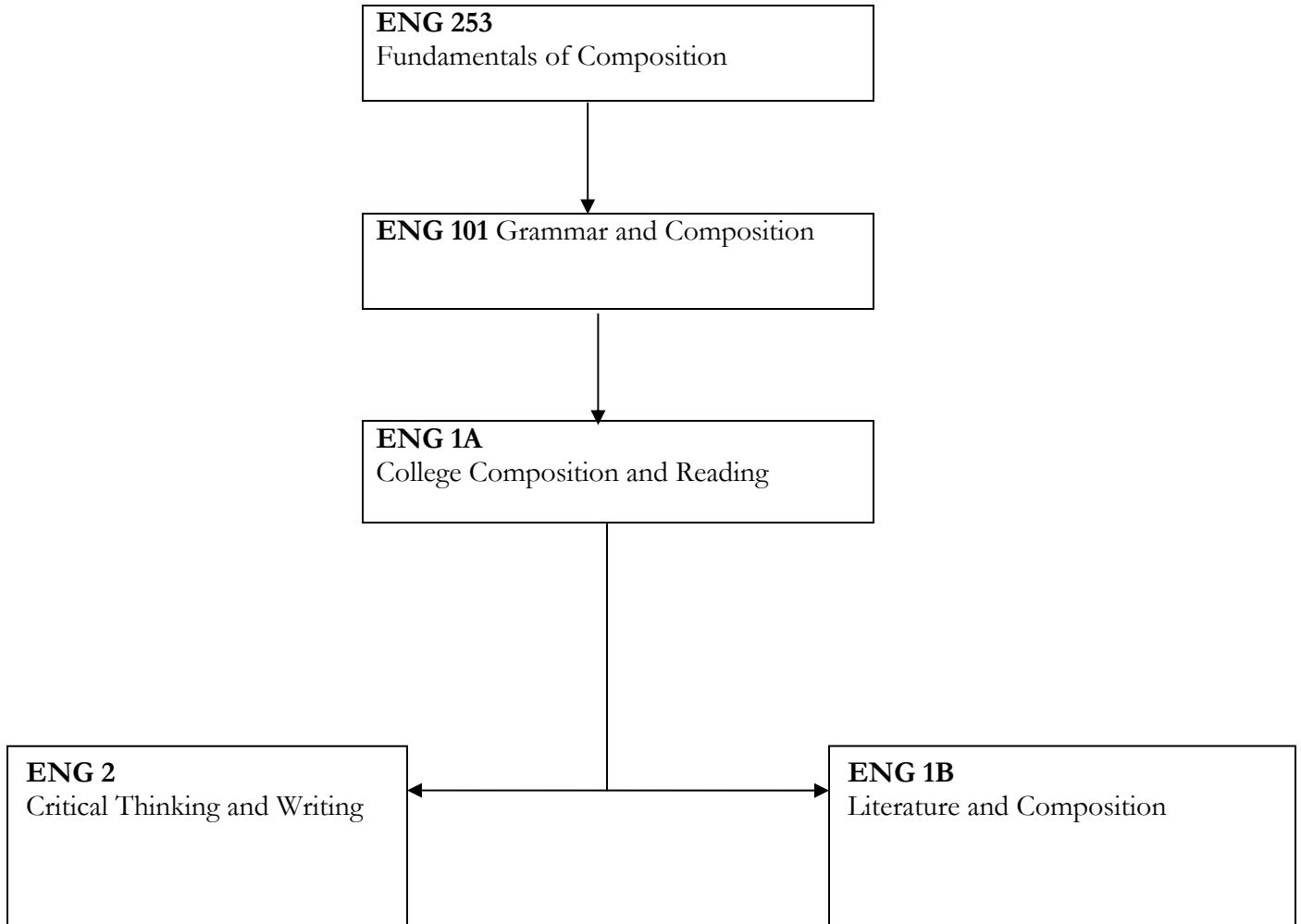
By the end of the semester students will be able to:

1. Write coherent, well developed essays appropriate to the second semester transfer level on the study of various advanced argumentation forms.
2. Analyze, interpret, evaluate, and discern the arguments and possible fallacies in non-fiction publications.





Course Sequence





Hartnell College's English Placement Procedures

At the moment, Hartnell uses Accuplacer to place students into composition courses. For more information on this contact, 759-6054/6055.





English 253

Notes:

HARTNELL COLLEGE
COURSE OUTLINE

DATE: 11/22/04

Current

10/02/02

Last Revised

DESIGNATOR & NUMBER: English 253

COURSE TITLE: Fundamentals of Composition and Reading

CREDIT UNITS: 5.0

FACULTY INITIATOR: Melissa Reeve and English Faculty

<u>CONTACT HOURS PER SEMESTER:</u>	Lecture:	80-90
	Lab:	
	DHR:	
	Self-Paced:	
	Web:	
	Internet:	
	Distance Ed.:	
	Other:	

GRADING BASIS: GR.

PREREQUISITE:

COREQUISITE:

ADVISORY:

COURSE DESCRIPTION:

Development of writing and reading skills with emphasis on elements of the sentence, the paragraph, and the short essay.

COURSE OBJECTIVES:

The student will

1. identify the main idea of a paragraph.
2. distinguish between the main idea and supporting details.
3. summarize the content of a paragraph / short essay.
4. utilize basic prewriting techniques to produce material for a writing assignment.
5. select appropriate details and devise a plan for presenting them in a paper / paragraph.
6. prepare an initial draft of a paper / paragraph.
7. revise the assignment to improve its effectiveness.



8. proofread the paper / paragraph for errors in mechanics, grammar, and usage.

COURSE CONTENT:

Fundamental Skills

1. Identifying main ideas in a paragraph
2. Distinguishing between main ideas and supporting details
3. Summarizing paragraphs
4. Recognizing paragraph organization
5. Prewriting techniques
 - a. brainstorming
 - b. listing
 - c. clustering
 - d. mapping
6. Drafting
 - a. developing a topic sentence / thesis statement
 - b. selecting details
 - c. ordering details
 - e. providing coherence
 - f. concluding
7. Revision
 - a. unity
 - b. consistency
 - c. coherence
 - d. parallelism
 - e. sentence variety
 - f. diction
8. Proofreading
 - a. capitalization
 - b. spelling
 - c. punctuation
9. Vocabulary
 - a. basic word attack skills
 - i. context clues
 - ii. denotation
10. Study Skills
 - a. basic notetaking
 - b. dictionary use
 - c. thesaurus use

INSTRUCTIONAL METHODOLOGY: (Check all that apply)

<u>CLASSROOM</u>		<u>WEB – INTERNET – DISTANCE ED</u>	
Audiovisual	<input checked="" type="checkbox"/>	Audiovisual	<input type="checkbox"/>
Computer Assisted Instruction	<input type="checkbox"/>	Computer Assisted Instruction	<input type="checkbox"/>
Demonstration	<input checked="" type="checkbox"/>	Demonstration	<input type="checkbox"/>
Discussion	<input checked="" type="checkbox"/>	Discussion	<input type="checkbox"/>
Group Activity	<input checked="" type="checkbox"/>	Group Activity	<input type="checkbox"/>
Individual Assistance	<input checked="" type="checkbox"/>	Individual Assistance	<input type="checkbox"/>
Lab Activity	<input type="checkbox"/>	Lab Activity	<input type="checkbox"/>
Lecture	<input checked="" type="checkbox"/>	Lecture	<input type="checkbox"/>
Requires a minimum of three (3) hours	<input checked="" type="checkbox"/>	Requires a minimum of three (3) hours	<input type="checkbox"/>



of work per unit including class time and homework.		of work per unit including class time and homework.	
Other: _____		Other: _____	

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:

Methods of evaluation to determine if objectives have been met by students may include, but are not limited to the following:

(Check all that apply and in the field to the right briefly explain each item that is checked.)

<u>CLASSROOM</u>		<u>WEB – INTERNET – DISTANCE ED</u>		
Class Activity	<input checked="" type="checkbox"/>	reader response exercises; grammar and usage exercises	Class Activity	<input type="checkbox"/>
Lab Activity	<input type="checkbox"/>		Lab Activity	<input type="checkbox"/>
Oral Assignments	<input checked="" type="checkbox"/>	class discussion of readings	Oral Assignments	<input type="checkbox"/>
Written Assignments	<input checked="" type="checkbox"/>	short paragraphs and essays	Written Assignments	<input type="checkbox"/>
EXAMS:		EXAMS		
Essay	<input checked="" type="checkbox"/>	short paragraphs or essays in response to readings	Essay	<input type="checkbox"/>
Comprehensive Final	<input checked="" type="checkbox"/>	in class essay response that demonstrates focus, organization, development	Comprehensive Final	<input type="checkbox"/>
Problem Solving	<input type="checkbox"/>		Problem Solving	<input type="checkbox"/>
Skill Demonstration	<input checked="" type="checkbox"/>	short essays and paragraphs	Skill Demonstration	<input type="checkbox"/>
Objective Test	<input type="checkbox"/>		Objective Test	<input type="checkbox"/>
Quizzes	<input checked="" type="checkbox"/>	short in class exercises on syntax, usage, organization, and vocabulary	Quizzes	<input type="checkbox"/>
Other			Other	

MINIMUM STUDENT MATERIALS: (M.L.A. format)

Textbook(s) similar to:

Fawcett, Susan, and Alvin Sandberg. *Grassroots, with Readings*. 7th ed. Boston: Houghton Mifflin, 2002.

Brandon, Lee, and Kelly Brandon. *Sentences, Paragraphs, and Beyond*. 3rd ed. Boston: Houghton Mifflin, 2001.

Robinson, William S. and Pam Altman. *Integrations: Reading, Thinking, and Writing for College Success*. Canada: Thomson Heinle, 2003.

Smith, Brenda D. *Breaking Through College Reading*, 7th ed. New York: Pearson Longman, 2005.



