

Act quickly, think slowly
- Greek Proverb -

ENGLISH 2 SYLLABUS

Critical Reading, Writing, and Thinking

e-mail: orellalaura@fhda.edu We have email right in our Canvas Course, so that's the fastest place to ask me a question.

OFFICE HOURS: Online Tuesdays from 9 pm-10 pm and by appointment both online and on DeAnza campus.

STUDENT LEARNING OUTCOMES (SLOS)

- Apply critical thinking skills to writing and complex readings.
- Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.
- Demonstrate analysis, comparison, synthesis, and documentation of independent research.

TEXTS

- Truman Capote, *In Cold Blood*
- LeRoi Jones, *Dutchman and The Slave, Two Plays*
- Orella, Laura English Workbook found at the bookstore
- Rent the film, "Rear Window," Alfred Hitchcock director

COURSE DESCRIPTION AND OBJECTIVES

"For every action, there is an equal and opposite reaction," or so the Physics Law states. This course explores the relationship between actions and their consequences as a means of examining how the choices and decisions we make effect our lives as well as the lives of those around us. Through issue-oriented literature and film, the course will build on the reading, writing and thinking skills you developed in English 1A, and will work toward understanding the elements of argument and analysis in expository essays.

Throughout the quarter, we will examine the components of writing that are essential to the construction of well-written, expository essays. The success of our discussions and activities in this class will depend on your careful reading of the texts, your preparedness, your willingness to investigate your own and others' opinions, and your respect for opinions that are different from your own. All of our reading, viewing, discussing and writing is designed to develop three main critical thinking skills: analysis, synthesis and interpretation.

STUDENT LEARNING OUTCOMES (SLOS)

- Apply critical thinking skills to writing and complex readings.
- Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.
- Demonstrate analysis, comparison, synthesis, and documentation of independent research.

COURSE REQUIREMENTS

You will complete many writing assignments in this class, including sentence combining exercises, outlining, rough drafts, and, of course, essays. You will also participate in peer editing sessions before handing in final essay drafts. You are required to turn in all assigned written work on time. You must do *all* the work to pass this class, including revisions when required. Five essays in all, including one research paper, must be completed during the quarter.

Grades:

75% ESSAYS AND SUMMARIES -- 750 points

25% HOMEWORK, AND PARTICIPATION – 250 points

Grades are based on the quality of the writing you produce, on successful and timely completion of all assignments, and on your regular participation in class activities. The knowledge you gain in this course is cumulative, so the last two essays will be particularly important in determining your final grade; you must receive a C or better on these last two essays to pass the class. But everything counts!

Essays:

Essays are generally three-to-five pages (typed, double-spaced, 1" margins, 12 point font) and will be graded out of 100 points.

I will accept one late paper per quarter without penalty which must be turned in no later than one week after the due date (see attached coupon). Beyond that, late papers will be penalized; an essay will drop one grade each day that it is late (so a B paper would drop to a C if it was one day late) and will not be accepted one week after the due date.

For each essay assignment, we will work in class with your outlines and rough drafts so that you will have a chance to get feedback on your plans and drafts. To benefit fully from these sessions, you must offer complete rough drafts.

You may, with my permission, revise and resubmit an essay within one week after the essay is returned, but you must first email me and discuss your revision plans

Note: Plagiarism refers to passing off another person's ideas or words as your own. This includes copying or paraphrasing someone else's words or ideas without citing the source and/or setting off the passage with quotations. It also includes having other people extensively write or edit your essays for you. Plagiarism is unacceptable. Usually students are tempted to get illegal "help" when they feel they are failing and there is nothing that they can do about it. But there is always one thing you can do if you're having trouble: you can get me to help you. If you are stuck, or feel that you aren't understanding something, please come talk to me and I'll do my best to help you.

Homework Exercises:

For full credit, assignments must be completed on the day they are due and must be posted by 11:55 pm on the appropriate catalyst unit site. Assignments posted between

Student Questionnaire

Name _____ Phone # _____ E-mail _____

Address _____

Proposed Major _____ Class Level _____

1. How many units are you enrolled in for this quarter? _____ What classes are you taking besides EWRT 2?

2. If you have a job, how many hours a week do you work? _____ What is your job?

3. What *college-level* English courses have you taken at DeAnza or elsewhere?

ENG _____ Quarter _____ Grade _____ Instructor _____
College _____

ENG _____ Quarter _____ Grade _____ Instructor _____
College _____

ENG _____ Quarter _____ Grade _____ Instructor _____
College _____

4. Do you speak any languages besides English? _____ If so, which one(s)?

If English is not your first language, or the language spoken in your home, how long have you been speaking and writing in English?

5. Do you have access to a computer? _____ YES (_____ at school _____ at home _____ other)
_____ NO

Can you use a computer to type essays? _____ YES _____ NO To send and receive e-mail?
_____ YES _____ NO

Would you like additional help learning how to use a computer for writing? _____ YES
_____ NO

(If yes, please explain.)

6. Please list some of your interests, academic or otherwise (sports, music, art, family, and so on).

7. What kinds of reading do you enjoy most?

8. What successes or difficulties have you had with reading or writing? (continue on the back if needed)

9. What aspect(s) of your writing would you like to work on this semester? What concerns do you have about this course? (continue on the back if needed)

10. Please help me teach you by writing here any special needs you have as a student (continue on the back if needed):