



Instructor:	Brendon Albertson, M.S.
Office:	Haldan 121
Class Days/Time:	Tues/Thurs 10:20 - 12:00
Class Location:	Haldan 136
Course Credits:	4
Office Hours:	Tuesday/Thursday 12:30-3:30 Friday 10:00-11:30 (or by appointment)
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**Required Textbook:**

Hogue, Ann & Oshima, Alice. *Longman Academic Writing 4. 5th ed.* London: Pearson Education, 2016. Print. ISBN: 978-0-1346-6331-9 (Rent or buy used on Amazon for less than \$25)

**Important Websites:**

**Student Portal:** [portal.pmc.edu/estudent](http://portal.pmc.edu/estudent) (midterm & final grades)

**Moodle:** [online.pmc.edu](http://online.pmc.edu) (homework assignments, course information, and documents/readings)

**COURSE DESCRIPTION:**

This is a foundational course that focuses on critical reading and writing skills, the building blocks of academic success. Students will read and write effective short pieces such as reflections, paragraphs, and academic essays. In addition, they will develop their grammatical accuracy and use of collocations to make their written communication more convincing and professional. This course prepares students with basic college-level academic writing skills so they can succeed in EN101.

**Course Goals – Students will be able to:**

1. develop their reading proficiency through active reading, including pre-reading, questioning, annotating, and post reading (communication, critical thinking)
2. recognize patterns of organization (critical thinking)
3. use supporting details and patterns of organization to find stated and implied main ideas (communication, critical thinking)
4. analyze the topic, purpose, thesis, and intended audience of a text, as well as the author's writing methods (communication, critical thinking, collaboration, and integrated/applied learning)
5. learn how to paraphrase and summarize a text (communication, critical thinking)
6. use patterns of organization to create effective paragraphs that are appropriate to any given rhetorical situation (communication, critical thinking)
7. develop vocabulary skills by understanding how to use contextual cues, recognize the structure of words, and use resources (communication, critical thinking)
8. identify parts of speech (communication, critical thinking)
9. build grammar skills, recognize and repair common errors (communication, critical thinking)

10. use electronic environments for drafting, reviewing, revising, editing, and sharing texts (communication, critical thinking, integrated and applied learning)
11. engage in peer review of each other's writing (communication, critical thinking, collaboration, integrated and applied learning)
12. participate in class discussion, offering critical analysis of both content and structure of a text (communication, critical thinking, collaboration, citizenship, integrated and applied learning)
13. collaborate in groups to develop a multi-media analysis of a text (communication, critical thinking, collaboration, citizenship, integrated and applied learning)

#### **DEVELOPMENT & ASSESSMENT OF COLLEGE COMPETENCIES:**

All students work towards a common set of Pine Manor College General Education Competencies: Communication, Critical Thinking, Collaboration, Citizenship, and Integrated and Applied Learning. In this course, students will develop these competencies and be assessed on them in the following ways:

**COMMUNICATION:** In EN100 each student will develop the foundational skills necessary to convey ideas and information through writing, speaking, and visual display in academic and professional environments. They will bolster their fundamental reading and grammar skills in an on-line learning platform to advance their understanding of the English language. They will learn the basics of essay structure and organization so that they can better share knowledge and explore new ideas in writing. Class discussion will promote an understanding of effective oral communication, active listening, and confidence in public speaking. Each student's essays, class participation, oral presentation, and online portfolio will be used to assess their communication competency.

**CRITICAL THINKING:** EN100 will advance each student's abilities to investigate and analyze complex ideas and develop their own opinions or conclusions. Critical reading exercises will ask students to analyze a text and make connections between texts. They will further explore these concepts through written essays and classroom discussion. Skills gained in an on-line learning environment will be interpreted and applied to alternate environments, such as written assignments. Each student's critical thinking competency will be evaluated through their written work and class participation.

