

Using *Structures* and *Scaffolds*:

*A Guide for College English
Instructors*

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INTRODUCTION

Welcome, my fellow faculty colleague!

I wrote *Structures: The Reluctant Writer's Guide to College Essays* as an inexpensive, stripped-down, 115-page writing handbook so that ENGL 1301 and ENGL 1302 students can use it 100%, cover to cover.

Here is the Table of Contents:

- Introduction
- 1 Invention & Prewriting
- 2 Arrangement
- 3 Drafting
- 4 Revision & Editing
- 5 Different Answers = Different Essays
- 6 Narration, with Description
- 7 Process
- 8 Division, with Exemplification
- 9 Comparison and/or Contrast
- 10 Classification, with Exemplification
- 11 Cause and Effect
- 12 Argumentation
- 13 Researching & Documenting Sources
- 14 Argumentation Essays
- 15 Mixed-Mode Essay
- Recommended Resources

In addition to *Structures*, I wrote a creative non-fiction book, *Scaffolds: A Childhood Memoir of Books*, which I've assigned as a reader (that is, a book of reading assignments) in both ENGL 1301 and ENGL 1302.

With *Structures* as the textbook and *Scaffolds* as the reader, I've designed syllabi for a 16-week semester ENGL 1301 and ENGL 1302: one kind that covers grammar and mechanics with quizzes and another kind that requires qualitatively increased research and a term project.

Here are selections of those syllabi. All the links are live, linking to instructional PowerPoints, useful documents, and reference websites. At the end of each syllabi are revision suggestions to fit your needs.

ENGL 1301 FOR A 16-WEEK SEMESTER CLASS

REQUIRED TEXTBOOK/RESOURCES:

1. **Textbook:** Ramos, Rufel. Structures: *The Reluctant Writer's Guide to College Essays*. Irving: Rowena's World, 2014. Ebook. <http://rowenasworld.org/author/structures.pdf>
2. **Reference:** *Purdue Online Writing Lab (OWL)*. Purdue U Writing Lab, 2014. Web. 28 Oct. 2014. <http://owl.english.purdue.edu>
3. **Reader:** Ramos, Rufel. *Scaffolds: A Childhood Memoir of Books*. Irving: Rowena's World, 2014. Ebook. <http://rowenasworld.org/author/scaffolds.pdf>
4. **Instructional Site:** <http://ecampus.dcccd.edu>

UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE

Students will complete 11 Reader Responses and 15 online quizzes. They will compose 1 timed, informal essay. Students will compose 5 double-spaced, word-processed, Times New Roman 12 font, 500-600 word Essays.

Reader Responses (RR): eleven 100-word long responses to the reader & classroom discussion	10%
Quizzes: 15 Online Quizzes -- Grammar, Punctuation, Argument, MLA Style of Documenting Sources	15%
Essays: 1 Informal Diagnostic Essay: a Timed Rough Draft (5%) 5 Formal Essays = Prewriting/Arrangement, Peer Review, and Final Draft <ul style="list-style-type: none"> • Narration (10%) • Process (10%) • Division (15%) an analysis of a visual/visual media (advertisement, photos, art, or film) • Classification or Comparison/Contrast (15%) • Cause/Effect OR Argument, with at least 1 in-text citation from the reader (20%) 	75%
Total Grade:	100%

GRADING SCALE:

A= 90-100%	C= 70-79%	F= 0-59%, participating
B= 80-89%	D= 60-69%	N=0-59%, not participating (N negatively affects your Financial Aid)

ASSIGNMENT CALENDAR/ COURSE OUTLINE

W k	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
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1	1/20-1/23	Complete Orientation View The Writing Process PowerPoint and read <i>Structures</i> Ch.1-5 MLA Final Draft Template to use	Start reading <i>Scaffolds</i> .	Tip: Review grammar & punctuation rules at Purdue OWL site. By Fri, 1/23: Quiz 1: Fragments Quiz 2: Run-ons	Write TIMED Diagnostic Essay DUE 1/20 (1st day of class): Topic: Rough Draft a short essay (about 250 word long), describing yourself at this present time.
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
2	1/26-1/30	View Narration PPT and read <i>Structures</i> Ch.6	By Mon, 1/26: Reader Response 1 for <i>Scaffolds</i> Ch 1: What happened? Can you relate? Why or why not?	By Fri, 1/30: Quiz 3: Combining Sentences with Transitions (using semicolons & commas)	Start Formal Essay 1: Narration See the topic below and start prewriting, arranging, and drafting: Topic: A childhood dream or goal Be as descriptive as possible and remember to organize your body paragraphs in chronological order .
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
3	2/2-2/6	"How Dr. Ramos Grades Essays" rubric	By Mon, 2/2: Reader Response 2 for <i>Scaffolds</i> Ch 2: What happened? Can you relate? Why or why not?	By Fri, 2/6: Quiz 4: Verb Tense Quiz 5: Subject/ Verb Agreement	Finish Essay 1: *Peer Review Rough Draft *Revise & Edit → Final Draft By Fri, 2/6: Essay 1: Narration DUE.
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
4	2/9-2/13	View Process PPT and read <i>Structures</i> Ch.7	By Mon, 2/9: Reader Response 3 for <i>Scaffolds</i> Ch 3: What happened? Can you relate? Why or why not?	By Fri, 2/13: Quiz 6: Pronoun/ Reference Agreement Quiz 7: Parallel Structure	Start Formal Essay 2: Process See the topic below and start prewriting, arranging, and drafting: Topic: A process you know well Remember: Chronological order!
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay

