"Tools of the Trade: Communication Skills for Today's Workplace"

English 1A—Reading and Composition (80037); Lecture hours—3.00 units
MWF 8:30-10:30, Locke 108
Dr. Ginger Holden
Spring 2014
4/1/14-5/29/14

How to Reach Me:
Office Hours: MW 10:30-12:00; TTH 8:00-9:00; and by appointment; SHIMA 202
Office Phone: 954-5151 x6064
Email: gholden@deltacollege.edu (write English 1A in subject line of message)

Course Prerequisite and Catalog Description:
ENG 079 Preparatory English with a grade of “C” or better or Composition Level III. This course is a transfer-level, college freshman English composition course comparable to those courses offered by the state college and university systems (UC, CSU). Course and program student learning outcomes for this course can be accessed on the Student Learning Outcomes webpage: http://deltacollege.edu/div/slo/index.html.

Course Objectives:
Upon successful completion of this course, students will be able to: narrow a topic to an appropriate focus, research the topic using both electronic and printed indexes, and evaluate findings for use in a research paper; paraphrase, summarize, and quote source material for a research paper; evaluate sources for bias, currency, and applicability; compose a research paper following assigned documentation guidelines; compose an expository essay, employing appropriate patterns of development, with a structure containing introduction, body, and conclusion, and a clear, limited thesis; compose a timed, on-demand essay in response to a prompt, similar to university-level competency examinations; revise essays for grammar, usage, structure, and content through self-evaluation, peer editing, and instructor comments; read, understand, and summarize essays and book-length works.

Course Learning Outcome (CLO):
The student will demonstrate the ability to select and refine a topic for a college-level essay; organize the essay with a clear thesis; develop it with relevant specific examples, including those drawn from research; document resources appropriately; proofread to produce a final draft relatively free of errors of style and grammar, including colloquial expressions, redundancy, run-on sentences, fragments, tense and number shifts, and subject-verb agreement or pronoun reference errors; read and comprehend a college-level text; find printed and online resources and evaluate their validity; and demonstrate understanding of such issues as organization, tone, logic, and credibility.

Graded Assignments:
Critical thinking and communication skills (i.e. reading, writing, speaking, listening) are among the most essential tools of any trade. In this class, you will complete assignments and engage in activities that will enhance those highly regarded workplace skills. Each essay topic, in particular, resembles a task one might complete on the job. For example, as a manager, you might write an argumentative report to initiate changes in production or staffing, or as a supervisor, you might complete written evaluations of your employees. As a physical therapist, you might write out instructions for performing exercises so that your patient can duplicate the process at home. Overall, the knowledge and skills you acquire in this course will help you succeed in other college classes as well as your future career.
Similar to other college courses, students will be required to complete two hours of work outside of class for every hour spent in class. This translates into 12 hours of homework and/or study per week. Please plan accordingly.

Students will write a minimum of 6,000 expository words. **ALL work completed outside of class must be typed and observe MLA (Modern Language Association) requirements.** A rough draft of each take-home essay will be submitted in class prior to its due date for peer evaluation.

1. **Grammar and Writing Exercises = 15%**
   You will complete approximately 25 in-class and take-home assignments, including critiques of student essays, group responses, invention/prewriting exercises, essay summaries, and grammar exercises. Each assignment will be worth 10 points possible. (CLO).

2. **Explaining a Process Essay = 15%**
   You will write a 4-5 page directional process analysis, explaining how something is made or how something is done, persuading readers that this process has value, meaning, or importance (CLO).

3. **Arguing a Position Essay = 20%**
   You will write a 5-6 page argumentative essay which examines a controversial issue in our society, takes a position on that issue, and presents sound evidence and reasoning for your position. This essay will require documented research (CLO).

4. **Speculating about Causes Essay = 15%**
   You will read a controversial article, and then you will write an **in-class causal analysis** which speculates about the causes of a recent workplace trend in our society. You will be required to support your position with reasons and examples (CLO).

5. **Justifying an Evaluation = 20%**
   You will write a 4-5 page evaluation essay, establishing appropriate standards to judge your subject, distinct reasons for your judgment, and thorough support for your reasons. This essay will require documented research (CLO).