**COLLABORATION:** EN100 will develop each student's ability to collaborate with others. Students will engage in peer review exercises to help others advance their understanding of a topic and to develop their written work. Students will also receive and respond to the feedback of their peers. Further, students will participate in class discussion. Students will help others explore their ideas and opinions orally as they explore their own. Each student's ability to collaborate will be evaluated via participation in peer review exercises and class discussion.

**CITIZENSHIP:** EN100 will promote positive citizenship through class discussion and peer review, students will learn how to respect those from diverse backgrounds and give constructive feedback. Each student's citizenship will be evaluated based upon their participation and behavior in class.

**INTEGRATED AND APPLIED LEARNING:** EN100 will ask students to integrate the critical reading and grammar skills they learn in an on-line learning platform to their written work. Class participation and peer review will require students to exercise and apply their greater critical thinking skills, knowledge of essay writing, and understanding of academic protocol in differing formats and environments. This understanding should transfer across courses and influence their intellectual, professional and community lives. Each student's ability to integrate and apply their learning will be evaluated through class discussion, written essays, peer review, and the final online portfolio.

## **CLASS POLICIES:**

### **Attendance & Lateness**

1. It is a program-wide policy that students with five (5) absences from class and/or conferences will be asked to withdraw from the class. Unfortunately, excused absences do not affect this policy, because they will cause you to miss important concepts learned in class. If you are sick or will need to miss many classes, I recommend you withdraw from the course and try to complete it at a later time.
2. More than 3 absences will lower your participation grade.
3. If you arrive after attendance is taken, you will be marked "late". Three "lates" equal one "absent".
4. If you are unable to attend a class, it is your responsibility to keep up with the material and contact me with any questions regarding assignments.
5. Please come on time and bring your textbook to every class. Prepare any assignments to turn in at the start of class.

### **Assignments**

1. Assignments will include reading, making outlines, writing paragraphs and essays, and revising. Homework will be assigned every class, and will take about 1-3 hours. You are expected to come to class prepared for discussions and in-class assignments.
2. All writing assignments and papers to be turned in for grading should be typed, double-spaced, size 12 font, and follow the MLA "Format Guidelines" handed out, including your name on each page. Work that does not follow these guidelines will lose points.
3. Late assignments will get -10% for each class they are late. Assignments will not be accepted more than one week late.
4. Papers must also meet minimum college writing standards as described in "Standards of Grading Essays" developed by the College Composition Faculty to be accepted in this course.
5. I will tell you if you should submit each assignment on Moodle, or print it and bring it to class. I will not accept assignments through email, and I cannot print your assignments for you.

### **Academic Honesty & Plagiarism**

All assignments turned in for this class must be written by you. You may work with an LRC writing tutor, but it is important that the language and ideas in your essays are your own. Writing essays together with other students is not acceptable.

In addition, you are responsible for following the Pine Manor College Ethics Code. Any violation of academic honesty or plagiarism will result in a failing grade. If you use sources, such as websites, articles, books, etc, for information for any assignment, you need to list the source in the "Works Cited" section of your paper. If you do not list any outside sources that you use on a final draft of an assignment, including websites, you will fail the assignment.

### **Translating**

Sometimes, translators like "Google Translate" can be helpful to translate a few words if English is not your first language. However, using a translator to translate an entire paragraph or essay is not acceptable. Please be careful about translating. I do not recommend translating more than 1-2 words at a time from your native language to English.

### Classroom Manners

**Our classroom is a “no phone, no computer, no headphone” space**, except when I give permission. If you have an emergency, please leave the room to use your phone. Students who do not follow these rules may be asked to leave the classroom and marked “absent.”

### Respect, Diversity & Inclusion

Pine Manor College embraces the idea that our community gains strength and is enhanced by diversity. We are a campus where people come from around the world to inspire the notion of an Education with Purpose. Here, we believe that our differences (race, gender identity, sexuality, religion, etc.) are an opportunity to build greater understanding and bring us closer together. We would like students to see these differences as a resource and a benefit to all campus experiences. We value everyone’s ideas, regardless of background, experience, or opinion. Although sometimes conversations are difficult, they can be powerful and help use understand different points of view. We encourage our community to share in these conversations.

