

I type in one room, but I write all over the house.
-Toni Morrison

English 105: College English 1/College in the High School: 3 Credits/1 H.S. English credit
Lehigh Carbon Community College/Whitehall High School
Office Hours: select days before class by appointment;
Class Meeting Time & Place: Periods 4 & 5 Building: High School Room B117
Instructor Name: Michelle Abbadessa
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English 105 Catalog Description: The development of fluency in writing clear, forceful, effective prose.

Course Description: In ENG 105, students write essays, develop a research paper, and master library skills. Students strive for sound logic, effective use of details, appropriate diction, and correct grammar and mechanics. Students study models of good writing, which include student essays as well as professionally written essays.

Course Objectives/Learning Outcomes: Students who successfully complete English 105 will be able to demonstrate the ability to:

1. To write clear, correct English
 - a. using college level vocabulary
 - b. using correct spelling
 - c. structuring sentences correctly (in particular, avoiding fragments, run-ons, and comma splices)
 - d. using correct grammar and idioms
2. To organize his/her writing in a clear, logical fashion
 - a. with each paragraph focusing on a single idea made clear, concrete, and convincing by the use of specifics
 - b. with the essay as a whole consisting of a logical succession of well-developed paragraphs that support a clear thesis, generally introduced in the first paragraph
 - c. with each sentence and paragraph showing, through use of fluent transitions, a logical relationship with earlier sentences and/or paragraphs.
3. To think in a clear, logical fashion about ideas relevant to human beings
 - a. being able to note similarities and differences
 - b. being able to classify ideas
 - c. being able to avoid common logical fallacies
4. To write a research paper

- a. demonstrating college-level research skills, including the ability to use technology
 - b. meeting standards set by the Modern Language Association (MLA)
5. To use a library and its services, as evidenced by the successful completion of the required LCCC Library Workbook (online)

Prerequisite: Placement through the College Testing Program.

Required Texts:

Harris, Muriel. *Prentice Hall Reference Guide*. Custom Edition for LCCC English 105.

Miller, George. *Prentice Hall Reader*. 10th Edition. Pearson Education. 2012.

Saylor, Dorothy U. *Patterns for Reflection- A Reader*. 5th Edition. Pearson Education. 2004.

Required Materials: 3-ring binder; several dividers; composition paper; pocket folder; colored pens; highlighters

Educational Philosophy: In general, my educational beliefs are the same as my credo for life: don't make excuses; make results. One's education should be the most valuable experience in his/her life. The only way to understand this value and appreciate it is to challenge oneself, set goals for oneself, and *follow through* with those goals. As for writing specifically, I feel oral and written communication are vital to successful learning in any field of study. Therefore, it is my duty to facilitate the class and individual students in sharing ideas and perspectives, synthesizing strategies for communicating those ideas (orally and in writing), and evaluating the products.

Grading/Evaluation

91-100 = A

81-90 = B

71-80 = C

61-70 = D

below 61 = F

**Please note that students earn their grades; I do not *give* grades.

Withdrawing with a "W" grade:

The instructor may drop a student for excessive absences with a grade of "W," if the student is passing. Students may also withdraw by signing and processing the proper forms by the designated deadline. See student handbook or refer to Academic Services for details.

Attendance Policy: While I do respect students as adults capable of making their own decisions, this class includes group work; therefore, it is imperative to attend class. I follow the College's attendance policy which is essentially 3 absences per semester class. You must contact me within 24 hours of your absence, and your excuse must be valid. Leaving class early and coming to class late will be accounted for and included in the 3 classes. If you do not contact me, your absence will be considered unexcused and may result in a grade deduction. If your

absences preclude you from actively participating in group work (peer editing) consistently throughout the semester, your grade will be affected.

Refer to the student handbook for this institution's policies. (LCCC)

Late Work Policy: Because we will be doing several writing assignments and peer editing days, it is necessary that you come prepared to class with all assignments- rough drafts and finals to be turned in. Each time you come unprepared without a writing assignment, points will be deducted. **20% deduction each day the paper is late! Please note: this will result in a major lowering of your grade. If you are not in class the day an assignment is due, I still must receive your writing assignment that day, before the end of our class meeting. If you are in the building and not attending class because your assignment needs to be typed, it will be considered late. I also reserve the right to tailor these policies as I see fit.**

Requirements:

Students are expected to come prepared to class with assignments and materials.

Students are expected to come prepared having completed reading assignments.

Students are expected to participate in class discussions.

Academic Honesty:

As per college policy, academic dishonesty includes but should not be limited to:

- Cheating on tests
- Using Test aids
- Copying
- Sharing work with others
- Stealing test materials
- Plagiarism- more explained in class; see LCCC student handbook for explanation
- Copying any written assignments
- Copying or cutting and pasting from the internet

- Offenses will be reported to the Dean of Students; a record will be made and maintained.

-The faculty member involved reserves the right to handle the case in an appropriate way as long as the penalty does not exceed failing the course or does not affect something other than grades.

-Some consequences include a zero on an assignment, an "F" for the entire course.

The page requirement is a basic minimum; it is possible to fulfill the page requirement and still fail the paper if the paper fails to complete the focus of the assignment. Page requirements are minimums.