6. **Final Exam = 15%**
   You will write an **in-class expository essay**, regarding workplace communication skills. This essay should reflect all that you have learned during the semester regarding essay organization, development, and standards of English (CLO).

**Grading Scale:**
Course grades will be based on the results of students’ grammar and writing exercises, essays, and final exam, using the following scale:

- 100%-90% = A
- 89%-80% = B
- 79%-70% = C
- 69%-60% = D
- 59% or lower = F

**Required Texts:**
- Axelrod/Cooper, *Concise Guide to Writing* 6th Edition ($53.35-new; $40.00-used)  
Strategies for Success:
1. Attend every class meeting
2. Arrive on time and do not leave early
3. Bring a notebook, pen, and assigned textbooks
4. Complete all assigned reading before class each day
5. Submit essays and take-home exercises on time
6. Participate in class discussion and group activities
7. Ask questions during class
8. Form study groups or partnerships with fellow classmates
9. Seek additional tutoring from the Reading/Writing Learning Center (Holt 201; 954-5657)
10. Visit professor during officer hours

Classroom, Attendance, and Grading Policies:
Every person will behave in a respectful, courteous manner toward all people in the class regardless of their race, sexual orientation, gender, class, or religious affiliation. All non-essential electronic devices (cell phones, MP3 players) must be turned off or silenced upon entering the classroom each day. No hidden texting will be permitted. (See me if you have special circumstances for using phone). Laptops may NOT be used in the classroom without instructor approval. Children are not permitted in the classroom.

If you have a documented disability and need accommodations for this class, please see me as soon as possible or contact the Disability Support Programs and Services (DSPS) for assistance. DSPS is located in the DeRicco Building, 2nd Floor. The phone number is (209) 954-5151 x6272.

As stipulated in AP 5075, a student who violates the District's attendance policy (i.e., fails to attend any of the first three class sessions at the beginning of a term or acquires an excessive number of absences before census date) will be dropped. A student who violates the attendance policy after the census date may be dropped by the instructor. Excessive absenteeism = one more time than the class meets per week.

Late papers will be lowered one grade and will only be accepted ONE class period following the due date. In-class assignments cannot be made up in the event of an absence.

Student Rights and Responsibilities:
As a student of this college, you should familiarize yourself with your rights and your responsibilities. You can find them in the Student Handbook or this webpage:

Important Dates:
Last date to request a refund of fees: 4/4/14
Last date to drop without a W: 4/10/14
Last date to drop with a W: 4/28/14

Plagiarism:
Any student who is discovered to have copied the words/facts/ideas of another student or author without citing or acknowledging this fact is guilty of plagiarism and will earn an immediate “F” for the assignment. Other disciplinarian action, such as suspension, will be recommended to the Vice-President of Student Services.
Class Schedule (subject to change):

COMPLETE READING BEFORE CLASS, AND BRING TEXTBOOKS EVERYDAY

Textbook Abbreviation: Concise Guide to Writing = CGW
NOTE: Instructions in bold typeface represent your daily assigned homework

Week One:
3/31 HOLIDAY—CESAR CHAVEZ DAY OBSERED—CAMPUS CLOSED

4/2 Review course components; Complete writing sample; Collect process analysis reading packet
*Read CGW 1-12 and 316-328
*Read all process analysis essays (handout)

4/4 Discuss CGW 1-12 (“Introduction”) and 316-328 (“Strategies for Invention and Inquiry”); Discuss process analysis essays (handout); Discuss Essay Topic #1 (Explaining a Process)
*Complete process analysis prewrite exercise (access on DocuShare)
*Read CGW 329-342 and 353-367

Week Two:
4/7 Submit process analysis prewrite exercise; Discuss CGW 329-342 (“Strategies for Reading Critically”) and 353-367 (“Cueing the Reader”); Participate in grammar review and complete in-class exercise
*Complete 4-5 page typed draft of Essay #1 (MLA format required)
*Read The Changing World of Work 131-138

