Instructor: Ayra L. Quinn, Ph.D.  
Office Location: INST 16  
Office Hours: MW 9:30-10:30AM and 12:00-12:30PM, T and Th 12:00-12:30PM, and F 9:00-10:35AM (off campus)  
Email: QuinnAL@lamission.edu

Catalog Description
Prerequisite: English 28 or ESL 8 or appropriate skill level demonstrated through the ENL assessment process| Lecture 3 hrs

Develops proficiency in college-level reading and writing through the application of the principles of rhetoric, argument, and critical thinking. Students will write expository essays based on college-level readings. Emphasis is placed on the research paper. This course requires the writing of a minimum of 6000 words in essays and a research paper.

Student Learning Outcomes
#1. Students will be able to produce a unified essay of 1,000 words that shows mastery of critical thinking, logical organization, and mechanics.  
#2. Students will produce a 6-8 page research paper, which utilizes library research and documents evidence.

Required Texts and Materials
An English language college dictionary  
A Notebook, Paper, Pens, and Highlighters  
Stapler and/or Paper Clips  
Flash Drive to save ALL work  
One Large Blue Book

Course Requirements and Grading Scale
Writing Assignment #1: Extended Definitions 100 points  
Writing Assignment #2: Compare/Contrast 100 points  
Writing Assignment #3: Argument 100 points  
Writing Assignment #4: Research Paper (6-8 pages) 100 points  
Final Exam 100 points  
Canvas Reading Quizzes 100 points  
Participation 50 points  
Classwork Assignments/Reading Responses: (10 X 10 points each) 100 points  
Total: 750 points

+ Extra Credit (if earned)
Extra Credit Opportunities (35 points total)
Library Workshops:
If you attend extra library workshops (apart from those already scheduled for this class), it is possible to earn a total of ten extra credit points. You can earn five extra points for attending an MLA workshop and five extra points for attending a Databases workshop. You can only attend one of each. You must submit the appropriate documentation before the last day of class in order to earn these points. Check the library schedule online for workshop dates and times.

Pop Quizzes:
There will be a total of five pop quizzes throughout the semester worth five points each (a total of 25 points possible). Each quiz will be unannounced and will be administered during the first five minutes of class. **If you are late and arrive after the quiz begins, you will not be allowed to take it.**

Grading Rubric for Major Writing Assignments
A = Excellent
- Goes above and beyond in meeting the requirements of the assignment. Demonstrates high-level thinking with a sophisticated, creative, and well-supported thesis. Writing style is fluid, compelling, and engaging. Essay is cohesive throughout, MLA format is strictly observed, and there are few, if any, errors in grammar, punctuation, and mechanics.

B = Good
- Effectively satisfies all the requirements of the assignment. Thesis is strong, but perhaps could be further developed. Support is effective overall. Organization is logical. Writing style is appropriate for the course. MLA format is strictly observed, and there are some errors in grammar, punctuation, and mechanics.

C = Satisfactory
- Satisfies all the requirements of the assignment, but thesis could use more development. Argument is supported and organization is logical, but overall could be more effective. MLA format, grammar, punctuation, and syntax need improvement.

D/F = Unsatisfactory
- Does not satisfy all of the requirements of the assignment. There is either no thesis or the thesis is unclear/underdeveloped. Organization is illogical. MLA format is not strictly observed. Errors in grammar, punctuation, and syntax hinder effective communication.

Attendance and Participation
I expect you to be actively engaged in class. Excessive absences, late arrivals, and/or early departures may lead you to be dropped from the course. Participation grades will also be determined from the following: punctuality, attitude, participation in class through preparation, responding to instructor’s and peers’ questions, engagement in peer reviews, and visits to office hours.

We will be discussing mature content and themes in this class. The assigned literature will be studied in a way that is appropriate within the parameters of this course and is in no way intended to be personally offensive. Continuation in the course indicates your acceptance of these terms.
Class Conduct
In order for us to have the best learning experience possible, I expect the following:

1. Phones should be put away and kept on silent.
2. Discussion should be limited to class-related topics.
3. Respect should be shown to others at all times.

Failure to adhere to these policies could result in dismissal from the class.

Exclusion Policy
1. If you miss the first day of class, you will be dropped from the course.
2. If you are absent for more hours than the class meets per week, you may be dropped from the course.

Essay Assignment Due Dates
The essay assignment deadlines are firm. I do not give extensions for essays, so if you will be absent on a day an essay is due, please turn it in to me ahead of time. I may make an exception if the situation warrants it.

Required Formatting
All papers must adhere to the current MLA formatting guidelines. This includes proper document formatting, such as one-inch margins, Times New Roman 12-pt. font, and double-spacing, in addition to proper citation of sources.

Peer Review
Writing is a process and feedback from your peers is a vital part of that process. Getting input from your peers will enable you to rethink and improve your writing; reading your classmates’ work will likewise foster new insights regarding your own work. Hence, peer review is mandatory for this class. An absence on a peer review day will lower your overall final paper grade by a third of a grade (Ex.: a B- will be a C+).