	A (Excellent)	B (Good)	C (Average)	D (Minimal)	F (Failing)
Assignment Fulfillment	<p>Essay is on-topic and offers deep analysis of case study details.</p> <p>The essay includes essential components of a college essay.</p>	<p>Essay is on-topic with sufficient details from the case study.</p> <p>The essay includes essential components of a college essay.</p>	<p>Essay is on-topic, but some key points are overlooked.</p> <p>The essay includes essential components of a college essay.</p>	<p>Minimum consideration of case study information.</p> <p>Essay components are missing.</p>	<p>Essay is not complete or does not follow the directions of the assignment.</p> <p>Paper is knowingly plagiarized (e.g., “lifted” phrases).</p>
Thesis Statement / Central Idea	The thesis statement clearly establishes the position/opinion he/she hopes the reader will accept.	The thesis statement establishes the position/opinion he/she hopes the reader will accept.	The thesis statement adequately establishes the position/opinion he/she hopes the reader will accept.	The thesis statement lacks a clear position/opinion.	There is no identifiable thesis statement.
Organization	<p>Arrangement of ideas is sequential and logical.</p> <p>Topic Sentences clearly establish the focus of each paragraph and supporting sentences demonstrate unity.</p>	<p>Arrangement of ideas is sequential and logical.</p> <p>Topic Sentences establish the focus of each paragraph and most supporting sentences demonstrate unity.</p>	<p>Arrangement of ideas is not always sequential or logical.</p> <p>Topic Sentences exist but may fail to establish the focus of some paragraphs. Not all supporting sentences demonstrate unity.</p>	<p>Arrangement of ideas is often not sequential or logical.</p> <p>Topic Sentences are missing or lack relevance. Unity is missing.</p>	The essay lacks coherence and is distracting and confusing.
Support	<p>Effective use and clear explanation of evidence from case studies.</p> <p>Pros and cons are fully integrated for each point.</p>	<p>Generally effective use and clear explanation of evidence from case studies.</p> <p>Pros and cons are integrated for most points.</p>	<p>Adequate use and explanation of evidence from case studies.</p> <p>Pros and cons are adequately included.</p>	<p>Ineffective use and explanation of evidence from case studies.</p> <p>Pros and cons are minimal.</p>	Evidence is missing or confusing.
Sentence Structure	Demonstrates syntactical maturity and variety.	Generally demonstrates sound syntactic structure.	Sentences may be simplistic, choppy, or awkward.	Sentences are simplistic, choppy, or awkward with frequent errors.	Serious and frequent errors impair readability.
Standard Conventions (grammar, punctuation, spelling, and MLA)	Close to no grammar or proofreading errors.	Few grammar or proofreading errors	There are some grammar and proofreading errors, but they do not interfere with the meaning of the writer’s ideas.	Grammar and proofreading errors often interfere with the understanding of the writer’s ideas.	Grammar and proofreading errors severely interfere with the understanding of the writer’s ideas.







English 101

Notes:



**HARTNELL COLLEGE
COURSE OUTLINE**

CC Approval:
Board of Trustees:
Last Revised:

DESIGNATOR & NUMBER: ENG 101

COURSE TITLE: Intermediate Composition and Reading

CREDIT UNITS: 3

FACULTY INITIATOR: Rhea Mendoza-Lewis

CONTACT HOURS PER SEMESTER:

Lecture: 48 – 54

Lab: 0

DHR: 0

Other:

GRADING BASIS:

Grade Only

PREREQUISITE:

- ENG 253: Fundamentals of Composition and Reading with a grade of "C" or better or
- ESL 165: English for Academic Purposes I with a grade of "C" or better or
- Placement by Accuplacer

COREQUISITE:

ADVISORY:

COURSE DESCRIPTION:

Development of reading and writing skills including critical analysis of texts with emphasis on sentence, paragraph, and essay elements. Students will write a minimum of 6,000 words in graded assignments.

COURSE OBJECTIVES:

Upon satisfactory completion of the course, students will be able to:

1. analyze and discuss college-level texts in order to write papers that reflect critical processing and evaluation.
2. identify the organizing principles of selected readings.
3. demonstrate prereading and notetaking skills.
4. analyze vocabulary in context.
5. demonstrate an awareness of composition principles, such as audience, purpose, tone.



6. utilize the writing process.
7. generate and develop a thesis statement for a variety of thinking and writing strategies, such as classification, illustration, comparison/contrast, cause and effect, and argumentation.
8. use different techniques to introduce and conclude effective essays.
9. write unified and coherent paragraphs that use transitions appropriately.
10. integrate material from sources into their own writing by summarizing, paraphrasing, and quoting.
11. develop syntactic awareness through the use of sentence focus, coordination, subordination, appositives, verbal phrases, adjective clauses, and parallelism.
12. apply proofreading techniques to revise sentence level errors, such as comma splices, run-ons, and fragments.
13. use MLA style of documentation.

COURSE CONTENT:

I. Reading Skills

A. Comprehension

1. Prereading
2. Notetaking Skills
3. Vocabulary Building
4. Identification of modes of exposition

B. Interpretation

1. Questioning of ideas
2. Making connections to other ideas and texts

II. Writing Skills

A. Sentence Structure

1. Subjects and verbs
2. Coordination and subordination
3. Parallelism
4. Modifying nouns: adjectives, prepositional phrases, appositives, and adjective clauses
5. Verbal phrases
6. Sentence focus
7. Punctuation
8. Editing techniques
9. Principles and practice of correct spelling

B. Paragraph

1. Topic sentences
2. Unity and Coherence
 - a. Pronoun reference
 - b. Key word repetition
 - c. Transitions
 - d. Relevant vs. irrelevant details
3. Development
 - a. Thoroughness
 - b. Specificity

C. Essay

1. Introduction, body, and conclusion
2. Thesis statement
3. Plan, draft, and revise / edit

D. Integrating sources

1. Summarizing
2. Paraphrasing
3. Quotation
4. MLA format

E. Thinking strategies, such as

1. Classification
2. Illustration



3. Comparison
4. Cause/Effect
5. Argument

INSTRUCTIONAL METHODOLOGY:

CLASSROOM

Lecture

Individual Assistance

Audiovisual (including PowerPoint or other multimedia)

Computer Assisted Instruction

Demonstration

Discussion

Group Activity

Requires a minimum of three (3) hours of work per unit including class time and homework.

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:

Methods of evaluation to determine if students have met objectives may include, but are not limited to the following:

CLASSROOM

EXPLANATION

Class Activity

Individual and group exercises

Oral Assignments

Group presentations and class discussions

Written Assignments

Summaries, journals, essays, paragraphs, and sentences

EXAMS

EXPLANATION

Essay

Essays, paragraphs, and sentences

Comprehensive Final

In-class essay and sentence level activity

Problem Solving

Writing to demonstrate thinking strategies

Skill Demonstration

Sentence techniques

Objective Test

Paragraph revision

Quizzes

Grammar Vocabulary

MINIMUM STUDENT MATERIALS:

Textbook(s) similar to:

- Altman, Pam, et al . *Sentence – Combining Workbook*. 2nd ed. Boston: Thomson Wadsworth, 2007.
- McDonald, Stephen and William Salomone. *The Writer’s Response*. 4th ed. Boston: Thomson Wadsworth, 2008.
- Anker, Susan. *Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life*. 3 ed. Boston: Bedford/St. Martin’s, 2007.
- Robinson, William and Stephanie Tucker. *Texts and Contexts: A Contemporary Approach to College Writing*. 7th ed. Boston: Thomson-Heinle, 2008.

NOTE: The Altman and McDonald texts must be used in conjunction with one another.





Sample Syllabus and Schedule

English 101: English Grammar and Composition

Hartnell College / Spring 2006

#5298 MWF 1:00-1:50

Instructor: Rhea Mendoza-Lewis

Office: CAB 306

Email: rmendoza@jafar.hartnell.edu

Phone: 755-6784

Office Hours: MWF 9-10, TTh 9-9:30, TTh 12:15-12:45, or by appointment

✧ COURSE DESCRIPTION & ACTIVITIES ✧

Development of writings and reading skills including critical analysis of texts with emphasis on elements of the sentence, the paragraph, and the short essay.

English 101 Students will write extensively on a variety of topics. Most writing assignments will be preceded by topical readings. Students will write a minimum of 5 take-home, multi-draft essays, as well as a number of practice paragraphs, brainstorming, etc. Students will participate in numerous group work and peer review tasks. Additionally, the class will complete several sentence combining, grammar, and proofreading exercises in order to produce polished work.

Note: If you require a learning accommodation, please notify me at the end of your first class session.

✧ COURSE OBJECTIVES ✧

Upon completing English 101 the student will

- ◆ analyze and discuss college-level texts in order to write papers that reflect critical processing and evaluation.
- ◆ identify the organizing principles of selected readings.
- ◆ demonstrate prereading and notetaking skills.
- ◆ analyze vocabulary in context.
- ◆ demonstrate an awareness of composition principles, such as audience, purpose, tone.
- ◆ utilize the writing process.
- ◆ generate and develop a thesis statement for a variety of thinking and writing strategies, such as classification, illustration, comparison/contrast, cause and effect, and argumentation.
- ◆ use different techniques to introduce and conclude effective essays.
- ◆ write unified and coherent paragraphs that use transitions appropriately.
- ◆ integrate material from sources into their own writing by summarizing, paraphrasing, and quoting.



- ◆ develop syntactic awareness through the use of sentence focus, coordination, subordination, appositives, verbal phrases, adjective clauses, and parallelism.
- ◆ apply proofreading techniques to revise sentence level errors, such as comma splices, run-ons, and fragments.
- ◆ use MLA style of documentation.

✧ REQUIRED MATERIALS ✧

- ❖ Texts and Contexts: A Contemporary Approach to College Writing. 5th ed., William S. Robinson.
 - ❖ English 101 Packet (available at the bookstore)
 - ❖ Highlighter or colored pen
 - ❖ Folder
 - ❖ Reliable email address that indicates your first and last name
- A college level dictionary is recommended.

Please always come to class prepared with the proper materials, lined loose-leaf paper, and a pen (blue or black ink, please).

✧ GRADING ✧

- ▲ Assignments will be graded “A” through “F.” For every class session that a paper or essay is late, your grade for the assignment will be lowered by one grade (i.e., A to B).
- ▲ Late homework will not be accepted.
- ▲ No make up quizzes or tests. If you have to be absent on the day a quiz or test is given, then you must make arrangements with the instructor to take the quiz or test beforehand. On quiz and test days, 15 minute maximum lateness time is allowed. All others who enter the classroom passed this time will not be allowed to take the quiz or test. Note: Time will be kept on the classroom clock.
- ▲ The failure to bring a draft to class for Peer Review or your writing conference on the designated days will result in a grade deduction of one step (i.e., B- to C+).
- ▲ I reserve the right to drop or fail any student caught plagiarizing or otherwise cheating.

Assignment	% of Course Grade
Essays	50%
Summary writing	10%
Participation and attendance	10%
Homework, in-class work, etc.	10%
Quizzes	10%
Final Exam	<u>10%</u>
Total	100%

NOTE: In order to pass English 101, a C average (75%) is needed on all essay grades.

✧ CLASS PARTICIPATION ✧

You will be graded for your participation in class activities. Good participation involves both active listening and speaking. This includes paying attention in class, being prepared for class



discussions, sharing your ideas in class, and giving thoughtful comments to your classmates during peer reading workshops.

✧ ATTENDANCE ✧

Regular attendance is required. Absences, lateness, and early departures will directly affect your grade. We will adhere to the Hartnell attendance policy which states:

“...a student may be dropped after missing one more than twice the number of class meetings per week.”

In addition, three late arrivals will count as one absence.

Attendance at peer-response sessions and student–teacher conferences is a necessity; failure to attend (*with draft in hand*) will lower your grade by one step (for instance, B- to C+).

College Policy prohibits distracting conduct in the classroom; therefore, all beepers, cell phones, pagers, etc. must be turned off during class time in order to minimize distractions and maintain a good learning environment.

This classroom is intended to create a safe environment for students to take intellectual risks such as sharing thoughts and opinions in an open dialogue with other students and instructors. A safe environment is free from offensive language, verbal attacks on other students, and rude behavior such as interrupting when someone else is talking.