4/9 Participate in draft workshop for Essay #1 and complete peer critique; Complete in-class grammar exercise
*Read peer critique and revise Essay #1
*Read CGW 342-352

4/11 SUBMIT FINAL DRAFT OF ESSAY #1 (4-5 typed pages, MLA format); Discuss CGW 342-352 (“Strategies for Reading Critically”); Complete in-class group exercise—"Figurative Comparisons"
*Read CGW 158-171 and 404-416

Week Three:
4/14 Discuss CGW 158-171 and 404-416; Discuss Essay Topic #2 (Arguing a Position); Complete in-class group exercise—"Arguing a Position"
*Read CGW 171-193
*Read The Changing World of Work 69-76 and 105-112

4/16 Discuss CGW 171-193; Discuss The Changing World of Work 69-76 and 105-112; Participate in grammar review and complete in-class exercise
*Read CGW 457-485
4/18  Discuss *CGW* 457-485 (“Library and Internet Research”); Participate in library workshop—Goleman 137
*Read CGW 486-509
*Complete position prewrite exercise (access on DocuShare)

Week Four:
4/21  Submit position prewrite exercise; Complete in-class grammar exercise; Discuss *CGW* 486-509 (“Using Sources”)
*Begin 5-6 page typed draft of Essay #4 (MLA format required); bring to next class period
*Locate 3-4 sources to support your argument and counterargument
*Copy source citations and bring to next class session

4/23  Bring Essay #2 sources for in-class documentation workshop; Review Works Cited and in-text documentation; Discuss Essay #2 progress
*Read CGW 193-204
*Complete 5-6 page typed draft of Essay #2 (MLA format required)

4/25  Participate in grammar review and complete in-class exercise; Discuss *CGW* 193-204 (“Planning and Drafting”); Participate in draft workshop for Essay #2
*Read peer critique and revise Essay #2

Week Five:
4/28  SUBMIT FINAL DRAFT OF ESSAY #2 (5-6 typed pages, MLA format); Complete in-class grammar exercise
*Read *The Changing World of Work* 50-58, and write a 1-2 page typed response to assigned topic (access on DocuShare)
*Read causal arguments essays (handout)

4/30  Discuss features of causal argument essays; Discuss causal argument essays (handout)
Discuss Essay Topic #3 (Speculating about Causes); Submit and discuss response to *The Changing World of Work* 50-58
*Read *The Changing World of Work* 97-104 and 113-121

5/2  Discuss *The Changing World of Work* 97-104 and 113-121; Participate in grammar review and complete in-class exercise
*Review features of a causal analysis essay

Week Six:
5/5  Complete in-class grammar exercise; COMPOSE IN-CLASS ESSAY #3
*Read CGW 260-272

5/7  Discuss *CGW* 260-272; Discuss Essay Topic #4 (Justifying an Evaluation); Complete evaluation group exercise
*Read CGW 273-290
*Read *The Changing World of Work* 42-46
5/9  Discuss *CGW* 273-290; Discuss *The Changing World of Work* 42-46; Participate in grammar review and complete in-class exercise
   *Read CGW 291-298*
   *Read *The Changing World of Work* 14-29*
   *Complete evaluation prewrite exercise (access on DocuShare)*

Week Seven:
5/12  Submit evaluation prewrite exercise; Discuss *CGW* 291-298; Review Works Cited and in-text documentation; Begin discussion of *The Changing World of Work* 14-29
   *Read CGW 298-311*
   *Complete 4-5 page typed draft of Essay #4 (MLA format required)*

5/14  Finish discussion of *The Changing World of Work* 14-29; Discuss *CGW* 298-311 (“Planning and Drafting”); Participate in draft workshop for Essay #4
   *Read peer critique and revise Essay #4*

5/16  SUBMIT FINAL DRAFT OF ESSAY #4 (4-5 typed pages, MLA format); Participate in grammar review and complete in-class exercise

Week Eight:
5/19  Transfer Admissions Presentation (connecting education and career opportunities)
   *Review grammar handouts and exercises to prepare for grammar test*

