

**Mt. San Antonio College**  
**English 90: Accelerated Developmental Writing**  
**Fall 2017**

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**Class Information**

CRN #: 23783  
Class Day: Tuesday & Thursday  
Class Time: 9:45 a.m.-12:15 p.m.  
Room: 21F-1

CRN: 23785

Class Day: Tuesday & Thursday  
Class Time: 12:30-3 p.m.  
Room: 21F-1

**Professor Information**

Instructor: Erin Danson  
E-mail: edanson@mtsac.edu  
Office: 26D-1240A  
Office Hours: Monday, 12-2 p.m.  
Wednesday, 12-2 p.m.

**TC Information**

TC:  
E-mail:  
Group Sessions:  
Individual Sessions:

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**Course Description**

Welcome to English 90! This semester, we will focus on improving your critical thinking, analytical, and writing skills. To improve these skills, we will be reading and analyzing texts, as well as your own work. Also, you will engage in various types of participatory activities. The ultimate goal of this class is to prepare you for success in English 1A.

**Mt. SAC Catalog Description & Prerequisite**

Prerequisite: LERN 81 or ENGL 67 placement; Advisory(ies): Eligibility for READ 90; 5 units  
Develops critical thinking skills, textual analysis, and conventions of essay writing in a thematic context to prepare students for college-level composition. Addresses metacognitive skills and affective factors with a process-based, integrative approach to writing.

**Student Learning Outcomes**

1. Students will be able to analyze important ideas from a variety of college-level texts.
2. Students will be able to synthesize sufficient and appropriate information and ideas from college-level texts to support a thesis.
3. Students will be able to compose essays using appropriate structure and style for the rhetorical situation.

**Measurable Objectives**

1. Analyze a variety of college-level texts with an awareness for content, purpose, audience, and rhetorical context.
2. Synthesize and integrate textual evidence from multiple sources in essay assignments.
3. Develop arguments based on purpose, audience, and evaluation of evidence.
4. Develop a thesis statement and sustain a central idea throughout an essay.
5. Compose rough drafts of text-based essays in response to instructor's prompt.
6. Evaluate arguments and evidence from college-level texts.
7. Apply contextualized evidence to support a thesis.
8. Apply rhetorical context to writing assignments.

9. Revise essay drafts based on global and local criteria.
10. Revise essays in response to peer/instructor feedback and criteria/rubrics.
11. Create final drafts of essays with a minimum of 5,600 total words.
12. Develop strategies to respond to academic challenges.
13. Utilize college-based success programs, such as tutoring or peer groups.

**Required Texts (available at the campus bookstore)**

1. *The Power of Habit* by Charles Duhigg
2. *Opening Skinner's Box* by Lauren Slater
3. Other articles posted on Canvas (follow along on the course calendar)

**Other Materials**

- Notebook with three dividers (one section each: notes, homework, and handouts)
- Pens, pencils, and highlighters
- Small Post-it notes
- College dictionary and thesaurus
- Something to save your work on (e.g. flash drive)

**Helpful Hints from Your Professor (What Successful Students Do!)**

- Visit me during office hours or e-mail me for feedback and general questions.
- Have your reading and assignments prepared before class.
- Be responsible for your own growth and learning.
- Be vocal and participatory during class.
- Attend Writing Center and/or TC sessions.
- Meet all due dates.
- Check your grades in Canvas often.

**Coursework and Grading**

English 90 is graded on an A-F scale, though students can choose a Pass/No Pass option. Students must earn 70% of the total points to receive credit for English 90.

<i>Item</i>	<i>Points</i>	<i>Percentage</i>
Participation & Attendance	10	2%
Writing Center Visits or TC Sessions (3 @ 5 points)	15	3%
Peer Reviews (4 @ 5 points)	20	4%
Homework	40	8%
Reading & Grammar Quizzes	40	8%
Essays (1 @ 25; 1 @ 50; 1 @ 75; 1 @ 100; 1 @ 125)	375	75%
<b>Total Points Possible</b>	<b>500</b>	<b>100%</b>

Participation & Attendance

You are allowed two absences. Upon your third absence, you will lose all participation points. Upon your fourth absence, you will be dropped from the course. If you are thirty minutes or

more late or leave more than 30 minutes early, you will be counted absent. Finally, three tardies (less than thirty minutes) will count as one absence.