### Extra Help

If you have a special need, please speak with me as early as possible in the semester. I will try to accommodate your need through classroom materials or assignments. You should also visit the Learning Resource Center (LRC) and explain your needs, so they can give you extra help with writing. If you are having any trouble in this course, please meet with me after class or during my office hours.

### Your grade:

Attendance & Participation	20%
Homework (short responses & paragraphs)	30%
Essays (4)	40%
Oral Presentation	5%
Final Online Portfolio	5%

Total: 100%

**PLEASE NOTE: You must earn a grade of C or better to move through the EN sequence. If you get a grade of C- or lower, you will receive NC (no credit) and must retake the course.**

### Writing Portfolio:

Part of your grade for this course (5%) includes an online writing portfolio. This portfolio will include a sample of your writing throughout the semester. We will discuss portfolio requirements in more detail during class toward the end of the semester. Therefore, it is important to save all assignments on your computer.

### Essays / Oral Presentation:

We will write four essays in this class, and they are a large part of your grade. Each essay will have 2-3 drafts, and you will be graded on your submission of each draft, as well as the final draft. In addition, you will choose one essay to present at the end of the semester, during exams week. You will be required to create a short PowerPoint to express the ideas in your essay. There is no final exam in this class.

**Participation:**

You are expected to participate in our class meetings by sharing your ideas in discussions and peer reviews, working with classmates, and engaging in class activities. These are all part of your participation grade.

**Class Schedule & Assignments**

*(This schedule is only a guideline. It will change a little throughout the semester.)*

**\*Always check Moodle for the most updated homework assignments! (my.pmc.edu)**

CG = Course Goal

**~ UNIT 1: INTRO TO COLLEGE WRITING ~**

<b>Week 1</b>	
Tues, 9/3	<ul style="list-style-type: none"> <li>• Icebreakers, Syllabus, format guidelines (MLA)</li> <li>• Audience, Purpose, &amp; Revision process – Reading for difference purposes (robber, real estate agent activity. Brainstorm Qs and purposes before reading other texts)</li> <li>• Active reading</li> <li>• Parts of a paragraph &amp; topic sentence</li> <li>• Create topic sentences and outline a practice paragraph</li> </ul>
Thurs, 9/5	<p align="center"><b>~ UNIT 2: PARTS OF A PARAGRAPH ~</b></p> <ul style="list-style-type: none"> <li>• Online writing tools</li> <li>• Professional emails</li> <li>• Paragraph support/unity</li> <li>• Transition signals - p. 31, 291</li> <li>• Share and revise practice paragraphs for topic sentences, support and unity</li> <li>• Start communication/health paragraph</li> </ul>
Homework due:	<p>Order your book (if you have not already)</p> <p>Read about paragraph support &amp; unity (Textbook p.11-14 &amp; 24-26)</p> <p>Outlining paragraphs worksheet (CG2)</p> <p>Read "How AI-generated Music is Changing the Way Hits are Made" with the <u>active reading worksheet (CG1)</u></p> <p>Type and print your practice paragraph - bring to class</p>

<b>Week 2</b>	
Tues, 9/10	Styles of paragraph organization - Argumentative/factual/definition
Homework due:	Revise your practice paragraph. Make sure it has a topic sentence, unity, support, and <u>transition words</u> . (CG6)

Thurs, 9/12	<ul style="list-style-type: none"> <li>• Discuss "AI Making Music" article (CG12)</li> <li>• Outline HW argumentative paragraph</li> </ul>
Homework due:	<ol style="list-style-type: none"> <li>1. Write communication/health paragraph</li> <li>2. Paragraph unity worksheet</li> </ol> <p>Self-intro email</p>