5/21  Complete comprehensive grammar test; Discuss in-class essay final exam

5/23  FINAL EXAM-10:00-11:50
✓ or ———— (double underlining of words/phrases) are positive indicators

¶—new paragraph

^—insert text

awk—awkward sentence structure

cs—comma splice

dev—inadequate development

frag—sentence fragment

logic—illogical meaning

mix—mixed construction

P—punctuation error

pn agr—pronoun agreement

rep—repetition of word, phrase, or idea

run-on—run-on sentence

sp—spelling error

sv agr—subject-verb agreement error

vt—verb tense error

vb—verb form error

wc—word choice error
English 1A  
Dr. Holden  
Take-Home Essay Grading Rubric

Name: ______________________________________________  Essay #:____________________

<table>
<thead>
<tr>
<th>Elements</th>
<th>Superior (100% of points)</th>
<th>Strong (80% of points)</th>
<th>Competent (70% of points)</th>
<th>Inadequate (60% of points)</th>
<th>Seriously Flawed (50% of points)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis (10 pts.)</td>
<td>Develops a clear, superior thesis</td>
<td>Develops a strong thesis</td>
<td>Provides an adequate thesis</td>
<td>Lacks a clear thesis or main idea</td>
<td>Fails to provide a thesis or assert a main idea</td>
<td></td>
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<tr>
<td>Focus (15 pts.)</td>
<td>Clearly responds to the essay topic; demonstrates insight and a sophisticated understanding of the issues</td>
<td>Responds to the essay topic; demonstrates some insight and solid understanding of the issues</td>
<td>Adequately responds to the essay topic but may neglect some task or treat the topic superficially</td>
<td>Refers to the essay topic but neglects important tasks; refers to the topic simplistically</td>
<td>Fails to respond to the essay topic, or seriously misunderstands the essay topic or assigned readings</td>
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<tr>
<td>Support and Development (30 pts.)</td>
<td>Meaningful and significant support of main idea; provides in-depth details and examples to illustrate key points</td>
<td>Main idea is well explained and developed; key points supported with sufficient evidence</td>
<td>Satisfactory development of main idea; requires additional details and examples of key points</td>
<td>Main idea underdeveloped; presents insufficient or non-specific evidence</td>
<td>Significantly underdeveloped main idea; fails to provide evidence or presents irrelevant evidence</td>
<td></td>
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<tr>
<td>Organization (15 pts.)</td>
<td>Effective paragraph-level and sentence transitions; strong topic sentences; flows smoothly paragraph to paragraph</td>
<td>Organized soundly with occasional need for better transition between paragraphs or sentences; competent topic sentences</td>
<td>Limited organizational strategy; transitions between sentences or paragraphs may be unclear or awkward</td>
<td>Paragraphs out of order or poorly placed; topic sentences problematic; transitions unclear, ineffective, or absent</td>
<td>Essay has no clear organizational strategy; paragraph structure does not exist or is a series of isolated paragraphs</td>
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<tr>
<td>Mechanics, Word Usage, and Style (20 pts.)</td>
<td>Virtually free of spelling, capitalization, punctuation, and grammar errors; keen word usage; sophisticated sentence variety</td>
<td>Occasional spelling, capitalization, punctuation, and/or grammar errors; accurate word usage; effective sentence variety</td>
<td>Some errors in spelling, capitalization punctuation, and grammar; mostly precise word usage; reasonable sentence variety</td>
<td>Frequent errors in spelling, capitalization, punctuation, and grammar that may interfere with meaning; simplistic or inaccurate word usage; little sentence variety</td>
<td>Serious and persistent errors in spelling, capitalization, punctuation, and grammar; errors in word usage and sentence structure make communication confusing</td>
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<tr>
<td>Formatting (10 pts.)</td>
<td>Appropriate formatting according to MLA guidelines</td>
<td>Minor, occasional MLA formatting errors</td>
<td>Several major errors in MLA formatting</td>
<td>Frequent MLA formatting errors</td>
<td>Almost no attention to MLA formatting requirements</td>
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Total Points:
Essay Grading Rubric: *Points Summary*

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Essay Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>59 and below</td>
<td>F</td>
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Comments:

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