✧ COURSE SCHEDULE ✧

The following timetable contains target dates that you should aim for in completing reading and writing assignments. Please do your best to keep up with the assignments. If you have any questions, do not hesitate to come see me. **If you miss a class, it is *your* responsibility to find out if any changes to the schedule occur.**

**** THE SCHEDULE IS FLEXIBLE AND SUBJECT TO CHANGE. ****

Week 1	M 1/23	<ul style="list-style-type: none"> • Welcome and roll • Introduction to course • Explanation of syllabus • Student Questionnaire HW: Buy your textbook and materials.
	W 1/25	<ul style="list-style-type: none"> • Diagnostic Writing Sample HW: Preview textbook
	F 1/27	<ul style="list-style-type: none"> • Discussion on paragraphing • Summarizing: Exercise pp. 6-8 • Preview Jane Brody’s “Fatigue” (pp. 14-17) • Begin to annotate HW: 1. Read pp. 11-17 WRITE IN YOUR BOOK! Underline

		<p>the important points and make notes in the margins to remind yourself of what you have read! This process is called <i>annotating</i>. It is an extremely important skill for all college reading. You will do it often in this course. See pg. 13 for sample annotation</p> <p>2. Note the main ideas of pp. 14-17 (Brody) on a separate piece of paper.</p>
Week 2	M 1/30	<ul style="list-style-type: none"> • Look at sample annotation p. 13 • Review Summary Writing / Quiz • Outline “Fatigue” • Recognizing Verbs: pp. 42-44 (and what makes a sentence) <p>HW: Summary Rough Draft of “Fatigue”; Bring 3 typed copies to class</p>
	W 2/1	<ul style="list-style-type: none"> • Peer review “Fatigue” summary (1) • Review Requirements for Written Work <p>HW: Write Final draft of “Fatigue” summary (To be turned in for a grade with peer review comments)</p>
	F 2/3	<ul style="list-style-type: none"> • Final Draft of “Fatigue” summary DUE • Preview Heilbroner’s essay, “Don’t Let Stereotypes Warp Your Judgment” (20-23) • Grammar work: Modifiers <p>HW: Read Heilbroner essay and note main ideas</p>
Week 3	M 2/6	<ul style="list-style-type: none"> • Outline Heilbroner’s essay • Grammar work: TBA • Textbook (37) <p>HW: Write rough draft of Heilbroner’s summary; Bring 3 typed copies to class</p>
	W 2/8	<ul style="list-style-type: none"> • Peer review Heilbroner (2) • Paraphrasing (17 in packet) <p>HW: 1. Final draft of Heilbroner summary</p>
	F 2/10	Lincoln’s Birthday – No Class
Week 4	M 2/13	<ul style="list-style-type: none"> • Final draft of Heilbroner summary due • Discuss Child Care in US (314) • Paraphrasing practice <p>HW: 1. Read and annotate John J. O’Connor’s “What are TV Ads Selling to Children?” (81-83)</p> <p>2. Note the main ideas on a separate piece of paper.</p>
	W 2/15	<ul style="list-style-type: none"> • Outline O’Connor’s essay (<i>Note: No Peer Review for this summary</i>) • Paraphrasing practice <p>HW: Final draft of Ryan summary due next class</p>
	F 2/17	<ul style="list-style-type: none"> • O’Connor summary DUE • Introduction to first essay: Advertisements--pre-writing (top p. 118) activity



		<ul style="list-style-type: none"> • Freewrite <ol style="list-style-type: none"> 1. Read and annotate pp. 73-76; 77-80. 2. Read and annotate pp. 113-124; write definition of 15 appeals (5-6 ???) 3. Bring in 10 ads from the same magazine or genre to the next class.
Week 5	M 2/20	Washington's Birthday—No class
	W 2/22	<ul style="list-style-type: none"> • Review reading content: <i>Learning by Sorting it out & 15 Appeals</i> • Group discussion of your ads and which appeals (pre-writing p. 113) • Discuss Organization: outline/ plan <p>HW: 1. Review essay assignment (124) and sort out your information</p> <ol style="list-style-type: none"> 2. Make outline of what you have or some sort of plan for organization; see p. 125 Writing 3. Read pp. 7-10 in packet Introductions and Conclusions 4. Write a <i>working thesis</i> for this essay
	F 2/24	<ul style="list-style-type: none"> • Discuss your advertisements, where you are headed with this assignment, and plan for writing (outline) • Review Introductions, thesis statements, and conclusions (7-10) <p>HW: 1. Write a body ¶ for essay #1</p> <ol style="list-style-type: none"> 3. Read 127-128 Sentence Combining
Week 6	M 2/27	<ul style="list-style-type: none"> • Student samples • Thesis Statement writing • What is missing? (4) • Grammar topic: Coordinating Conjunctions (<i>Mervyn's Major</i>) <p>HW: Bring 2 copies of Rough draft. **Note: peer review will be done with one partner only, but you must bring 2 copies. Not having 2 copies in class will result in a loss of points on your final draft.</p>
	W 3/1	<ul style="list-style-type: none"> • Peer Review of Essay #1 (11-12)--<i>These will be turned in.</i> • Review Guidelines for Written Work • Strategies for Revision (13-14) <p>HW: Revise Essay #1</p>
	F 3/3	<ul style="list-style-type: none"> • Grammar Topic: Subordinating Conjunctions <p>HW: Revise essay. Bring Highlighter or colored pen to next class and rough draft of essay # 1 for proofreading</p>
	M 3/6	<ul style="list-style-type: none"> • Grammar review and check for use of subordinators, coordinators, and comma use in thesis areas. <p>HW: Final draft in a folder with all necessary drafts, notes, etc.</p>





English 1A

Notes:



**HARTNELL COLLEGE
COURSE OUTLINE**

CC Approval:
Board of Trustees:
Last Revised: 05/01/2005

DESIGNATOR & NUMBER: ENG 1A

COURSE TITLE: College Composition and Reading

CREDIT UNITS: 3

FACULTY INITIATOR: Hartnell

CONTACT HOURS PER SEMESTER:

Lecture: 48 – 54
Lab: 0
DHR: 0
Other: 48.00

GRADING BASIS:

Grade Only

PREREQUISITE:

- ENG 101: Intermediate Composition and Reading with a grade of "C" or better or
- ESL 101F: Composition and Grammar for ES with a grade of "C" or better
- Placement by Accuplacer

COREQUISITE:

ADVISORY:

- Online students taking this course are advised that they must have basic computer skills for operating a word processing program, a spreadsheet program and email, including sending attachments and files. Students also need access to the Internet and adequate hardware and software such as Windows 98/2000/xP, Mac OS 8-10 or their equivalent. Students without off-campus access to technology will be able to use the Library Media Center or open computer labs to complete their assignments.

COURSE DESCRIPTION:

Introduction to composition with emphasis on writing of exposition, reading of selected works from a variety of academic and cultural contexts, and writing from research. Students will write a minimum of 6,500 words in graded assignments.



COURSE OBJECTIVES:

Upon satisfactory completion of the course, students will be able to:

1. critically read, synthesize, analyze, interpret, and evaluate texts from a variety of rhetorical styles and cultural contexts;
2. develop a focused thesis and select relevant evidence to present in an argumentative or persuasive paper;
3. gather, evaluate, and incorporate outside sources into a purposeful and coherent research paper;
4. demonstrate basic research skills utilizing diverse resources from a variety of media;
5. experience and develop an awareness of the importance of writing as a process;
6. demonstrate mature style in writing;
7. apply appropriate diction, style and tone in relation to the subject and audience of the student's writing;
8. apply the MLA Stylesheet conventions to research writing.

COURSE CONTENT:

I. Writing

A. Strategies for organizing texts

1. Purposeful introductions and conclusions
2. Thesis statements
3. Awareness of paragraph structure
4. Sequencing ideas
5. Unity and coherence

B. Basic ideas of writing argumentation, such as:

1. Acknowledging a variety of perspectives, including opposing views
2. Questioning the credibility of different forms of evidence

C. Style

1. Syntactic sophistication
2. Awareness of audience
3. Appropriate academic voice, tone, and diction

II. Critical Reading

A. Summarizing and paraphrasing

B. Annotating texts / note-taking

C. Recognizing a writer's purpose

D. Identifying a writer's thesis

E. Applying theoretical perspectives to texts



F. Awareness of discipline-specific lexicons

III. Research

- A. Organizing and applying an efficient and systematic search strategy
- B. Evaluating sources for quality / bias/ credibility / authority / relevance / appropriateness
- C. Integrating and synthesizing ideas and information from multiple sources
- D. Documenting sources in MLA format

INSTRUCTIONAL METHODOLOGY:

CLASSROOM

Lecture

Individual Assistance

Audiovisual (including PowerPoint or other multimedia)

Computer Assisted Instruction

Demonstration

Discussion

Group Activity

Requires a minimum of three (3) hours of work per unit including class time and homework.

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:

Methods of evaluation to determine if students have met objectives may include, but are not limited to the following:

CLASSROOM

EXPLANATION

Class Activity

group work

Oral Assignments

oral presentation of research paper

Written Assignments

journals, essays, summaries, research paper

EXAMS

EXPLANATION

Essay

in-class essay

Skill Demonstration

brief written responses to writing prompts based on selected topics taken from the readings

Quizzes

reading comprehension quizzes, grammar quizzes

MINIMUM STUDENT MATERIALS:

Textbook(s) similar to:

- Goshgarian, Gary, Kathleen Krueger, and Janet Barnett Minc. *Dialogues: An Argument Rhetoric and Reader*. 4 ed. New York: Longman, 2002.
- Maasik, Sonia and Jack Solomon. *California Dreams and Realities: Readings for Critical Thinkers and Writers*. 3 ed. Boston: Bedford/St. Martin's, 2005.
- Hacker, Diana. *A Writer's Reference*. 5 ed. Boston: Bedford/St. Martin's, 2003.
- Kirzner, Laurie G. & Stephen R. Mandell. *The Pocket Handbook*. 2 ed. Boston: Thomson/Heinle, 2003.







Sample Syllabus

English 1A: College Composition and Reading

Dan Petersen
Office: C-364

Hartnell College
Phone: 755-6953

Spring 2000
Office Hours:

English 1A is an expository writing course focusing on reading and writing critically about both nonfiction and fiction literature. You will write five short essays and a longer research paper, and complete brief homework assignments as well as in-class assignments, quizzes, and an essay final exam. Your grade will depend primarily on the quality of the essays you produce.

We will work on ways of reading insightfully and critically, evaluating arguments and points of view. We will examine writing--and our own writing--at the sentence, paragraph, and essay levels to help us produce writing that makes a point and is clear and specific in the development of that point. Our goal is to write intelligent, insightful and well-crafted critical essays.

COURSE REQUIREMENTS

- * Five graded essays which will express your critical, analytical interpretation of and comment on readings assigned regularly from the required texts.
- * A research paper of substantial size and scope.
- * A final exam essay
- * Numerous shorter assignments and exercises to be completed in class and at home--sentences, paragraphs, notes, outlines, drafts, revisions--the bits and pieces that may contribute to a better finished product.
- * Participation in discussions, thoughtful responses to questions.

REQUIRED MATERIALS

- * Kiniry and Rose, Critical Strategies for Academic Writing, 3rd Ed.
- * Hacker, The Bedford Handbook for Writers, 5th Ed.