### Writing Center Visits or TC Sessions (Recommended)

One of the best, and quickest, ways to improve our writing is through practice and feedback. Therefore, you must complete three tutoring sessions, workshops, or DLAs in the Writing Center. These activities are a great way to improve specific grammatical concerns and essay writing skills and to get feedback on your work. I advise students to make appointments, though walk-ins are sometimes seen. Please visit their website at [mtsac.edu/writing-center](http://mtsac.edu/writing-center), call them at 909-274-5325, or stop by 26B-1561.

Fortunately, our class has been selected to have a TC. The TC will attend all class sessions and also hold two one-hour sessions each week, offering additional help. During these sessions, the tutor will cover important material for upcoming assignments, help with drafts of essays, and answer your questions. Although only three sessions are required, I highly recommend attending as many as possible. In fact, students will begin earning extra credit after meeting the minimum three required.

### Peer Reviews

Four times during the semester, you will bring drafts of your writing to class for peer review. Peer review is an integral part of the writing process and helps improve your final drafts before submission. During peer review days, you must bring three typed copies of your work that are the minimum length on the prompt. If you do not come prepared to peer review day, you will receive an absence for the day and no credit for that day's peer review.

### Homework

Homework assignments are a way for you to prepare work for use during in-class activities, one of the best ways to improve your writing skills. They may include assignments such as writing a summary, thesis statement, introduction paragraph, outline, or rough draft, for example. Homework assignments are indicated on the course outline and will be graded on a check, check plus, and check minus system. All homework must be typed and turned in on the day indicated on the course outline to receive credit. *No handwritten or late homework assignments will be accepted.*

### Reading & Grammar Quizzes

Another key skill we will work on this semester is improving your grammar and sentence structure skills. As indicated on the course outline, you will complete several grammar quizzes. I encourage you to complete not only the work assigned for these lessons but also the according DLAs on these topics (in the Writing Center). Reading quizzes are also listed on the course outline and are extremely important in understanding the readings that will be used in your essays. Please make sure to have all readings complete by the due dates to ensure your success in this class.

### Essays

You will write five essays over the course of the semester (some at home; some in class), which comprise the largest part of your grade. Each essay will ask you to write about different topics

with different purposes, and each prompt will detail the directions for each assignment. We do much of the preparation and writing of these essays in class, so your at-home preparation of different portions of the essay (as indicated on the course outline) is extremely important. Final drafts must be typed, MLA formatted, and meet the requirements indicated on the prompt.

## **Course Rules & Policies**

### Responsibility & The College Atmosphere

This is a college course, and you are responsible for your own success. I will help you in any way that I can. However, this does not mean I bend policies. You need to come to class prepared with assignments and reading complete upon the start of the class. Also, it is imperative that you bring your textbook to class daily. At all times, you will be expected to treat all members of the class with respect. Excessive talking during class, frequent interruptions, sleeping in class, and other disruptive behavior will not be tolerated. You may be asked to leave the class and receive an absence. Finally, just showing up to class will not earn you a passing score; you must work for your score in this class. Ultimately, your success in this course will be determined by your hard work and responsibility.

### Late Work

There is always the possibility that something can go wrong the day you need to turn in something important. I understand this. Students are allowed to turn in one take-home essay on the class period following the due date without a penalty. Any other late papers, homework, or journals will not be accepted unless you have made arrangements with me. Any in-class work, including peer responses, may not be made up unless you have made arrangements with me. If you are going to miss class, you should turn work in before your absence. Finally, I do not accept any work through e-mail.

### Electronic Devices

Please turn off all electronic devices and store them in your bag or pocket. I don't want to see them out, under your desk, or sitting on top of your bag. Texting in class is rude to your classmates and to me. It is my number one pet peeve, so please do not text in class.