**~ UNIT 3: PERSONAL WRITING & RESPONDING TO WRITING ~**

<b>Week 3</b>	
Tues, 9/17	<ul style="list-style-type: none"> <li>• Connecting sentences (p. 34-35)</li> <li>• Writing improvement log</li> <li>• Review different organization styles</li> <li>• Revise argumentative paragraph</li> <li>• Read the text <i>Choices</i> pp. 55-57</li> </ul>
Homework due:	Write an argumentative paragraph about a hobby you have, using one of the styles of organization from pp. 55-57 (you can choose which style). Make sure you use transition signals, and prepare to describe the style of organization you chose. Print and bring to class. (CG6)
Thurs, 9/19	<p>Discuss "My Favorite Teacher," Thomas L Friedman - imagery (CG12)</p> <p>Reading strategy – guessing unknown words</p> <p>Citations in MLA format</p> <p>In-class writing: response to "My Favorite Teacher," using in-text citations</p>
Homework due:	<p>Bring your laptop to class today!</p> <p>Read "My Favorite Teacher," answer questions on Moodle (CG3)</p> <p>Complete the transitions signals worksheet (p. 34-37 in your handouts)</p>

<b>Week 4</b>	
Tues, 9/24	<p>Discuss "A Doctor's Dilemma" (CG12)</p> <p>Using quotations in writing – punctuation &amp; in-text citations</p> <p>Start written reflection of Doctor's Dilemma, with citations/quotations</p>
Homework due:	<ul style="list-style-type: none"> <li>• Read "A Doctor's Dilemma" Bring your laptop to class!</li> <li>• Answer "Group Activity 3: Discuss the Reading" on p. 104, Questions 1-3. Make sure you cite the reading using <u>MLA format</u> in your responses. Post your response on Moodle.</li> <li>• Revise your argumentative paragraph. Submit on Moodle.</li> <li>• <b>Personal paragraph</b> (About a person or event that influenced you)</li> </ul>
Thurs, 9/26	<p>Close reading of "My Mother's Food" to identify descriptive detail &amp; development</p> <p>Create outlines for personal paragraph (write for HW)</p>

	Reporting verbs & dialogue in writing (Comic book quotes activity)
Homework due:	Finish writing your paragraph on "The Doctor's Dilemma," with quotations/citations (CG7) Read "My Mother's Food," annotate and complete outline (CG3)

<b>Week 5</b>	
Tues, 10/1	Exercise to add descriptive detail - "show, don't tell" Share & revise personal paragraphs for descriptive detail / grammar
Homework due:	Paragraph about a food: Think about a food in your culture that has significance, like in "My Mother's Food." Write a paragraph to explain the significance of this food to someone who's not from your culture. What does the food represent in your culture? Post your paragraph in the Moodle discussion.  1. <b>Post a response</b> to one of your classmate's food paragraphs on Moodle: <ul style="list-style-type: none"> <li>• <i>What surprised you in his/her paragraph?</i></li> <li>• <i>Which point did you find most interesting? Why?</i></li> <li>• <i>Do you have any other comments to make about this paragraph?</i></li> </ul>
Thurs, 10/3	~ <b>UNIT 4: WRITING SUMMARIES</b> ~ <ul style="list-style-type: none"> <li>• Discuss "Asian Americans Debate..." (or other news) and prep to write argumentative response (CG12)</li> <li>• Writing a summary/paraphrasing (Longman, Ch. 3 &amp; p. 312)</li> <li>• Reporting verbs</li> <li>• Writing Summaries - summarize an article in class, with MLA citations</li> </ul>
Homework due:	1. Read Longman p. 48-51, do "Works Cited" exercises 2. Read Choices pp. 39-45 3. Revise your personal paragraph; submit the final draft on Moodle.