****On-going ink-shedding assignments (informal writings) due throughout the semester**

1. Paper #1- Significant Event/Narrative; (3pp.)-
2. Paper#2- Concept/Expository; (4pp.)-
3. Paper #3- Persuasive; (4pp.)-
4. Paper #4- Research Paper; (5pp.)- and all pre-work assignments on-going- **MUST PASS IN ORDER TO PASS THE COURSE!**
5. Paper #5- Literary Analysis (Research); (5pp.)-
6. Writing E- Portfolio and Paper #6 Reflection (2pp.)
7. Periodic in-class, timed, on-demand writing assignments/activities
8. Symposium
9. Final Exam- **MUST PASS IN ORDER TO PASS THE COURSE!**
10. Completion of the LCCC Library Research Workbook- online (LSA)- **Mandatory!**

******Reading quizzes will be given as I see fit; be prepared!**

General Notes:

- If we do not read the texts in class it is expected that students will complete reading outside of class.
- Writing assignments will follow MLA requirements; 1” margins on all sides; double-spaced; Times New Roman, 12 Font; (See writing lab for MLA heading and headers/page numbers; no title pages).
- Note the hours of the Writing lab, tutorial services, and be aware of the resources that are available to all LCCC students.
- In order to pass this class, **you must satisfactorily complete the research paper and pass the final exam.**
- Late papers will receive reduced grades, or will not be accepted, depending on circumstances. Any exceptions are at the discretion of the instructor.
- Emailing/Google Sharing papers because of not attending class will be allowed on an as-needed basis; do not rely on this! Ultimately it is the student’s responsibility to submit papers on time, in class AND to **make up all drafting/revision activities**
- All papers must be submitted to Turnitin.com.
- Schedule of assignments is subject to change.
- It is expected that you check GoogleClassrom daily.
- Please keep a record of your grades; I will only give out grades at the mid-term evaluation and on your final grade report. I am available for conferences if needed. Let me know!
- You are required to check Power School keep abreast of your grade.
- Please use the Portal (LCCC) to keep informed about school policy and keep informed of your grades.

- Vocabulary- we will cover one unit per week in the Shostak series. You will be assessed every 3 units (60 words) This will be accounted for in your grade for Whitehall High School. Vocabulary words, definitions, and resources are available on our class Google Classroom

TENTATIVE SCHEDULE:

*Grammar/Mechanics Writing Workshops will be inserted throughout the course as needed; usually they will occur before and/or after a paper assignment to target particular weaknesses.

Due Dates (see Google Classroom for specific due dates, materials, and resources)	Major Assignments/Activities
	<ul style="list-style-type: none"> ● Have Ch. 1 Miller Read
	<ul style="list-style-type: none"> ● Summer Reading Assessment (On-Demand Writing #1)
	<ul style="list-style-type: none"> ● TAGFW #2 in Patterns text due- typed
	<ul style="list-style-type: none"> ● Vocab Unit 1 due
	<ul style="list-style-type: none"> ● Ch 2 Miller Narrative Essays have read
	<ul style="list-style-type: none"> ● Rough Draft of Narrative Essay due ● Peer Review
	<ul style="list-style-type: none"> ● Peer Review ● Vocab Unit 2 due
	<ul style="list-style-type: none"> ● Library Skills Workbook online DUE _____2020 at 5:00 p.m.
	<ul style="list-style-type: none"> ● Have Chs. 4, 5, & 8 Miller Read ● Final Draft of Narrative Essay due in hard copy and on turnitin.com Class ID _____ Enrollment PW-B117 ● Vocab Unit 3 Exercises
	<ul style="list-style-type: none"> ● Compare/Contrast Informal essay due (2 pages typed; see Miller for suggestions) or Voice of Democracy Essay
	<ul style="list-style-type: none"> ● Vocab Units 1-3 Test!

	<ul style="list-style-type: none"> ● Vocab Unit 4
	<ul style="list-style-type: none"> ● 1st Rough Draft of Concept Essay (3 pages min)
	<ul style="list-style-type: none"> ● 2nd Rough Draft of Concept Essay (4 pages min)
	<ul style="list-style-type: none"> ● Vocab Unit 5 Exercises Final Draft of Concept Essay (4 pages min)
	<ul style="list-style-type: none"> ● Have Ch. 9 Miller Read
	<ul style="list-style-type: none"> ● Research Proposals/Annotated Bibliography
	<ul style="list-style-type: none"> ● Annotated Bibliography ● Vocab Unit 6
	<ul style="list-style-type: none"> ● On-Demand Writing #2
	<ul style="list-style-type: none"> ● Research Notes ● Research Outlines
	<ul style="list-style-type: none"> ● Vocab Units 4-6 test
	<ul style="list-style-type: none"> ● 1st Rough Draft Research Paper (5 pages min)
	<ul style="list-style-type: none"> ● Vocab Units 7 and 8
	<ul style="list-style-type: none"> ● 2nd Rough Draft Research Paper (6 page min)
	<ul style="list-style-type: none"> ● 3rd Rough Draft Research Paper (6 page min)
	<ul style="list-style-type: none"> ● Final Draft Research Paper (7 page min)
	<ul style="list-style-type: none"> ● Symposium work
	<ul style="list-style-type: none"> ● Vocab Unit 10
	<ul style="list-style-type: none"> ● Symposium work
	<ul style="list-style-type: none"> ● Vocab Unit 11

	<ul style="list-style-type: none">● Symposium work
	<ul style="list-style-type: none">● Vocab Unit 12
	<ul style="list-style-type: none">● Symposium
	<ul style="list-style-type: none">● Persuasive Essay- rough
	<ul style="list-style-type: none">● Persuasive Essay-final
	<ul style="list-style-type: none">● Vocab Units 10-12 Test (On-Demand Writing # 3)
	<ul style="list-style-type: none">● Vocab Unit 13
	<ul style="list-style-type: none">● Literary Analysis Research Paper (5 page min)
	<ul style="list-style-type: none">● Writing E-Portfolios!
	<ul style="list-style-type: none">● Final Exam!!!!!!!!!!!!!!