I will distribute other course materials. You will be asked to spend a modest amount on photocopying your essay drafts for peer response sessions. Remember to make and keep a copy of your final drafts.

CONFERENCES

I encourage you to come see me on an individual basis with problems or questions you may have relating to the course. I'll have a sign-up sheet of my office hours with me each day in class. Remember to call me if you can't keep an appointment.



GRADING POLICIES

Students who pass English 1A must be able to succeed--in both form and content--at a wide variety of college level academic writing tasks. You are responsible for completing all assigned work--including finished drafts for peer-response sessions--on time and in the manner specified, and your course grade will be based on all of your writing for the semester. Other (non-essay) assignments will not be graded but their completion will be counted toward a separate "homework" grade, figured as a percentage of work completed, and equal to an essay grade in the figuring of your course grade. No student who earns a failing grade on the research paper will receive a passing grade for the semester. I reserve the right to drop or fail any student caught plagiarizing or otherwise cheating.

I will determine individual essay grades by the quality of your work and assign each essay a letter grade of A, B, C, D or F. By "quality of your work" I mean your carefully thought-out ideas expressed in well-organized, well-developed paragraphs and carefully crafted sentences. NOTE: Proofreading counts!

Unexcused late papers will be penalized as follows: essays received one day to one week late will drop by one grade (for instance, A to B); essays which are more than one week late I will read but not mark or grade. Attendance at peer-response sessions is required; failure to attend (with draft in hand) will lower your essay grade by one step (for instance, B- to C+).

ATTENDANCE

While attendance may not count directly toward your course grade, it matters a great deal, since you are responsible for everything assigned, presented, read, written or discussed in class, whether you are present or not. The class is not a lecture but a workshop of sorts; your presence and participation are essential. We will adhere to college attendance policy: "...a student will be dropped after missing one more class meeting than twice the number of class meetings per week." Three late arrivals will count as an absence.










Sample Course Schedules

The following is a *tentative* schedule of assignments and due dates. If you have any questions, do not hesitate to contact me (CAB 364, 755-6784, or rmendoza@hartnell.edu). **If you miss a class, it is your responsibility to find out if there are any changes to the schedule.**

**** THE SCHEDULE IS FLEXIBLE AND SUBJECT TO CHANGE. ****

Week 1	 1/26	<ul style="list-style-type: none"> • Introduction to course • Explanation of syllabus • Cell phone presentation • Student questionnaire <p>HW:</p> <ol style="list-style-type: none"> 1. Purchase course materials. 2. Complete email assignment. 3. Introduce yourself in the Introduction Forum in the Course Home in eCollege. This is an academic environment; remember this when you respond to others in the forums. 4. Read pages 1-2 in Course Packet
	W 1/28	<ul style="list-style-type: none"> • Video and Discussion • Logon to the network [Novell] and into eCollege and do the following: <ol style="list-style-type: none"> a. Check Announcements b. Complete Learning Styles Quiz <p>HW:</p> <ol style="list-style-type: none"> 1. Purchase materials if you haven't done so. 2. Send email to instructor if you have not done so already. 3. From your home computer, complete the "Technical Requirements" on the eCollege website: www.hartnell.org 4. Log into eCollege from home and update your email address in "My Profile". <i>Remember to make sure that the email address indicates your first and last name and is professional sounding.</i> 5. Review the video 6. Respond to classmates in the Introduction Forum in the Course Home in eCollege. 7. Read and annotate Chapter, 38 "Ten Habits of Successful Students" (Handbook 300-307)
	F 1/30	<ul style="list-style-type: none"> • Review Reading critically discussion PowerPoint • Writing Sample <p>Answer the HW questions on a separate piece of paper. You will turn this in and receive HW credit.</p> <p><u>HW:</u></p> <ol style="list-style-type: none"> 1. <u>Read and annotate Chapter 1. "Understanding Persuasion" (3-16).</u> 2. <u>Read Packet page 9 and page 11</u> 3. <u>Complete Practice 1.3 "Truth and Claims" (Packet 11); See</u> 



		<p><u>the example in Course Announcements.</u></p> <p>4. <u>You will have a quiz on this information, so make sure you understand what you read.</u></p> <p>5. Respond to classmates in the Introduction Forum in the Course Home in eCollege by Sunday.</p> <p>Note: Late HW will not be accepted.</p>
Week 2	M 2/2	<ul style="list-style-type: none"> • Discuss Reading: Chapter 1 • What makes an arguable topic? (26) • Quiz • Preview Readings  <p>HW:</p> <p>1. <u>Read and annotate Deborah Tannen’s “Taking a “War of Words’ Too Literally” (16-20)</u></p> <p>2. <u>Read and annotate Michael Lewis’s The Case against Tipping” (21-13)</u></p> <p>3. Answer Sample Arguments for Analysis questions (21) 1-4 for EACH of the readings.</p> <p>Note: Late HW will not be accepted.</p>
	W 2/4	<ul style="list-style-type: none"> • Debate, Dialogue, and Deliberation of two essays. • Audience Awareness (12) <p><u>HW:</u></p> <p>1. <u>Read and Annotate Chapter 4 “Addressing Audience” (84-96)</u></p> <p>2. <u>Answer these “Before You Read” questions BEFORE you begin the readings:</u></p> <ol style="list-style-type: none"> a. Why is materialism so criticized, yet so wholeheartedly embraced by American Society? b. If you wanted some product, such as shoes, a watch an article of clothing, etc. and there was a generic and a name brand version of the product, which would you buy? Why? c. Visits www.adbusters.com. How would you define the political stance of the website? <p>3. Read and annotate James Twitchell’s “Two Cheers for Consumerism” (364-367) and answer <i>Questions for Analysis and Discussion</i> 1, 4, and 5 (367).</p> <p>4. Read and annotate Harry Flood’s “Manufacturing Desire” (369-371) and answer <i>Questions for Analysis and Discussion</i> 1 and 3 (371-2).</p> <p>Note: Late HW will not be accepted.</p> 
	F 2/6	<p>Lincoln’s Day Holiday</p> 



Sample Essay Assignments

Dan Petersen
English 1A

Essay Topic: Analyzing

Just as the chair in the back of the room looks different to a welder, an interior designer, and a used-furniture dealer, so does Shakespeare's *Hamlet* to a Freudian critic, a feminist critic, and a deconstructionist critic.

For this essay, you will analyze something by looking at it from a particular critical perspective; that is, you will put a piece of data into an analytical context, use a theory to explain a case, or look at one text in terms of a different text.

Options from Critical Strategies:

1. **Education** (p. 292): Analyze the two nineteenth-century lessons in terms of Harvey J. Graff's excerpt, "The Moral Basis of Literacy Instruction." Do you notice anything significant in the lessons after reading Graff?

2. **Psychology** (p. 294): Analyze the Los Angeles Times story "Gunman Kills Himself after Hostage Drama" in terms of Martin E. P. Seligman's excerpt, "On Learned Helplessness." Does the theory fit the case?

3. **Nutrition** (p. 297): Use Beers and White's "Industry's Contributions to the Improvement of American Nutrition" and Brody's "Unhealthy Trends in the American Diet" to analyze the data presented in the materials that follow them. How well do these perspectives correspond to the facts?

4. **Sociology** (p. 302): Analyze the experiences of Mary Antin, Maxine Hong Kingston, and Wood Chuen Kwong in terms of Brink and Saunders' "The Phases of Culture Shock." What phase seems to describe these three? How well do Brink and Saunders' phases fit these cases?

5. **More Sociology** (p. 313): Use the five theories about violence to analyze Patrick Goldstein's article on the punk music scene in Los Angeles in 1980. Which theory explains it best?

6. **Science** (p. 319): Use Evelyn Fox Keller's "The Language of Science" to analyze the struggle of Anna Brito in "Biologist Anna Brito: The Making of a Scientist." How much of Brito's trouble can be attributed to language and the traditional expectations of scientists?

7. **Political Science** (p. 327): Read Graham T. Allison's three conceptual models for political decision making, and apply them to one of the cases listed on page 327.



8. **Literature** (p. 330): Analyze Lynette Prucha's contemporary detective story, "Murder is My Business," in terms of the classic detective writing of Raymond Chandler in The Big Sleep. Is Prucha imitating Chandler, or satirizing, or something else?

9. **More Literature** (p. 345): Develop your own analytical perspective to examine Reginald McKnight's story, "The Kind of Light That Shines on Texas." Read the story carefully, and consider the suggestions on page 345.

Bring rough draft to class:

Final draft due:

Essay Topic: Argument

Dan Petersen

A Short Argument Essay

In a short essay, take a position on the following issue. Give sufficient background information for the reader to understand the issue, and present the case for your position. Make both the issue and your position clear in the introduction, and organize the body paragraphs around major reasons in support of your position. You will need to anticipate and address possible opposing views.

suggestions:

*minimize nonargumentative persuasion (slanted language, rhetorical flourishes).

*consider your audience: what do they know, and what might their existing attitudes be? State your position without alienating them.

*use facts (when they are available) in support of your reasoning; use the readings, including direct quotations.

Readings:

USA Today: "Clean Needles Benefit Society"

Peter B. Gemma, Jr.: "Programs Don't Make Sense"

Write 500-700 words (approximately two pages)

Bring draft to class:

Final draft due:





Sample English 1A Research Paper Rubric*

An “A” Paper

- Engages the reader’s interest and shows strength in all areas of composition; clear, logical ideas; original thought.
- Develops a focused thesis utilizing diverse, reliable resources from a variety of media.
- Integrates sources effectively into the writing and properly cites them.
- Introduces summaries and paraphrases of sources with signal phrases.
- Avoids serious errors.
- Includes a Works Cited page of 8-10 sources.
- Satisfies requirement of 7-8 pages.

A “B” Paper

- Develops a good central argument, but the B paper lacks the original thought and style that characterizes the A paper.
- Has a clear thesis utilizing diverse, reliable resources from a variety of media.
- Integrates sources effectively into the writing and properly cites them.
- Introduces summaries and paraphrases of sources with signal phrases.
- Avoids serious or careless errors.
- Includes a Works Cited page with more than 6 sources.
- Satisfies requirement of 7-8 pages.

A “C” Paper

- Develops a satisfactory paper with a worthwhile central idea, but the C paper is not organized clearly and logically. Its paragraphs may not be as fully developed as those in a B paper.
- Lacks vigor and clarity of thought and expression to be considered above average.
- Does not utilize a variety of methods for integrating sources.
- Avoids serious or careless errors.
- Includes a Works Cited page with 6 or more diverse, reliable sources.
- Satisfies requirement of 7-8 pages.

A “D” Paper

- May have a central idea, but the D paper does not develop it sufficiently to satisfy paper length requirements.
- Integrates sources into writing but does not cite them correctly.
- Contains serious errors in grammar and proofreading.
- Does not include a Works Cited page.

A “F” Paper

- Has a missing or vague main idea.
- Does not fulfill basic requirements of the research assignment.
- Is plagiarized.

