

Instructor Michael Buckhoff
English 086-26
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Course Description

This course provides intensive support for English 101, including fundamentals for successful college level reading, writing and critical thinking.

Course Objectives

Upon completion of this course a student will be able to:

- A. Demonstrate metacognition through understanding writing and reading weaknesses and planning for improvement and through setting and assessing completion of course assignment and study goals
- B. Understand how to access relevant collegiate support services, such as tutors, counselors, librarians, student health services, etc. to support successful completion of English course.
- C. Read and understand college level essays by employing strategies such as pre-reading, annotating, interacting with text, identifying structures and key points as well as building their vocabulary for successful college level reading and writing
- D. Understand and develop underlying skills that lead to success, such as understanding that writing competence is a process (growth-mindset), finding personal relevance in English assignments, and planning time/schedule to successfully complete assignments
- E. Understand fundamentals of English, including parts of speech, rules of grammar and punctuation
- F. Understand rhetorical fundamentals, including locating and articulating a point and relating textual examples/evidence to argument/claim
- G. Employ strategies to understand and correctly complete writing assignments, generate and organize ideas, draft, edit and revise
- H. Employ strategies to diagnose weaknesses and errors in writing, understand the causes of these errors, and prioritize corrections
- I. Understand the importance of proper citation of sources as foundation of academic work, and employ effective strategies to locate, evaluate, utilize and document sources to support arguments

Student Learning Outcomes

- A. Students will understand fundamentals of English, including parts of speech, rules of grammar and punctuation
- B. Students will employ strategies to build their vocabulary for successful college level reading and writing
- C. Students will understand rhetorical fundamentals, including locating and articulating a point and relating textual examples/evidence to argument/claim
- D. Students will employ strategies to effectively plan, write and document college essays
- E. Students will be able to find personal relevance in assignments, manage time to complete assignments, and view writing as a learning process

Embedded Tutor Policies

We are fortunate to have an experienced tutor from the college's Writing Center who will be assisting us throughout the semester in our English 086 course. The tutor will be participating in the course each day and will be able to work with you in groups and individually on the class assignments that we are working on in our freshman composition class. You may also make an appointment outside of class time with this tutor or another of the Writing Center tutors. In fact, your Eng 101 class requires that you visit the Writing Center twice during the semester.

Materials

Buscemi, Santi V., and Charlotte Smith. *75 Readings Plus*. McGraw-Hill, 2013. ISBN: 978-0-07-742544-6 (Always bring your book to class.)

Useful Templates (PDF)

In-Class Writing Assignments/Practice Exercises

English 086 requires you to complete in-class assignments to help you complete the writing/reading assignments in English 101. The embedded tutor and I will provide you specific feedback as you complete these supplemental skill-building writing practice exercises.

Thesis and Outline Practice

During these assignments, you will work on creating a thesis and topic sentences that you can use to frame your MLA writing assignments for your English 101 course. Here are some helpful tips:

- Restate some of the key words from the writing prompt into your theses and topic sentences.
- MLA thesis statements explain how you plan to organize your paper, so you may not be able to distill your thesis statement into a single sentence.
- Depending on the writing prompt and the tone you want to create, you may need a factual or arguable topic sentence. You can find examples of arguable and factual thesis and topic sentences at this [web page](#). Also, [as you can learn here](#), make sure that your topic sentences tie back to your thesis.

Ten Perfect Sentences

The purpose of this assignment is for you to write ten sentences. Your sentences should relate to the assigned topic and should have no errors: no spelling, no punctuation, no grammar, and no factual mistakes. They must be perfect.

The sentences must be your own.

Each sentence must be at least 20 words and must contain at least one subject and one verb.

Make an effort to use a variety of sentence types. To learn about sentence variety, check out the following web pages: [sentence variety practice](#), [clauses and sentence structure](#), and [connecting word quizzes](#). Please feel free to “steal” some of the sentence structures that you learn, but do not copy word for word the sentences that you are learning.

Your sentences must relate to the assigned topic although it is not necessary to use the word of the topic in the sentences.

Each sentence must be different from your other sentences.

You may ask me or our tutor for spelling of words.

When you finish, bring your paper for me or our tutor to check. Then make editing corrections to the sentences that were not perfect. Rewriting these sentences will help increase your score. More importantly, rewriting your sentences will improve your editing skills and get you used to the kinds of editing issues you have.

All papers, whether finished or not, will be collected at the end of the time.