## **College Policies**

The following policies apply to all classes and students at Mt. SAC

### DSPS Statement

This is a disability accommodations friendly classroom. If you have a hidden (*e.g.* learning disability/mental illness) or visible disability, or suspect that you might have one, which may require classroom or test accommodations, please see me as soon as possible during my office hours or after class. If you have not already done so please register with Disabled Students Programs and Services (DSP&S) at (909) 594-5611, extension 4290 or visit in person. DSP&S is located in the Student Services Building, lower level, across from Admissions & Records. There are many aspects of support available to you from counseling to support classes to specific software and computers that are designed to help students with disabilities to succeed in their academic life.

### Academic Integrity Policy

Instructors have the responsibility of planning and supervising all academic work to encourage honest and individual effort, and of taking appropriate action if instances of academic dishonesty are discovered. However, honesty is primarily the responsibility of each student. The College considers cheating to be a voluntary act for which there may be reasons, but for which there is no acceptable excuse. It is important to understand that collaborative learning is considered cheating unless specifically allowed by the professor. The term “cheating” includes but is not limited to:

- Plagiarism;
- Receiving or knowingly supplying unauthorized information;
- Using unauthorized material or sources;
- Changing an answer after work has been graded and presenting it as improperly graded;
- Illegally accessing confidential information through a computer;
- Taking an examination for another student or having another student take an examination for you; and
- Forging or altering registration or grade documents

The instructor who determines that a student has cheated may give the student a failing grade for the assignment. Since the student has failed to abide by the standards of academic honesty, the instructor has a right to give an F for the assignment even though the student may have successfully and, presumably, honestly passed the remaining portion of the assignment or course. If the instructor issues a failing grade, the actions shall be reported to the Dean, Student Services, and Director, Student Life. An instructor may also recommend that appropriate action be taken under provisions of the Administrative Regulations and Procedures on Student Discipline.

## English 90 Course Calendar

Use this calendar to find out when assignments are due, including reading, homework, quizzes, and essays. Remember that all work (unless otherwise noted) must be typed. Reading that is NOT from one our books can be found on our class Canvas site. Print these out, read, annotate, and bring to class.

Week	Class Topics	Reading & Annotation Due	Assignments Due (Typed unless otherwise noted)
<i>Week 1</i> T 8/29	Class Introductions; Discuss Habits; Reading Activity: "The Significance of Grit"	N/A	N/A
Th 8/31	Discuss Grit; Watch TED Talk; Essay #1 Assigned	"The Significance of Grit" (Canvas)	HW #1: Describe something you have done that demonstrates grit. Why does this show grit?
<i>Week 2</i> T 9/5	Discuss "Brainology;" Discuss Habits of Mind	"Brainology" (Canvas)	N/A
Th 9/7	<b>Comprehension Quiz #1;</b> Discuss Summary Writing; Discuss Essay Structure	Review "The Significance of Grit," "Brainology," and "Habits of Mind"	HW #2: Summarize each article (one paragraph per article).
<i>Week 3</i> T 9/12	<b>Synthesis Quiz #1;</b> Thesis and Outline Workshop; Peer Review #1	Review "The Significance of Grit," "Brainology," and "Habits of Mind"	HW #3: Rough draft of Essay #1 (three copies)
Th 9/14	Essay Tune-up; Reflection Letter	N/A	<b>Essay #1 Due</b>
<i>Week 4</i> T 9/19	The Habit Loop	Chapter 1: The Habit Loop (1-30)	HW #4: Explain a habit you have (good or bad). Then explain the cue, routine, and reward.
Th 9/21	The Craving Brain;	Chapter 2: The Craving	N/A