* Based on CSU Analytical Grading Standards





English 1B

Notes:



HARTNELL COLLEGE
COURSE OUTLINE

DATE: Oct. 2005

Current

May 1995

Last Revised

DESIGNATOR & NUMBER: ENG 1B

COURSE TITLE: College Literature and Composition

CREDIT UNITS: 3.0

FACULTY INITIATOR: R. Mendoza-Lewis and English faculty

<u>CONTACT HOURS PER SEMESTER:</u>	Lecture:	48-54
	Lab:	
	DHR:	
	Self-Paced:	
	Web:	
	Internet:	
	Distance Ed.:	48-54
	Other:	

GRADING BASIS: GR

PREREQUISITE: A "C" or better in English 1A.

COREQUISITE:

ADVISORY: (Online) students taking this course are advised that they must have basic computer skills for operating a word processing program, a spreadsheet program and email, including sending attachments and files. Students also need access to the Internet and adequate hardware and software such as Windows 98/2000/xP, Mac OS 8-10 or their equivalent. Students without off-campus access to technology will be able to use the Library Media Center or open computer labs to complete their assignments.

COURSE DESCRIPTION:

English 1B is an introductory literature survey course that focuses on reading and writing about four basic literary genres: drama, poetry, short story, and the novel. The course provides instruction and practice in critical thinking and forming literature based arguments. This course introduces the major schools of literary and cultural theory common to study in the humanities. Students will write a total of 6,000 words including essays, journals, and homework assignments.

COURSE OBJECTIVES:

The student will:

1. recognize the basic elements of literature and use them to discuss short stories, poetry, novels, and drama;



2. analyze and interpret literary texts through critical reading;
3. employ non-narrative techniques in writing, including literary analysis, summary and argument to synthesize information, concepts, and ideas from a variety of texts;
4. *use summarizing, paraphrasing, and excerpting effectively to place own opinion in the context of others;*
5. *strengthen control of composition techniques learned in English 1A such as organization, argumentation, and style;*
6. explore and critique a variety of issues in literature including race, class, and gender;
7. increase critical reading, thinking and writing skills as well as an appreciation for literature;
8. investigate literary and cultural theory and demonstrate knowledge in a research project.

COURSE CONTENT:

I. Critical Reading

- A. Literary elements specific to the short story, poem, novel, and play
- B. Literature elements such as plot, character, symbol, theme, irony, imagery and figurative language
- C. Introduction to major schools of literary and cultural theory such as historical, psychoanalytical, feminist, and postcolonial theory
- D. Further development of English 1A critical reading strategies such as annotating, summarizing, and paraphrasing for stronger comprehension and deeper meaning of fiction and non-fiction texts

II. Writing

- A. Strong argument based on interpretation of literary text
- B. Close textual analysis which moves beyond plot summary and supports the essay's overall argument
- C. Textual evidence in the form of relevant quotes and specific examples
- D. Review of composition skills including essay structure and MLA format from English 1A

III. Research

- A. Research project such as annotated bibliography, research paper, or presentation

INSTRUCTIONAL METHODOLOGY: (Check all that apply)

CLASSROOM

WEB – INTERNET – DISTANCE ED

Audiovisual	<input checked="" type="checkbox"/>	Audiovisual	<input checked="" type="checkbox"/>
Computer Assisted Instruction	<input type="checkbox"/>	Computer Assisted Instruction	<input checked="" type="checkbox"/>
Demonstration	<input checked="" type="checkbox"/>	Demonstration	<input checked="" type="checkbox"/>
Discussion	<input checked="" type="checkbox"/>	Discussion	<input checked="" type="checkbox"/>
Group Activity	<input checked="" type="checkbox"/>	Group Activity	<input checked="" type="checkbox"/>
Individual Assistance	<input checked="" type="checkbox"/>	Individual Assistance	<input checked="" type="checkbox"/>
Lab Activity	<input type="checkbox"/>	Lab Activity	<input type="checkbox"/>
Lecture	<input checked="" type="checkbox"/>	Lecture	<input checked="" type="checkbox"/>
Requires a minimum of three (3) hours of work per unit including class time and homework.	<input checked="" type="checkbox"/>	Requires a minimum of three (3) hours of work per unit including class time and homework.	<input checked="" type="checkbox"/>

Other: _____

Other: _____

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:

Methods of evaluation to determine if objectives have been met by students may include, but are not limited to the following:

(Check all that apply and in the field to the right **briefly explain** each item that is checked.)

<u>CLASSROOM</u>		<u>WEB – INTERNET – DISTANCE ED</u>	
Class Activity	<input checked="" type="checkbox"/> group work	Class Activity	<input checked="" type="checkbox"/> participation in discussion board, writing exercises



Lab Activity	<input type="checkbox"/>		Lab Activity	<input type="checkbox"/>	
Oral Assignments	<input checked="" type="checkbox"/>	oral presentation of literary research assignment	Oral Assignments	<input type="checkbox"/>	
Written Assignments	<input checked="" type="checkbox"/>	journals, essays, summaries, research assignment	Written Assignments	<input checked="" type="checkbox"/>	journals, essays, summaries, research assignment submitted by drop-box or as e-mail attachments
EXAMS:			EXAMS		
Essay	<input checked="" type="checkbox"/>	in-class essay	Essay	<input checked="" type="checkbox"/>	
Comprehensive Final	<input type="checkbox"/>		Comprehensive Final	<input type="checkbox"/>	
Problem Solving	<input type="checkbox"/>		Problem Solving	<input type="checkbox"/>	
Skill Demonstration	<input checked="" type="checkbox"/>	brief written responses to writing prompts based on selected topics taken from the readings	Skill Demonstration	<input checked="" type="checkbox"/>	brief written responses to online writing prompts based on selected topics taken from the readings
Objective Test	<input type="checkbox"/>		Objective Test	<input type="checkbox"/>	
Quizzes	<input checked="" type="checkbox"/>	reading comprehension quizzes	Quizzes	<input checked="" type="checkbox"/>	reading comprehension quizzes
Other			Other		

MINIMUM STUDENT MATERIALS: (M.L.A. format)Textbook(s) similar to:

Kirszner, Laurie and Stephen Mandell. *Compact Literature: Reading, Reacting, Writing*. 5th ed. Boston: Thomson/Heinle, 2004.

Meyer, Michael. *The Compact Bedford Introduction to Literature: Reading, Thinking, Writing*. 6th ed. Boston: Bedford/St. Martin's, 2003.





Sample Syllabus and Schedule

English 1B: College Reading and Composition
Heidi Ramirez Hartnell College Spring 2006

Office: CAB 307 Phone: 755-6942 e-mail: hramirez@jafar.hartnell.edu

Office Hours: Mon. and Wed. 2:30 – 3:30
Tues. and Thur. 1:00 – 2:00
Fri. 10:00 – 10:50 or by appointment.

Using the compact 5th edition of *Literature: Reading, Reacting, Writing* as our source, we will continue further practices in critical thinking and writing. Completion of English 1/A with a “C” or better is a prerequisite for this course. In English 1B, we will focus on the different genres of literature including the short story, novel, poetry, and drama. We will explore these areas in depth through close readings of the text, class discussions, and group presentations. I encourage you to ask questions in class about the readings and contribute to the comments of your peers since this will be our method for making meaning out of the stories, poems, and plays. Our goal is to work together to understand literature-based arguments and then practice this technique in essay writing, group assignments, and discussions.

Novel/Film Project

This group project involves choosing a novel that has been adapted to film and comparing/ contrasting the original work with its film version using critical strategies and terms discussed throughout the semester. This is a five-week project that involves assigned weekly readings, 30-minute in-class group discussions, a presentation, and a final short paper from each individual in the group. Each person is assigned a discussion role for effective use of project time during group discussions. Possible novel selections are: *Beloved*, *The Firm*, *Girl with a Pearl Earring*, *Fight Club*, *The House of Sand and Fog*, and *The Green Mile*.



Poetry

For the poetry section of our course, I will introduce a few different methods to help in your interpretation of poems. Our discussions will highlight examples (when included) of metaphors, alliteration, tone, diction, different rhyme schemes, and other concepts such as imagery and personification. (These are all terms we will review in class.) You will then create a hand-out on a poem of your choice, which identifies the theme and any of the items listed above for group and class discussion.



Research Project – Annotated Bibliography (Approx. 4 pages)

We will be studying the short stories of many different authors in this course such as William Faulkner, Kate Chopin, Shirley Jackson, Richard Wright, Sherman Alexie, and Alberto Alvaro Rios just to name a few. You will need to select one author whom we have discussed this semester and read two additional short stories of



his/her work. After you have become more familiar with this author, you will prepare a research question exploring a topic of interest to you. The research question can examine biographical information about the author or focus on literary ideas surrounding themes, characters, style, symbolism or any other literary concept that we have discussed this semester.

An annotated bibliography lists the articles in MLA format that you have consulted for your research. It also includes a brief summary of each article. You will be working with a variety of sources including journals, newspapers, and magazines. After each summary, you will assess how well each article addressed your research question. The last part of this assignment will be a reflection on what you learned from your annotated bibliography.

Course Objectives:

The student will:

1. recognize the basic elements of literature and use them to discuss short stories, poetry, novels, and drama;
2. analyze and interpret literary texts through critical reading;
3. employ non-narrative techniques in writing, including literary analysis, summary, and argument to synthesize information, concepts, and ideas from a variety of texts;
4. use summarizing, paraphrasing, and excerpting effectively to place own opinion in the context of others;
5. strengthen control of composition techniques learned in English 1A such as organization, argumentation, and style;
6. explore and critique a variety of issues in literature including race, class, and gender;
7. increase critical reading, thinking and writing skills as well as an appreciation for literature;
8. investigate literary and cultural theory and demonstrate knowledge in a research project.

Required Materials

- Kirszner & Mandell. *The Compact Bedford Introduction to Literature*. 5th ed.
- *MLA Handbook Guide* or any other English handbook with a MLA guide.
- English 1B Hand-outs (Available at the Hartnell College Bookstore)
- Stapler

Course Requirements

- Three short essays (3-4 pages typed MLA format). For rough draft peer editing, you will need to bring three copies of your essays to class. On your final draft which you turn in to me for a grade, you will need to staple all of your rough draft work to the back of your final essay.
- Group novel/film project.
- One hand-out on a poem.
- Annotated Bibliography
- Final exam.
- Homework will be assigned on a weekly basis. Responses must be typed. No late homework will be accepted.



Resources

The Writing Lab. (Annex 107) The Reading/Writing Lab is open daily from 8AM – 2PM. It is also open Tuesday and Thursday evenings from 6-9PM. You can enroll for one unit at the lab to get additional assistance with your writing in English 1B. You will work one-on-one with an instructor from the lab who will create a writing program designed to assist you with the goals/objectives of English 1B.

Hartnell Library. We will be visiting The Learning Center (TLC) at Hartnell Library for an overview of the system and the databases available for our research project. We will also be working with Jennifer Lagier, librarian, who has created a website link for this assignment. The Hartnell librarians are extremely helpful! They can assist you with any questions regarding resources, research strategies, and internet information.