Portfolios
You will be turning in a portfolio of your work with each essay. This portfolio will be comprised of the work done for each essay (such as brainstorms, outlines, workshop drafts, and peer reviews). An incomplete portfolio and/or having assignments that are incomplete or not the required length will result in a lower essay grade.

LACCD Email and Canvas
You are responsible for monitoring Canvas and your LACCD email on a daily basis to check for course updates. Do not email me to ask what you have missed. If you miss a class, please contact a classmate to gather notes regarding the missed class. I will also be checking email daily, but please allow me 24 hours to contact you with a response.

Quizzes and Classwork
Quizzes are administered on Canvas. Check the syllabus carefully for quiz due dates. Quizzes will be available 48 hours prior to the submission time and will close at the beginning of the class period on the respective due date. It is your responsibility to ensure that you set aside time to complete the quizzes. Quizzes cannot be made up for any reason, including technical issues. Classwork must be completed in class within the allotted time frame. Classwork cannot be made up if you are absent, late, or leave early.
**Academic Dishonesty and Plagiarism**
I expect you to do your own work at all times. Cheating in any form will not be tolerated. Plagiarism is claiming another's words or ideas as your own without proper acknowledgment, whether or not the act is intentional. Plagiarism is a serious offense and will result in zero credit on an assignment. It is your responsibility to ensure that your sources are properly cited and that you have given credit where it is due. If you are unsure whether or not you are committing plagiarism, it is your responsibility to consult with me before handing in an assignment.

**Disability Statement**
LAMC students with verified disabilities who are requesting academic accommodations should use the following procedure:

**Step 1:** Obtain documentation of your disability from a licensed professional. You may contact DSPS to request a *Disability Verification Form*.

**Step 2:** Make an appointment to meet with a DSPS Specialist to review your documentation and discuss reasonable accommodations. To schedule a meeting, please call DSPS at (818) 364-7732.

**Step 3:** Bring your disability documentation to your DSPS appointment. The DSPS office is located in room 1018 of the Instructional Building.

**Step 4:** Each semester, reach written accommodation agreement with the DSPS Specialist and your instructor.

Please complete this process in a timely manner to allow adequate time to provide accommodation.

**Management of Stress and Mental Health**
As a student, not only do you have the pressure of succeeding in school, you may also be contending with work, financial issues, relationships, managing time effectively, getting enough sleep, etc. The staff and faculty of Los Angeles Mission College are here to provide support that will help you to be successful in your academic pursuits. You can learn more about the broad range of confidential student services offered on campus, including counseling and mental health services, by either visiting the Student Health Center (SHC), checking out the SHC webpage at: [https://www.lamission.edu/healthcenter/](https://www.lamission.edu/healthcenter/) or calling: (818) 362-6182.

I also encourage you to enter the National Suicide Prevention Lifeline number (1-800-273-8255) into your cell phone in case you or someone you know is in distress and needs someone with whom to talk.

**Emergency Procedure**
- *If a campus emergency that poses risk to students occurs, please be prepared to immediately follow the instructions of your Instructor.*
- *Do not exit the classroom until instructed to do so.*
- *If building evacuation is required, you will be asked to leave all of your non-essential personal belongings in the classroom.*
- *Quickly, yet orderly and safely, exit the classroom and the building, preferably through the doors nearest our classroom.*
- *Proceed to a safe location near the building.*
- *As the last person to exit, I will lock the classroom door behind me and meet you in order to account for your presence and safety.*
**Reading/Homework Schedule** (subject to change depending on course needs)

*All readings and assignments must be completed by the listed date. This means that the readings and written homework assignments should be completed before class starts on that day. Please plan ahead and pace your reading accordingly.*

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**Week 1**

<table>
<thead>
<tr>
<th>Writing Focus</th>
<th>Reading Focus</th>
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</thead>
<tbody>
<tr>
<td>Extended Definition Essay</td>
<td>Active Reading</td>
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| T (4/9) | Introduction |
| Th (4/11) | Read "Explaining a Concept" (pgs. 119-123) |
| | Read "Supervolcanoes: A Catastrophe of Ice and Fire" (pgs. 124-129) |
| | Read "Love: The Right Chemistry" (pgs. 129-132) |
| | Quiz #1 should be completed on Canvas before the start of class. |

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**Week 2**

<table>
<thead>
<tr>
<th>Writing Focus</th>
<th>Reading Focus</th>
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</thead>
<tbody>
<tr>
<td>Extended Definition Essay</td>
<td>Social Sciences: “Do You Suffer From Decision Fatigue?” and “Shyness: Evolutionary Tactic?”</td>
</tr>
<tr>
<td>Process Writing: Drafting and Revising</td>
<td>Essay Drafts</td>
</tr>
<tr>
<td>MLA Formatting</td>
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<tr>
<td>Compare/Contrast Essay</td>
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</tbody>
</table>

| T (4/16) | Read "Do You Suffer From Decision Fatigue?" (pgs. 135-137) |
| | Quiz #2 should be completed on Canvas before the start of class. |
| | Peer Review: Complete Workshop Draft for Essay #1 Due (Bring 2 copies) |

| Th (4/18) | Essay #1 due in class, Portfolio due in class |
| | Read "Shyness: Evolutionary Tactic?” (pgs. 141-144) |
| | Quiz #3 should be completed on Canvas before the start of class. |
| | Read "Analyzing and Synthesizing Opposing Arguments” (pgs. 170-177) |
### Week 3