~ **UNIT 5: WRITING A BASIC ESSAY** ~

<b>Week 6</b>	
Tues, 10/8	Parts of an essay – thesis and topic sentences Discuss/analyze model essay on p. 75 (CG12) Brainstorm / Write thesis and outline for Essay #1 – think about audience/purpose
	<ul style="list-style-type: none"> <li>• Read and write a one-paragraph summary of "<u>Asian-Americans Debate Elite High School Admissions</u>." Make sure you include a "Works Cited" at the end. Print and bring to class. (CG3, CG5)</li> </ul>

	<ul style="list-style-type: none"> <li>Read Longman (textbook) p. 75, 76, 78 - Fill out the outline for the essay on p. 75-76 (on Moodle), then upload to Moodle to submit</li> </ul>
Thurs, 10/10	<p>Parts of an essay - introductions &amp; conclusions (Longman p. 79-85)</p> <p>Revise Essay #1</p> <p>Write Essay #1, 1st draft (Topic: education) - print and bring to class</p> <p>Read Longman (textbook), p. 79-85; Do all exercises on these pages. If you don't have the book, you <u>must</u> print the pages on Moodle below and do the exercises. I will check!</p>
Homework due:	

<b>Week 7</b>	
Tues, 10/15	<b>NO CLASS (Fall Break)</b>
Thurs, 10/17	<p>Conclusions and paragraph transitions</p> <p>Discuss organization of "Student-Centered Teaching" on p. 88-89 (CG12)</p> <p>Review feedback on Essay #1</p> <p>Homework due:</p> <ol style="list-style-type: none"> <li>1. Read model essay "Student-Centered Teaching" on p. 88-89, prepare for a short quiz about the essay. You should know the thesis, type of introduction, and main points.</li> <li>2. Read Longman p. 94-95 (Paragraph transitions) and do "Practice 9"</li> </ol> <p><b>Essay #1 <u>Final Draft</u> is due Friday by 10am</b></p>

~ UNIT 6: CAUSE/EFFECT ESSAYS ~

<b>Week 8</b>	
Tues, 10/22	<p><b>Sign up for Individual Conference 1 with Brendon:</b></p> <p>You will meet with me at a time that's convenient for both of us outside of class. We will discuss Essay #1 &amp; #2 and what you should focus on in writing. Please bring the 1st draft of Essay #2. We will revise for organization &amp; grammar.</p> <p>Cause/effect essay organization, collocations, and transitions</p> <p>Homework due:</p> <p>Make outlines for Essay #2 (Cause/effect essay, Topic: an issue on campus)</p> <p>Read cause/effect essay, p. 117-119, complete outline</p>

Thurs, 10/24	Peer revise cause/effect essays (CG11) Adverb Clauses " <u>Just the Word</u> " website for collocations
Homework due:	<u>Revise</u> your cause/effect essay, print and bring to class Complete all exercises in Textbook, p. 125-129

**~ UNIT 7: COMPARE/CONTRAST ESSAYS ~**

<b>Week 9</b>	
Tues, 10/29	Analyze compare/contrast model essay, p. 134
Homework due:	Final draft of cause/effect essay (it will be graded based on the " <u>EN100 Essay Rubric</u> " below), <b><u>print and bring to class</u></b> Read compare/contrast essay, p. 134-135, complete outline & submit on Moodle
Thurs, 10/31	<ol style="list-style-type: none"> <li>1. Review Essay #2 feedback</li> <li>2. Practice using compare/contrast phrases from textbook p 137-142</li> <li>3. Essay #3: point-by-point vs. block organization, create outlines</li> </ol> <ul style="list-style-type: none"> <li>• Read about compare/contrast essays, pp. 137-142, Complete exercise on p. 142</li> <li>• Write a paragraph to compare the two articles about the "America First Energy Plan." <b>Print and bring to class.</b></li> </ul>