Guide To The Readings

Give yourself sufficient time to complete the readings before class so that you can concentrate on exploring possible meanings hidden within the stories, poems, or plays. One good approach for interpreting the literature is to “mark-up” the text as you read. For example, circle, highlight, or underline important sentences or words. I also suggest that you write comments, questions, or reflections in the margins of the text so that you can share these observations during class discussions. (You’ll get credit for classroom participation!) Marking up the text is a form of active reading, which will help with your comprehension of the literature and with your interaction of the text. Your experiences and ideas are what give meaning to the readings. Keep a dictionary close-by to reference difficult words, ones you cannot define through the sentence context.

Journal Responses. Another form of active reading is writing a brief response or summary of the story, play, or poem. While writing your reflection, you may discover that you need to re-read sections of the literature to clarify them accurately in your written discussion. Journaling is an effective way to focus on details in the readings as well as find new ideas for exploration.

Grading Policy

The majority of your grade will be based upon the three essays, one research paper, and the final exam. This will be approximately 70% of your grade. The remaining 30% of your grade will consist of homework assignments based on the readings, quizzes, and a group project. Since this is a college-level writing course, my grading will take into consideration your ability to analyze and synthesize multiple sources of information as well as your effectiveness in organizing your thoughts. The grading policy for this class is A, B, C, D, or F. Additionally, any student caught cheating or plagiarizing the work of another will be dropped from the course.

You are responsible for completing assigned essays and rough drafts and bringing them to class the day they are due. Failure to do so will result in lowering your essay one letter grade for each class session that it is not turned in. Since the writing assignments are the main focus of this class, be aware that failure to turn in an assigned essay drastically lowers your grade.



For peer editing sessions, you must bring your rough draft to class or your final paper will be lowered by one step, such as an A- to a B+.

Attendance & Conduct

Attendance is a very important part of this course since every class session will be filled with writing and reading activities to improve your skills. This class is also designed for you to receive instant feedback on your writing through peer editing which you cannot obtain if you do not come on a daily basis. Attendance is not part of your grade but it will contribute to better success in this class. I have listed the college attendance policy for your review:

“. . . a student will be dropped after missing one more class meeting than twice the number of class meetings per week.” Additionally, **three late arrivals will count as one absence.**

If you cannot come to class, e-mail me for the homework or get the assignments from a classmate so that you can come prepared for your next class session. Also, if you have scheduled appointments during class time, do not ask me if you can leave early; use one of your allocated absences to take care of personal business since leaving in the middle of class is very disruptive.

College policy prohibits distracting conduct in the classroom. Turn-off cell-phones and pagers during class time. My expectation is that students conduct themselves in a businesslike fashion.

My philosophy as an instructor is to create a safe environment for students to take intellectual risks—that is share their thoughts and opinions in an open dialogue with other students and the instructor. A safe environment is free from offensive language, verbal attacks on other students, and rude behavior such as interrupting when someone else is talking.

Conferences

I strongly recommend that you come and see me during office hours if you need help with any of the assignments. By talking with me, I can see where you might need extra assistance or help with developing your ideas for an essay. There will be a sign-up sheet everyday in class so you can make an appointment. Please call me if you cannot make a scheduled time.

I look forward to working with you and seeing you develop your literary skills. Please see me if you have any further questions.



***Class Schedule and Assignments
(Subject to change)**

Week#	Reading Assignment	Homework Assignment	Due Date
1 (1/23)	“Popular Mechanics” by Raymond Carver (Hand-out) Read pp. 3-12- Interpreting and Evaluating Literature pp. 15-20 “Reading about Literature” & pp. 43-51 The Short Story	Prepare readings for class discussion. Mark-up the text. Circle and highlight, important words. Underline important phrases, pose questions, and write comments (your reactions) in the margins.	
2 (1/30)	“The Story of an Hour” by Kate Chopin pp. 81-84 <u>Plot</u> “A Rose for Emily” by William Faulkner pp. 91-98	Complete Journal #1 (see reverse side) Prepare “A Rose for Emily” for class discussion- Mark-up text.	Fri. 2/3
**3(2/6)	Hand-out on novel selection Compare & contrast “A Rose for Emily with film version. “Kansas” by Stephen Dobyns pp. 85-90 Review Reading and Reacting Questions at end of story.	Complete Journal #2	
**4 (2/13)	<u>Character:</u> pp. 111-114 Read “Gryphon” by Charles Baxter pp. 126-137 “A & P” by John Updike pp. 114-120 Essay #1 Hand-out	CHOOSE NOVEL FOR GROUP PROJECT Complete Journal #3 Prepare for classroom debate: Is Miss Firenczi a good teacher? Yes or No? Take a side and defend it with examples.	
***5(2/20)	Writing Workshop Read pp. 19-37 “Planning an Essay” Devising a thesis statement. Analyzing & Integrating quotations.	Complete Journal #4 Turn in journals #2-4 (Staple journals together.)	Fri. 2/24
6 (2/27)	<u>Setting:</u> This is What It Means to Say Phoenix, Arizona pp. 150-159 “I Stand Here Ironing” by Tillie Olsen pp. 187-193 Discuss a setting from a film.	Bring 2 copies of Essay #1 R.D. to your Peer Review Group	Fri. 3/3





English 2

Notes:



HARTNELL COLLEGE COURSE OUTLINE

CC Approval: 12/06/2007
Board of Trustees: 01/08/2008
Last Revised: 05/01/1995

DESIGNATOR & NUMBER: ENG 2

COURSE TITLE: Critical Thinking and Writing

CREDIT UNITS: 3

FACULTY INITIATOR: Janet Espinola Pessagno

CONTACT HOURS PER SEMESTER:

Lecture:	48 – 54
Lab:	0
DHR:	0
Other:	

GRADING BASIS:

Grade Only

PREREQUISITE:

English 1A with a grade of ‘C’ or better

COREQUISITE:

ADVISORY:

COURSE DESCRIPTION:

Students will use critical reading, thinking, and writing skills beyond the level achieved in ENG-1A to develop argumentative essays in conjunction with predominantly nonfiction prose and discussion of readings. Students will write a total of 6,000 words comprised of short essays, a research paper, and homework assignments.

COURSE OBJECTIVES:

Upon satisfactory completion of the course, students will be able to:

1. analyze and evaluate college-level, predominantly non fiction text from diverse sources and perspectives.
2. demonstrate the ability to communicate empathically and persuasively in both oral and written contexts, including reading, writing, listening, and speaking.
3. demonstrate the ability to synthesize college-level text from diverse sources and perspectives.
4. distinguish fact from opinion.
5. . assess bias in sources.
6. differentiate rhetoric from logic.
7. distinguish between valid and invalid arguments.



COURSE CONTENT:

- I. Critical reading and writing skills
 - A. Fact vs. opinion
 - B. Bias and tone used by an author
 - C. Deductive and inductive reasoning
 - D. Denotative and connotative aspects of language
 - E. Inferences from data given in a variety of forms
 - F. Distinction of strong evidence from weak
 - G. Structure of arguments and forms of supporting evidence
 - H. Persuasion through the use of rhetorical devices
 - I. Logical fallacies
 - J. Assumptions and their effect on shaping interpretations
 - K. Further development of critical reading strategies, such as annotating, summarizing, and paraphrasing for stronger comprehension and deeper meaning of predominantly non-fiction text
 - L. Further development of writing style, including organizational strategies, coherent paragraphs, sophisticated syntax, and precise and appropriate diction
- II. Critical thinking skills in public discourse
 - A. Social, historical, cultural, psychological, and/or gender based contexts
- III. Research
 - A. Primary and secondary sources
 - B. Information from multiple sources
 - C. A research project documenting sources in MLA format

INSTRUCTIONAL METHODOLOGY:

CLASSROOM

Lecture

Individual Assistance

Audiovisual (including PowerPoint or other multimedia)

Group Activity

Requires a minimum of three (3) hours of work per unit including class time and homework.

METHODS OF EVALUATING OBJECTIVES OR OUTCOMES:

Methods of evaluation to determine if students have met objectives may include, but are not limited to the following:



CLASSROOM

Class Activity
Oral Assignments
Written Assignments

EXPLANATION

discussion and group work
short presentations, individually or group, related to lecture materials
in-class writing on lecture related materials, summaries, essays

EXAMS

Essay
Skill Demonstration

EXPLANATION

n-class essay and short answer response along with objective test questions
brief written responses to writing prompts based on selected topics taken from the readings

Objective Test

multiple choice and short answer testing knowledge and comprehension of critical thinking concepts

Quizzes

multiple choice and short answer questions on selected topics in critical thinking

MINIMUM STUDENT MATERIALS:

Textbook(s) similar to:

- Lamm, Robert and Justin Everett. *Dynamic Argument*. Boston: Houghton Mifflin Company, 2007.
- Moore, Brooke Noel and Richard Parker. *Critical Thinking*. Boston: McGraw Hill, 2007.

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Sample Schedule and Assignments

English 2 / Mendoza

★ Course Schedule ★

The following is a *tentative* schedule of assignments and due dates. If you have any questions, do not hesitate to contact me (CAB 364, 755-6784, or rmendoza@hartnell.edu). **If you miss a class, it is your responsibility to find out if any changes to the schedule occur.**

**** THE SCHEDULE IS FLEXIBLE AND SUBJECT TO CHANGE.****

<p>Week 1</p> <p>W 8/20</p>	<ul style="list-style-type: none"> • Introduction to course • Explanation of syllabus • Cell phone presentation • Logon to network and into eCollege • Writing Diagnostic Sample • Student questionnaire <p>HW:</p> <ol style="list-style-type: none"> 1. Introduce yourself in the Introduction Forum in the Course Home in eCollege by Saturday and complete the discussion by Monday. 2. Take MLA quiz in eCollege by Tuesday. 3. Complete email assignment. 4. Purchase course materials. 5. From your home computer, complete the “Technical Requirements” on the eCollege website: www.hartnell.org. 6. Log into eCollege from home and update your email address in “My Profile”. <i>Remember to make sure that the email address indicates your first and last name and is professional sounding.</i> 7. Read and annotate Chapter 1(4-24) and Chapter 2(31-61) in <u>Dynamic Argument [DA]</u> Just read these two chapters for the basic understanding of argument, critical thinking, and claims. Do not worry about doing the exercises. Be prepared for an in-class assignment and discussion on the material. <p>Note: Late HW will not be accepted.</p>
<p>Week 2</p> <p>W 8/27</p>	<ul style="list-style-type: none"> • Netiquette discussion • Discuss MLA format quiz • Working with Claims (Handout) • Facts and Opinions (Handout) <p>HW:</p> <ol style="list-style-type: none"> 1. Read and annotate Chapter 10, “Using Logic” (257-282) 2. Then respond to Practice 10.7 (Dynamic Argument 284) in the discussion forum in week 2 by Saturday and complete the discussion by Monday. 3. Answer the FIVE questions on page 474 [in <u>DA</u>] “Considering the Issue of Poverty”. Be prepared to turn these in at our next class meeting. These are just reflection questions; no outside sources are needed. <p>Note: Late HW will not be accepted.</p>
	<ul style="list-style-type: none"> • Using Logic: Deductive reasoning • Inference • Review answers to “Considering the Issue of Poverty”. <p>HW:</p> <p>Post the answers to the following questions in the discussion forum for week 3 by Saturday and complete the discussion by Monday.</p> <p style="text-align: center;"><i>Remember your netiquette! 😊</i></p>