	Essay #2 Assigned	Brain (31-59)	
<i>Week 5</i> T 9/26	Changing Habits; Selecting Quotations for Paragraphs	Chapter 3: The Golden Rule of Habit Change (60-93)	N/A
Th 9/28	<b>Comprehension Quiz #2</b> ; Thesis and Outline Workshop	Review Chapters 1-3 of Duhigg's book.	HW #5: Summarize each chapter (one paragraph per chapter). Also, bring a thesis and outline for Essay #2.
<i>Week 6</i> T 10/3	<b>Synthesis Quiz #2</b> ; Peer Review #2; MLA Review	Review Chapters 1-3 of Duhigg's book.	HW #6: Rough draft of Essay #2 (three copies)
Th 10/5	Essay Tune-up; Reflection Letter	N/A	<b>Essay #2 Due</b>
<i>Week 7</i> T 10/10	Habits and Marketing; Prepare for Essay #3 (in- class)	Chapter 7: How Target Knows What You Want before You Do (182-212)	HW #7: What store(s) do you typically shop at? In what ways do they use the habit loop to get consumers to buy?
Th 10/12	Habits and Marketing; Prepare for Essay #3 (in- class)	"The Science of Shopping" (Canvas)	N/A
<i>Week 8</i> T 10/17	<b>Essay #3 (in-class)</b>	Review the articles from this week.	Bring an outline for your in-class essay. In the outline, include the thesis, topic sentences, and quotes.
Th 10/19	Habits and Personal Responsibility	Chapter 9: The Neurology of Free Will (243-57)	HW #8: Knowing what you now know about the habit loop, how responsible are people for their actions?
<i>Week 9</i> T 10/24	Habits and Personal	Chapter 9: The Neurology	N/A

	Responsibility	of Free Will (258-74)	
Th 10/26	Habits and Personal Responsibility	Chapter 7: Rat Park (156-80) from Slater	
<i>Week 10</i> T 10/31	<b>Comprehension Quiz #3</b> ; Thesis and Outline Workshop	Review Chapter 7 (Slater) and Chapter 9 (Duhigg)	HW #9: Summarize each chapter (one paragraph per chapter). Also, bring a thesis and outline for Essay #4.
Th 11/2	<b>Synthesis Quiz #3</b> ; Peer Review #3; MLA Review	Review Chapter 7 (Slater) and Chapter 9 (Duhigg)	HW #10: Rough draft of Essay #4 (three copies)
<i>Week 11</i> T 11/7	Essay Tune-up; Reflection Letter	N/A	<b>Essay #4</b>
Th 11/9	Milgram's Experiment; Essay #5 Assigned	"The Perils of Obedience" by Milgram (Canvas)	N/A
<i>Week 12</i> T 11/14	Slater's Chapter; Brainstorming Session: Other Possible Topics	Chapter 4: In the Unlikely Event of a Water Landing (93-111) from Slater	HW #11: In what ways does Milgram's experiment and Chapter 4 from Slater explain why people can commit pain on others?
Th 11/16	Conducting Outside Research	N/A	N/A
Week 13 T 11/21	<b>Comprehension Quiz #4</b> ; Conducting Outside Research Continued; Essay #5 Thesis and Outline Workshop	Review Milgram's article and Chapter 4 from Slater	HW #12: Summarize each chapter (one paragraph per chapter). Also, bring a thesis and outline for Essay #5.
Th 11/23	<u>No Class: Thanksgiving Holiday</u>		
Week 14 T 11/28	<b>Synthesis Quiz #4</b> ; Peer Review Essay #5	Review Milgram's article and Chapter 4 from Slater	HW #13: Rough draft of Essay #5 (three copies)



Th 11/30	Essay Tune-up; Reflection Letter	N/A	<b>Essay #5</b>
Week 15 T 12/5	Final Preparation: Content Discussion	Review Habits of Mind and Growth Mindset	HW #14: Discuss at least three habits from either article that you have developed this semester.
Th 12/7	Final Preparation: Outlining Session	Review Habits of Mind and Growth Mindset	Bring an outline and thesis for your final.
<i>Finals Week</i> TBA	Your final will be an in-class essay. You may use your notes on Habits of Mind, Growth Mindset, a thesis, and outline.	Review Habits of Mind and Growth Mindset	Bring an outline and thesis for your final.