Your grade on the “Ten Perfect Sentences” will be based on the following scale:

Perfect Sentence Scores

10 (first try 10/10)	100
10 (total)	98
9 (total)	94
8 (total)	89
7 (total)	86
6 (total)	82
5 (total)	77
4 (total)	72
3 (total)	68
2 (total)	66
1 (total)	63
0 (but tried)	61
0 (absent)	0

Template Writing Practice for Research Writing

Multiple times during the quarter, we will practice learning and using templates to help you improve your ability to write about scholarly research. From the handout, you will practice using certain rhetorical moves in a multitude of example sentences (i.e., introducing other people’s ideas, bringing up standard views, making what “They say” something you say...). Refer to this handout on the days that we do in-class template writing practice: [Useful Templates](#)

As you complete these research writing practice exercises, you will use in-text citations following the Modern Language Association style of formatting. Keep in mind a few general tips about MLA formatting:

When you paraphrase, summarize, or quote a scholarly source, you will need an in-text citation. In addition, you will need an entry of that in-text citation in your works cited section. [Citation Machine](#) will make it easy for you to create your MLA entries.

MLA in-text citation style uses the author’s last name and page number within the quote, paraphrase, or summary: “Nonetheless, there is still a number of issues and challenges, among which are teacher skills, teacher commitment, poor academic performance, classroom size, standardization, quality management, and information or knowledge management (Kamel 253; Al-Shabibi & Silvennoinen 121).”

The author’s name can be mentioned in the narrative text; you can also place the author’s name in parentheses after the reference to the source.

The in-text citation leads the reader to the referenced entry in the works cited section.

Language-use Practice:

During language-use practice exercises, we will read and discuss a passage from our textbook. Or, we may focus on an article in a newspaper. The purpose of this exercise is to pay attention to the language choices that the author makes. Some critical thinking questions about the author's word choice, sentences, paragraphs, and essay can be considered:

What inferences can you make by asking why an author uses particular words?

What are the denotative and connotative meanings of key words? What is the effect on the reader of the writer's choice of words?

What words or synonyms are repeated? Why?

What figurative language does the author use? What does it imply?

What effects do choices of sentence structure and length have on the reader?

Does the author use quotation marks, dashes, italics or other punctuation for a particular effect?

Look at the length of the paragraphs. Why did the writer choose to write paragraphs of this length?

What is the tone of the text? How does the writer create that tone? Read part of the text out loud to convey the tone.

How formal or informal is the text?

How would the text be different if it were intended for a different audience?

Attendance

This class meets once a week. During this class, you will have two qualified composition professionals—your professor who has more than 31 years of composition teaching experience and your embedded tutor who has been trained in the Writing Center and who has an advanced degree. Therefore, to benefit from these supportive services, you need to attend. Both your professor and your embedded tutor are ready to support your learning as you complete your English 101 course.

There are no excused absences. Your third absence will lower your overall grade by 2%, and your fourth absence will lower your overall grade an additional 8%. Five absences for whatever reason will result in a NC. Please note that in-class assignments cannot be made up unless prior arrangements have been made. Your diligent attendance and active involvement will help you to make satisfactory progress.

Grading Policies

This class will be graded on a Credit/No Credit basis. The 100 percentage points for this course are distributed as follows:

Thesis and outline writing	20
Ten perfect sentences	20
Template writing activities	20
Language-use practice	20
Attendance	20
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	100 pts

Your grade will be set according to the following scale:

Credit = 70% or above

No credit = 69% or below

Week	Date	Class Topics
1	Jan 14	Ten Perfect Sentences
2	Jan 21	Thesis and outline practice for MLA Writing Assignment 1
3	Jan 28	Template Writing Practice
4	Feb 4	Language-use Practice
5	Feb 11	Thesis and outline practice for MLA Writing Assignment 2
6	Feb 18	Ten Perfect Sentences
7	Feb 25	Template Writing Practice
8	Mar 3	Language-use Practice
9	Mar 10	Template Writing Practice
10	Mar 17	Spring Recess
11	Mar 24	Ten Perfect Sentences
12	Mar 31	Template Writing Practice
13	Apr 7	Thesis and outline practice for MLA Writing Assignment 3

14	Apr 14	Language-use Practice
15	Apr 21	Template Writing Practice
16	Apr 28	Ten Perfect Sentences
17	May 5	Language-use Practice
18	May 12	Template Writing Practice
19	May 19	Template Writing Practice