Week 3	W 9/3	↓ ↓ ↓ ↓ ↓ ↓
		<p>1. Read and annotate “The Scientist’s Pursuit of Happiness” by Johan Norberg (474-479). Answer the following questions in the forum:</p> <ol style="list-style-type: none"> a. <u>Before you Read</u>: Do you think public assistance (e.g., welfare) is beneficial for society as a whole? Why do you think this? b. According to Norberg, what is the source of happiness? What evidence does he supply to validate this claim? c. Do you agree with Norberg’s claim? Explain.
		<p>Bring the following assignment to our next class meeting:</p>
		↓ ↓ ↓ ↓ ↓ ↓
		<p>2. Read and annotate “Reminders of Poverty, Soon Forgotten” by Alexander Keyssar (480-485). Answer the following questions on a separate piece of paper. You will turn this in and receive HW credit:</p> <ol style="list-style-type: none"> a. <u>Before you Read</u>: What does the title of Keyssar’s essay suggest? Does he believe the upper and middle classes are sympathetic to the plight of the poor? Explain. b. What does the author say that Hurricane Katrina revealed about the city of New Orleans? c. What is the claim of the article? d. Do you believe that the American Dream--the idea that anyone, with enough hard work and a little luck, can be successful in America--is achievable in this day and age? Why or why not? <p>Note: Late HW will not be accepted.</p> <p>3. Skim Chapter 3, “Support” (71-90).</p>



Essay #2: Arguing Visually

The image is becoming increasingly a main, if not *the* main, mode of communications in our society. As such it is important for students to develop a critical consciousness of the rhetoric of the visual. Timothy Crusius and Carolyn Channell, authors of Aims of Argument, define visual rhetoric as "the use of images, sometimes coupled with sound or appeals to the other senses, to make an argument or persuade us to act as the image maker would have us act" (192). For this essay, you will select a visual image, determine the claim, and analyze the different rhetorical devices used to make the claim.



Your essay must include:

- ❖ An image: choose a photograph, printed / online advertisement, or political / editorial cartoon
- ❖ An *original* title for your essay in Title Case [no **bold**, *italics*, nor “quotes” on Title]
- ❖ An MLA formatted heading with proper page numbering on first page (no title page necessary). Remember your header.
- ❖ A well-developed introduction that gets the reader’s attention and indicates the emphasis of the discussion to follow.
- ❖ A clear, precise, strongly worded thesis statement which makes an insightful interpretation about the image’s claim; this is placed in the last position of the first paragraph.
- ❖ Body paragraphs that contain topic sentences, develop your thesis statement, and fully support your ideas. These body paragraphs should include the following:
 - A brief, dry description of the image.
 - Purpose of the **Elements of Design** [see chapter 12 for more information]:
 - **Text:** If text is included, what is the purpose?
 - **Image:** How does the image selected support the claim?
 - **Color:** If color is included, what is the purpose?
 - **Overall Design (1):** Explain where the eye is drawn and to what purpose
 - (2)** Are there elements of design that should be changed? How?
 - Why?
 - Identification of the target audience: Who are they? How do you know? What does this visual assume about its viewers’ cultures, values, and priorities?
 - What emotion does the visual intend to evoke?
- ❖ A conclusion that smoothly draws your paper to a close.
- ❖ An MLA formatted Works Cited page with image listed [not included in word count].

Suggestions:

- a) Don’t describe too much; the main purpose is analysis, but remember that you are writing for an audience that is not necessarily looking at the image.
- b) Back up assertions/interpretations by citing specifics from the visual selected.
- c) Use careful critical language when presenting interpretations; don’t say the image *states* something unless it literally *states* it. Use *implies*, *suggests*, *seems to represent*, etc.
- d) Do not use phrases like “the ad I chose” or any “I” / “you” forms.
- e) The analysis should be your own. Library research is not required; however, if you want to consult sources in order to get a sense of the different perspective readers embrace on the topic you selected, they must be cited according to MLA guidelines on your Works Cited page.



Other Requirements:

▲ 3-4 pages (700-900 words)



- ▲ double spaced
- ▲ size 12 font: Times New Roman or Arial only
- ▲ MLA format for use of any evidence
- ▲ Submit the visual image with the essay

● ●

Timeline of Due Dates:

1. Choose image and respond to the **Previewing Questions** in the forum by **Sunday, 10/12**.
2. **Outline / Working Plan** due **Wednesday, 10/15**.
3. **Peer Review partner** selected on **Wednesday, 10/15**.
4. **Peer Review draft** due by **Saturday, 10/18** to your partner in the forum or via email [cc me, too ☺].
5. Respond to **Peer Review** partner by **Monday, 10/20**.
6. **Final draft** due **Sunday, 10/26**.

Reminders:

- *Missing Peer Review results in a partial lowered grade (B+ to B, etc.).*
- *Submitting a late paper results in a lowering of one full grade. Papers will not be accepted if more than one week late.*

~Material adapted [ever so gratefully] from D. Petersen





Mission Statement

Hartnell College provides the leadership and resources to ensure that all students shall have equal access to a quality education and the opportunity to pursue and achieve their goals. We are responsive to the learning needs of our community and dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in a changing world.

Vision Statements

Hartnell College shall provide its diverse communities and student population with equal opportunities for educational access and success.

Hartnell College shall implement programs and services that recognize its culturally diverse community, and provide fair and ethical treatment of its entire population.

Hartnell College shall actively recruit, support and retain the best personnel.

Hartnell College shall seek and dedicate resources to be a technologically advanced institution.

Hartnell College shall support a learning environment that rewards creativity, innovation, and risk-taking.

Hartnell College shall anticipate and respond to change.

Hartnell College shall be a valuable resource and facilitator of change for its communities.

Hartnell College shall enhance its local and global community partnerships and outreach activities.

Hartnell College shall excel in the recruitment, retention, and placement of students

Statement of Objectives

- Prepare students for admission with advanced standing to four-year colleges and universities
- Prepare students for employment with a background of both technical and general education
- Increase opportunities to develop and improve abilities to read, to listen with understanding and to communicate effectively
- Provide opportunities to promote the critical thinking process by the student
- Provide counseling services to help individuals discover their interests, and abilities and to determine an appropriate educational program
- Assist persons seeking career change or advancement, or re-entry into a career field
- Provide opportunities for students whose prior academic achievements are latent in relation to their stated educational and vocational goals
- Provide educational services for those neither preparing for a career nor seeking a degree
- Promote opportunities to develop an understanding of and appreciation for our rich heritage of creativity in the arts, humanities, and sciences





About Hartnell

Hartnell College is one of the oldest educational institutions in California. In 1920, Salinas Junior College was founded. The school was renamed Hartnell College in 1948. The Hartnell Community College District was formed in 1949.

The college moved to its present location at 156 Homestead Avenue in Salinas in 1936. The college is located in Monterey County just 20 minutes drive from the scenic Monterey Coast.

Hartnell College serves the Salinas Valley, a fertile agricultural region some 10 miles wide and 100 miles long. The College draws its students from Salinas and the surrounding communities of Bradley, Castroville, Chualar, Greenfield, Jolon, King City, Lockwood, Moss Landing, San Ardo, San Lucas, Soledad and adjacent rural areas. Hartnell serves approximately 9,316 students with an ethnic profile that includes 52% Latino, 33% White, 5% Asian, 5% Filipino, 3% Black, 1% Native American students and 1% Other minorities.

The College offers the first and second year of a college program and awards the associate of arts/sciences degrees and certificates of proficiency. The college also provides vocational training, Work Force and Community Development classes, Contract Education and numerous cultural and recreational activities. The computer center is available to students for class and assignment use and provides access to the Internet and the World Wide Web. The College has transfer agreements with many California State University (CSU) and University of California (UC) campuses which guarantee admission for Hartnell students who have completed the two year requirements.

Day, evening and weekend courses are offered. Hartnell is sensitive to its diverse community and offers modified format courses to meet the needs of students who work or have other outside commitments. Modified format courses include those that began after the regular semester, at the lunch hour, prior to 8 a.m., or are offered in a condensed format. Hartnell provides off-campus courses at numerous locations in north and south Monterey County.

The college offers a full complement of services to assist students' educational progress including Telephone Registration, Academic and Personal Counseling, Financial Aid Services, International Student Services, Re-Entry Services, Sports Counseling, Disabled Students Programs and Services, Assessment, Career and Transfer Assistance and more. In addition, students are encouraged to become involved in the many clubs on campus and student government through the Associated Students of Hartnell College.

The Hartnell College Work Force and Community Development Center provides a variety of not-for-credit courses that respond to cultural vocational, a vocational and personal development needs of District residents.





Demographic Information: *Population and Service Area Characteristics*

The Hartnell Community College District serves a population that is mostly minority, low income, with limited educational attainment. The **current population** of the district, according to the latest U.S. Census data (2000), is over 255,000 persons. Approximately 71% of the population is composed of ethnic minorities, including Latinos (61%), Asian Americans (5%), African Americans (3%), and American Indians (1%), while 29% are White. When the Hartnell district population is broken down geographically, ethnic minorities comprise 47% of the northern portion of the district, 70% of the central area, and 79% of the southern part of the district. According to the California Department of Finance, the district population is projected to grow 23% by 2015, to more than 314,000 people.

The **unemployment rate** in the Salinas Valley rarely drops below 9% with more than 20,000 seasonal and migrant workers in the region. During several months each year, the rate is in the double-digits (California Employment Development Department, August, 2005). Even the lowest seasonal unemployment figure is still well above both the state and national rates.

The **poverty rate** for the Salinas Valley is in excess of 20% (U.S. Census, 2000), and low-income families make up over 50% of the entire population (U.S. Census, 2000; Monterey County Department of Social Services). For families headed by single females, the poverty rate increases to more than 70%.

Regarding **educational attainment**, more than 45% of local residents have less than a high school education, and over 80% less than a college education, according to the latest U.S. Census figures (2000). For Latinos, the situation is more serious with 65.9% having less than a high school education, and more than 90% with less than a college education (no degree of any kind).

In the Salinas Valley and Monterey Bay region, non-traditional, underrepresented, and minority students increasingly dominate each progressive transition point in the educational system. This assessment is supported by these Salinas Valley facts:

- Several of Hartnell's feeder high schools have minority/migrant populations upwards of 90% (California Department of Education, 2005).
- Spanish and languages other than English are the primary languages spoken in large numbers of homes in several communities in the Salinas Valley, including Salinas 47%, Gonzales 70%, Soledad 80%, Greenfield 73%, and King City 60% (Monterey County Economic Forecast, 2000-2001).
- Most communities with large minority populations have corresponding poverty rates ranging from 32-78% (Monterey County Social Services Department).

These statistics indicate that Hartnell College must continue to reach out and serve increasing populations of underrepresented and economically disadvantaged students with language barriers that may pose obstacles to their educational and career success.

From DRAFT 2 – 4/1/2006 Of the Certification of the Institutional Self Study Report





Attendance Policy

Regular attendance and consistent study are student responsibilities and the two factors which contribute most to a successful college experience. A College student is expected to attend all of his/her class sessions. It is the responsibility of each student to know the attendance and absence policy of each class in which he or she is enrolled.