<b>Week 10</b>	
Tues, 11/5	<ol style="list-style-type: none"> <li>1. Peer Revising Essay #3 for organization (CG11)</li> <li>2. Adverb clauses of contrast - p. 235</li> </ol>
Homework due:	<ul style="list-style-type: none"> <li>• First Draft of Essay #3 due (see directions on Moodle below) - Print and bring to class</li> <li>• Read p. 235-238, do exercises on p. 238 (Adverb clauses of reason)</li> </ul>
Thurs, 11/7	Review my feedback on Essay #3 Review audience/purpose Introduce <b>Quora Post Assignment</b> News article/Realia letter to the editor assignment in class

**~ UNIT 8: RESEARCH & ARGUMENTATIVE ESSAYS ~**

<b>Week 11</b>
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Tues, 11/12	Parts of an argumentative essay Labelling and improving an example argumentative paragraph
Homework due:	Essay #3 Final Draft is due
Thurs, 11/14	Revise claims and support in your practice paragraph Rebuttals - add to your practice paragraph Argumentative essay collocations In-class writing: argumentative paragraph response to issue in video (beatboxing in education), practice using collocations and opposing argument/rebuttal
Homework due:	Practice argumentative paragraph (Topic from <a href="http://www.procon.org">www.procon.org</a> ) Outline of " <a href="#">Girls Just Want to Play Games</a> " (access and submit on Moodle below)

## Week 12

Tues, 11/19	Discuss "Why We Should Send a Manned Mission to Mars" (CG12) Practice creating strong argumentative claims Create outlines for Essay #4 (Argumentative Essay)
Homework due:	Read "Why We Should Send a Manned Mission to Mars," Textbook p. 286-288. (Also on Moodle below) Answer questions on p. 288. (Also on Moodle below) <b>Quora Post Assignment is due</b>
Thurs, 11/21	Library Visit Today! (Meet in our classroom first.) Performing research - Finding and saving useful sources Review of Works Cited page, citations, and paraphrasing - p. 315-318
Homework due:	Hand in your Argumentative Essay Outline Read "Let's Not Go to Mars" - Textbook, p. 288-290 - answer questions on p. 290 Write an argumentative paragraph to explain which side you agree with - Should we go to Mars, or not? Use ideas from the two readings to support your claim. Include a counter argument and rebuttal in your paragraph.

## Week 13

Tues, 11/26	Peer revising Essay #4 (CG11)
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Homework due:	Grammar – non-restrictive adjective clauses to add information (Ch. 13) – add to essay Parallelism - Ch. 10 Essay #4, 1st draft, with “Works Cited” page - <b>Print and bring to class</b> p. 336 - "Writer's Self-check" - fill out the form to check your essay
Thurs, 11/28	<b>NO CLASS (Thanksgiving Break)</b>

<b>Week 14</b>	
Tues, 12/3	Review my feedback on Essay #4 Read p. 191 and do exercise on p. 193 (Parallelism) Bring your laptop! (We Will create online portfolios in class)
Thurs, 12/5	Create online portfolios in class, discuss & prepare for oral presentations (Make PPT) <b>Sign up for Individual Conference 2 with Brendon:</b> Before our meeting, make sure your online portfolio is organized and viewable. Start Oral Presentations in class: This PowerPoint presentation will have two parts: 1) An analysis of an essay (audience, purpose, organization style, etc.) and 2) a presentation of one of your essays through 3-5 Slides. The presentation should be 5-10 minutes. Use <b>bullet points</b> . You will have a notecard with up to 20 words. (CG4, CG13)
Homework due:	Essay #4, final draft is due (with Works Cited page)

<b>Week 15</b>	
Tues, 12/10	<b>Oral Presentations in class!</b>
Homework due:	<b>Make sure you are ready to present!</b>
Thurs, 12/12	<b>Oral Presentations in class! (continued)</b>
Homework due:	Completed Online Portfolio with final self-assessment – Publish and email the link to me (CG10)

\*Note: There is no final exam in this class (Online Portfolio and final self-assessment replace an exam)