

LERN 81 IMPROVING WRITING SKILLS
Fall 2005

Professor I. M. Kornee

Required Text: Writing With Confidence 7th Edition by Alan Meyers

Recommended Books: American Heritage Dictionary and a Thesaurus

Other materials: Thumb drive, CD or disk to save your material

Welcome! As you know, this is a writing class designed to help improve your writing skills. We will be doing a great deal of writing in this course and that will require your daily attendance as well as motivation and hard work. This is an important class, and you should treat it that way because it will serve as the foundation of any other writing you do at the college level. You will have the opportunity to work on computers to do your written assignments, so this class will be instructional as well as fun.

Philosophy: It is my personal philosophy that writing is an essential component of any college course you will take here at Mt. SAC or anywhere else. Effective writing is directly linked to effective thinking; therefore, if you are to become a better writer, it follows that you must become a better thinker. That will be an important emphasis of the course. In order to make quality leaps as a writer, you need to be actively involved in your education and the educational process.

Goals: I have several goals for you in this class. First, I would like you to improve in your writing so that you will feel comfortable taking any other course on campus and be able to produce an effective writing product for that course. Next, because English 67 is the next course in this writing program, it is my job to prepare you to be successful at that level. Finally, my goal is to have you become better communicators through writing and to have this be of use to you throughout your lifetime.

Grading: Your grade for this class will depend upon how well you meet each of the following outcomes set by the LERN Writing Committee. By the time you finish this semester, you should be able to:

- 1. Respond to a given assignment**
- 2. Apply the appropriate structure for the assignment**
- 3. Self-evaluate the process you used in writing**
- 4. Self-evaluate the product you produced**
- 5. Utilize a variety of writing resources**
- 6. Adapt a variety of learning strategies**
- 7. Value writing**

Although Improving LERN 81 is a credit/no credit class, you must have a least a C average in order to receive Credit. You must also meet or exceed the learning outcomes listed above.

Lab: A lab is required of this class. You will need to put in 26 hours of lab for the semester. In addition, by the ninth week, you must have 70% of your required hours or you will be dropped.

Absences: After 4 absences, the student will be dropped from the class. Absences also apply to lab hours.

Cheating (Plagiarism): Cheating or plagiarism is deliberately presenting another person's material as your own. If a student is caught cheating, she/he will receive a failing grade for the work that has been plagiarized, and she/he may receive a failing grade for the course. In addition, the student's actions will be reported to the Director of Student Life and the Director of Admissions and Records. (Please note that these standards are described more fully in your Mt. SAC catalog and they apply to all of your classes.)

Other Stuff: Office Hours: MTW 7:30-8:00, Wed 12:30-1:30, Th 11-12:30 Rm
 Phone: 909 594-5611 ext 4300 E-Mail:
 Holidays: Sept 5, November 11, 24-27
 Deadline to drop classes without a W – Sept 9
 Deadline to withdraw from classes – October 28
 Final exams: December 12-18
 Registration begins for 2006 Spring classes: November 30

WRITING OUTCOMES CRITERIA

(These outcomes and criteria were produced by the LERN Writing Committee and illustrate the grading procedure for this class)

Outcomes	Doesn't Meet Criteria	Meets Criteria	Exceeds Criteria
#1 Respond to Assignment	Doesn't address the topic and/or fails to and/or use support such as facts, reason, examples, and/or details	Addresses topic, and develops topic using 3 of the following elements of support: facts, reason, incidents, examples, details	Addresses the topic and develops the topic using 4 or more of the following elements of support: facts, reason, incidents, examples, details
#2 Apply Structure	No topic sentence or no support or no conclusion	Introduction and/or topic sentence. Body with at least one element of support. (Facts, reasons, incidents, examples, details) Conclusion	Introduction and topic sentences. Body with two or more elements of support. (Facts, reasons, incidents, examples, details) Organization appropriate to content. Appropriate conclusion.
#3 Self-Evaluation, Writing Process		Using a checklist of processes, accurately supports how each of 2 checked items was accomplished with evidence.	Using a checklist of processes, accurately supports how each of 3 checked items was accomplished with evidence.
#4 Self-Evaluation, Writing Product		Using a rubric checklist that covers the four areas (Organization, Development, Language and Ideas and Reasoning) the student's evaluation will match the instructor in a majority of the areas.	Using a rubric checklist that covers the four areas (Organization, Development, Language and Ideas and Reasoning) the student's evaluation will match the instructor more frequently than a majority of times.
#5 Utilize Writing	Unable to demonstrate	Demonstrates use of word processor and at least 2 other resources such as	Demonstrates competent use of word processor and 3 or more other resources such

Resources	use of word processor or other sources	tutor/internet/pre-writing software/librarian/expert/peer/instructor	as tutor/internet/pre-writing software/tutor/librarian/expert/peer/instructor
#6 Adapt Learning Strategies		Demonstrates or explains use of at least 3 strategies: (a) Prewriting strategies including mapping, outlining, brainstorming, clustering, affinity process;(b) acquisition?, (c) acknowledgement of sources in the writing; (d) editing content and/or grammar; (e) find appropriate info from a variety of sources	Demonstrates or explains use of at least 4 strategies: (a) Prewriting strategies including mapping, outlining, brainstorming, clustering, affinity process, (b) acquisition ?, (c) acknowledgement of sources in the writing, (d) editing content and/or grammar, (e) find appropriate info from a variety of sources
#7 Value Writing	Can not explain	Students can explain how knowing how to write impacts their lives	Students can explain and give examples of how knowing how to write impacts their lives.