Failure to attend class can result in a lower grade or dismissal from class. Any student who stops attending a class without officially dropping it in the Admissions & Records Office may receive a grade of "F."

The College's attendance policy relies on the following five basic premises:

1. Students who do not attend the first class meeting may be dropped and may be replaced by other students unless the student notifies the instructor in advance.
2. Any absence from class is detrimental to a student's progress in that class; therefore, an "excused" absence is no less serious than "unexcused." Participation in curricular and extra-curricular College activities is acknowledged to be an integral part of a student's total educational experience. Prior approval from the instructor is necessary for this participation not to be considered an absence.
3. Any lack of attendance which leads an instructor to judge that unsatisfactory progress is being made may result in the student being dropped. Absence from a full semester class in excess of two weeks (consecutive or non-consecutive) may result in the instructor dropping the student. That is, a student may be dropped after missing one more class meeting than twice the number of class meetings per week.
Absences in excess of one week (consecutive or non-consecutive) from a Summer session class, or any regular semester class from 6-17 weeks in duration, may result in the instructor dropping the student. That is, a student may be dropped after missing one more class meeting than the number of class meetings per week.

Absence in excess of 10% of the scheduled class meetings in classes from 1-5 weeks in duration may result in the instructor dropping the student. That is, a student may be dropped after missing one more class meeting than 10% of the total number of scheduled class meetings.
4. When a student is dropped due to the attendance policy, the assignment of a "W" will be based on the drop occurring before the fourteenth week for a full semester class. After the fourteenth week, no drops are allowed, and the only grades given will be A, B, C, D, F, NC, CR. It is the student's responsibility to withdraw formally from classes by the last day to withdraw with a "W." Any student who stops attending a class without officially dropping it in the Admissions & Records Office may receive a grade of "F."
5. If the student has been dropped due to the attendance policy, the instructor may reinstate the student only if all of the following conditions are met:



- a. the student had been doing satisfactory work,
- b. in the judgment of the instructor, the student has a reasonable chance of passing the course, and
- c. the student verifies extenuating circumstances beyond his/her control.

The student must complete a student reinstatement form with supporting documentation. Student reinstatement forms can be obtained from the Admissions & Records Office.

If the student is denied reinstatement, the student may petition the Vice President for Instruction. Student petitions can be obtained from the Office of Instruction.



Student Conduct and Due Process

The Student Rights, Responsibilities, and Grievance Procedures Handbook is currently under revision and should be approved in the 2006-2007 year. Please check with the Vice President of Student Services Office for the most recent policy/handbook.

Student Rights

In joining the academic community, students enjoy the right of freedom to learn and share responsibility in exercising that freedom. Students, as well as other members of the academic community, are expected to conduct themselves in accordance with the standards of the College which are designed to perpetuate its educational purposes. When a student is charged with misconduct such a charge will be processed in accordance with the College's Student Conduct and Due Process Policy in order to protect the student's rights and the College's interest. Copies of the Students' Rights, Responsibilities, and Grievance Procedures are available from the Vice President of Student Services.

Student rights and responsibilities are posted at various locations throughout the campus.

Privacy Rights of Students

Students are advised that the College maintains a policy pursuant to Federal and State law providing access to students records only upon written request of students or former students. The College does maintain directory information which is defined as:

1. Student participation in officially recognized activities and sports including weight and height and high school of graduation of members of athletic teams.
2. Degrees, awards, and scholarships received by students, including honors and President's or Dean's List recognition.



This directory information can and will be made public unless individual students request in writing to the Vice President of Student Services that their name be removed from the directory information.

Unless authorized by the individual student or required by judicial order, the College will not provide access to student records or acknowledge student enrollment to other persons, including parents. Specific written authorization by the student is needed to release records, including the forwarding of transcripts. Specific exceptions to this statement on accessibility of the records are spelled out in the policy. The detailed policy is not reproduced here, but is available from the Vice President of Student Services.

Students (and former students) are also advised that they have a right to challenge the content of their records if they feel that such records contain inaccurate, misleading, or otherwise inappropriate information. Contact the Admissions and Records Office.

Student Grievances

Student Grievances include:

1. Charges of discrimination on the basis of sex, religion, national origin or handicap
2. Charges of arbitrary imposition of sanctions without proper regard for individual rights and due process
3. Charges of prejudicial or capricious decisions in the academic evaluation of a student's performance
4. Other complaints as determined in the legislation policies stated above

The general procedures for a student with a grievance to follow are:

1. Discuss the problem or complaint directly with the staff or faculty member against whom the student has the grievance
2. If unresolved, meet with the appropriate supervisor or dean
3. If further information or pursuit of the grievance is required, as determined by the student or supervisor, the supervisor shall refer the student in order of listing to the Vice President of Student Services.

Note: Records of all complaints that are not resolved at lower levels must be kept on file with the Vice President of Student Services.

Grievances of Hartnell College students concerning Hartnell College personnel and/or procedures shall be handled in compliance with Title IX, AB 803, Section 504 of P.L. 93-112, the California Education Code, and Hartnell College policy. Students shall be granted and assured all rights and procedures inherent in the above. Hartnell College shall make a



comprehensive effort to ensure that all students are informed of and, as applicable, assisted with these procedures in a timely manner.



Grades

Grades from a grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average. The highest grade shall receive four points, and the lowest shall receive 0 points, using only the following evaluative symbols:

Grade

Grade Definition Points

A - Excellent 4

B - Good 3

C - Satisfactory 2

D - Barely Passing 1

F - Failing 0

CR - Credit (at least satisfactory-units awarded but not counted in GPA) 0

NC - No Credit (less than satisfactory, or failing-not counted in GPA) 0



Disabled Students Programs and Services (DSP&S)

Hartnell College offers supportive services and instruction for students with physical, visual, hearing, learning, acquired brain injury, developmental, and other disabilities through the Disabled Students Programs and Services (DSP&S).

Services and instruction are designed to enable students to successfully develop and complete an educational plan. Services include: academic and vocational counseling, educational planning, special equipment, note-takers, translating/ interpreting in sign language, assessment for learning disability, classroom accommodations, and job placement. Instruction includes: college survival skills, learning disability resource lab, adaptive computer technology, adaptive physical education, and job search skills.

The Disabled Students Program is located in the fully accessible College Center, Room 102, and is open from:

Monday: 8:00 a.m. to 6:00 p.m.

Tuesday-Friday: 8:00 a.m. to 5:00 p.m.

It is always helpful to incorporate a note to students on your syllabus to come forward if they are part of the program and require learning accommodations.





Class Enrollment Size

Maximum class size regardless of room size in accordance to contract (Section 12-1)

1. The Superintendent/President, or designee, shall continue to exercise discretion in the determination of class size resulting in enrollment restriction. The following are class size maximum by area:

English

Composition	31
Literature	39





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Campus Contact Information

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Audio/Video 6869

Bookstore
Mickie Mungia 6775

Counseling 6820

VP of Academic Affairs 7090
Dr. Suzanne Flannigan
Lourdes Sanchez
Ruby Garcia

DSP&S 6760

Faculty Resource Center
Cassidy Porter 6772

Human Resources 6706

Academic Learning Center 6866
Frank Henderson 6738

Library 6872
Margaret Mayfield 6898
William Rawson 6064

Dean of Distance Education, Nights and
Weekend Programs
Dr. Jennifer Felguth 6721

Accuplacer 6054

Adjunct Faculty Virtual Orientation website:
<http://www.hartnell.edu/faculty/orientation>





General Evaluation Rubrics for Papers (Eng 1A, 1B, and 2)

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.



Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Source: Adapted from a internet post by Patrick Rael <prael@polar.Bowdoin.EDU>, " Re: what to say to students", [H-Teach@msu.net], 2 April 1996



General Grading Rubric for Formal Paper Assignments (Eng 1A, 1B, and 2)

Each of the letter grades listed below have a descriptive paragraph and a percentile range attached to them. The paragraph is a general rubric, a description of the criteria that students will meet in order to earn that grade.

A level paper(Final Grade Range: 100-90%) (Actual Paper Grades: A+ 100-98; A 95; A- 92)

This paper is outstanding; that is, it "stands out" in relation to other papers responding to the assignment. It is clear, original, and insightful and addresses the topic fully and explores the issue(s) thoughtfully. The thesis is compelling and distinctive, and the essay features clear, focused, coherent organization. The



essay uses appropriate and extensive detail in a clear, interesting manner. Each part of the essay moves logically to the next part. It is nearly free from errors in mechanics, usage and sentence structure, and there is evidence of the student's intelligent and stylistic use of language. In all regards, this paper is an excellent response to the assignment and has a consistent, authoritative "voice."

B level paper (Final Grade Range: 89-80%) (Actual Paper Grades: B+ 88; B 85; B- 82)

In a (B) paper, the writer has in some way moved beyond the basics of the assignment expectations, offering some thoughtful observations and insights. The writer will demonstrate a clear understanding of their writing task and material. Although the paper may have minor weaknesses in paragraphing, it will contain evidence of the writer's ability to organize information into coherent and unified paragraphs that display specific and detailed development. This essay will be largely free from serious errors and will be generally clear and well written and will have a clear, supported thesis.

C level paper (Final Grade Range: 79-70%) (Actual Paper Grades: C+ 78; C 75; C- 72)

A paper in this category will have a discernible plan with a beginning, middle, and end and will complete at least the basic tasks of the assignment — it is competent, adequate, and satisfactory. There may be somewhat ambiguous and imperfect reasoning and ideas may be repeated rather than developed. May fail to show a strong connection between thesis statement and examples used. It may rely on unsupported generalizations or undeveloped ideas in places. But it will be organized and paragraphed well enough to allow the reader to understand the point of the discussion. It may contain errors, but not enough to continually distract the reader from the content. **You must satisfactorily complete the basic requirements of the assignment to receive a C grade on your papers, and your final grade must be a 70% (no less) to receive a C in the course.**

D level paper (Final Grade Range: 69-60%) (Actual Paper Grade: D 65)

A paper will fall into this category if it shows serious difficulty completing or satisfying the tasks of the assignment; if it lacks an overall plan with a beginning, middle, and end; if key ideas in paragraphs lack development or illustration; or if errors in word choice, sentence structure, and mechanics seriously interfere with readability. It may fail to clearly introduce or define its central thesis. Transitions between points are awkward or nonexistent. Paragraphs may be somewhat disorganized; though the total effect will not necessarily be chaotic. The writer's control of language may be uncertain and there may be many unsupported generalizations. The paper may contain one or more of the following defects: serious errors in reasoning; little or no development or support of ideas; few or no connections between ideas. Paper substitutes summary of reading for expository discussion.

F level paper and no credit grades (59-0%)



An F (usually 55%-50%) would be assigned to a paper if it simply does not exhibit any of the basic requirements of composition writing: it has no clear thesis; the organization is unclear or nonexistent to the point that the logic and/or argument of the paper are unknowable. Serious and frequent errors in word choice, sentence structure, or mechanics interfere with basic readability. **Papers that are well-written, but of incomplete length will also receive this grade.**

A 0% F is given for any paper not turned in, turned in late, or if it is an unapproved essay on entirely other subject matter than what was assigned.

Adapted from Riverside Community College