<table>
<thead>
<tr>
<th>Writing Focus</th>
<th>Reading Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare/Contrast Essay</td>
<td>Medicine/Economics: “Financial Incentives for Organ Donation” and “When Altruism isn’t Moral”</td>
</tr>
<tr>
<td>Process Writing: Brainstorming, Outlining, MLA Formatting</td>
<td>Synthesis/Analysis: “Satel vs. the National Kidney Foundation: Should Kidney Donors Be Compensated?”</td>
</tr>
</tbody>
</table>

T (4/23)  
Read “Financial Incentives for Organ Donation” (pgs. 220-221)  
Quiz #4 should be completed on Canvas before the start of class.  
Library Visit #1 (MLA Formatting)

Th (4/25)  
Read “When Altruism isn’t Moral” (pgs. 225-228)  
Read “Satel vs. the National Kidney Foundation: Should Kidney Donors Be Compensated?” (pgs. 187-191)  
Quiz #5 should be completed on Canvas before the start of class.

### Week 4

<table>
<thead>
<tr>
<th>Writing Focus</th>
<th>Reading Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentative Essay</td>
<td>Sports/Child Development: “Children Need to Play, Not Compete”</td>
</tr>
<tr>
<td>Process Writing: Outlining and Drafting</td>
<td>Inductive vs. Deductive Reasoning</td>
</tr>
<tr>
<td>Essay Fundamentals: Thesis</td>
<td>Ethos, Pathos, Logos</td>
</tr>
<tr>
<td>Statements, Reasons, and Evidence</td>
<td>Logical Fallacies</td>
</tr>
</tbody>
</table>

T (4/30)  
Essay #2 in class (Bring large blue book), Portfolio due in class  
Read “Sentence Strategies for Argument” (pgs. 595-599)  
Read “Using Rhetorical Strategies for Persuasion” (link on Canvas)  
Lecture: Argument Overview: Classical Oration, Rogerian, Toulmin  
Quiz #6 should be completed on Canvas before the start of class.

Th (5/2)  
Read ”Arguing a Position“ (pgs. 229-236)  
Read “Children Need to Play, Not Compete” (pgs. 236-241)  
Read “Responding to Objections and Alternatives” (pgs. 592-594)  
Read “ Logical Fallacies“ (pg. 595)  
Read “Evaluating the Logic of an Argument” (pg. 518)  
Quiz #7 should be completed on Canvas before the start of class.

### Week 5

<table>
<thead>
<tr>
<th>Writing Focus</th>
<th>Reading Focus</th>
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<tbody>
<tr>
<td>Argumentative Essay</td>
<td>Education/Economics: “Working at McDonald’s”</td>
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<tr>
<td>Process Writing: Drafting, Revision, Editing</td>
<td>Technology/Government: “Why Privacy Matters Even If You Have ‘Nothing to Hide’”</td>
</tr>
<tr>
<td>Essay Fundamentals: Thesis</td>
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<tr>
<td>Statements, Reasons, and Evidence</td>
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</table>
T (5/7)  Read “Working at McDonald’s” (pgs. 247-250)
Quiz #8 should be completed on Canvas before the start of class.
Thesis Statement Practice

Th (5/9)  Peer Review: Complete Workshop Draft for Essay #3 Due (Bring 2 copies)
Read “Why Privacy Matters Even If You Have ‘Nothing to Hide’” (pgs. 253-256)
Quiz #9 should be completed on Canvas before the start of class.
Library Visit #2 (Finding and Documenting Sources)

Week 6

<table>
<thead>
<tr>
<th>Writing Focus</th>
<th>Reading Focus</th>
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</thead>
<tbody>
<tr>
<td>Research Process</td>
<td>Research Articles</td>
</tr>
<tr>
<td>Quoting, Paraphrasing, Summarizing</td>
<td>Synthesis</td>
</tr>
<tr>
<td>Using Source Material</td>
<td>Plagiarism</td>
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</tbody>
</table>

T (5/14)  Essay #3 due in class, Portfolio due in class
Read “Using Sources to Support Your Ideas” (pgs. 632-633)
Read “Acknowledging Sources and Avoiding Plagiarism” (pgs. 633-635)
Bring Research Materials to Class

Th (5/16)  Read “Using Information From Sources to Support Your Claims” (pgs. 635-643)
Quiz #10 should be completed on Canvas before the start of class.
Bring Research Materials to Class

Week 7

<table>
<thead>
<tr>
<th>Writing Focus</th>
<th>Reading Focus</th>
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</thead>
<tbody>
<tr>
<td>Process Writing: Drafting, Revision,</td>
<td>Research Paper Drafts</td>
</tr>
<tr>
<td>Editing</td>
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</tbody>
</table>

T (5/21)  Peer Review: Complete Workshop Draft for Research Paper Due (Bring 2 copies)
Final Exam Review

Th (5/23)  Research Paper Due in class and on Canvas
Final Exam in class