5	2/16-2/18	None required this week	By Mon, 2/16: Reader Response 4 for <i>Scaffolds</i> Ch 4: What happened? Can you relate? Why or why not?	By Fri, 2/20: Quiz 8: Comma & Dash Quiz 9: Semicolon & Colon	Finish Essay 2: *Peer Review Rough Draft *Revise & Edit → Final Draft By Fri, 2/20: Essay 2: Process DUE.
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
6	2/23-2/27	View Division PPT and read <i>Structures</i> Ch.8	By Mon, 2/23: Reader Response 5 for <i>Scaffolds</i> Ch 5: What happened? Can you relate? Why or why not?	By Fri, 2/27: Quiz 10: Apostrophe Quiz 11: Quotation Marks	Start Formal Essay 3: Division See the topic below and start prewriting, arranging, and drafting: Topic: A photo, ad, art, or film that you know well
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
7	3/2-3/6	None required this week	By Mon, 3/2: Reader Response 6 for <i>Scaffolds</i> Ch 6: What happened? Can you relate? Why or why not?	By Fri, 3/6: Quiz 12: Quote or Paraphrase	Finish Essay 3: *Peer Review Rough Draft *Revise & Edit → Final Draft By Fri, 3/6: Essay 3: Division DUE.
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
8	3/9-3/13	View Comparison/Contrast PPT and read <i>Structures</i> Ch.9 View Classification PPT and read <i>Structures</i> Ch.10	By Mon, 3/9: Reader Response 7 for <i>Scaffolds</i> Ch 7: What happened? Can you relate? Why or why not?	None required this week	Start Formal Essay 4: Comparison/Contrast OR Classification Choose one of the two topics below and start prewriting, arranging, and drafting: 1) Topic: Compare and/or Contrast two related persons, places, or things that you know well. 2) Topic: Explain a category of persons, places, things, or ideas that you know well.
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
9	3/23-3/27	None required this week.	By Mon, 3/23: Reader Response 8 for <i>Scaffolds</i> Ch 8: What happened? Can you relate? Why or why not?	None required this week	Finish Essay 4: *Peer Review Rough Draft *Revise & Edit → Final Draft By Fri, 3/27:

					Essay 4: Comparison/Contrast OR Classification DUE
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
10	3/30-4/2	View Cause/Effect PPT and read <i>Structures</i> Ch.11 View Argumentation PPT and read <i>Structures</i> Ch.12	By Mon, 3/30: Reader Response 9 for <i>Scaffolds</i> Ch 9: What happened? Can you relate? Why or why not?	By Fri, 4/2: Quiz 13: Argument	None required this week
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
11	4/6-4/10	Finish Argumentation: Read <i>Structures</i> Ch.14 – Classic (Definition) Argument essay only. View Sources PPT and read <i>Structures</i> Ch.13	By Mon, 4/6: Reader Response 10 for <i>Scaffolds</i> Ch 10: What happened? Can you relate? Why or why not?	By Fri, 4/10: Quiz 14: Sources Quiz 15: Two Parts of Documenting Sources QUIZZES DONE!	None required this week
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
12	4/13-4/17	Finish Sources: Review Purdue OWL .	By Mon, 4/13: Reader Response 11 for <i>Scaffolds</i> Ch 11: What is your takeaway from <i>Scaffolds</i> ? Why? READER RESPONSES DONE!	Note: Quizzes disappear 4/18	Start Formal Essay 5: Cause/Effect OR Argumentation, with Sources Using your Reader Responses as brainstorming, pick one of these two topics and start prewriting, arranging, and researching. 1) Topic: Explain the causes of an event or a phenomenon in society that you know well and briefly explain its effects. ← Use the Classification Method of Causes 2) Topic: Argue for or against an issue that you know well. ← Use the Classic (Definition) Method Research Required: Cite <i>Scaffolds</i> at least once somewhere in your

				essay. Up to three college-level sources allowed.
W k	Day	For Textbook Studying		For Essay
13	4/20- 4/24	None required		Continue Formal Essay 5 Finish prewriting/researching & arranging; start drafting.
W k	Day	For Textbook Studying		For Essay
14	4/27- 5/1	None required this week		Continue Formal Essay 5 *Finish drafting 1st draft *Go to “The Link” Writing Center (L200, the Library) for revision advice (if you are available on-campus). Otherwise, ask a knowledgeable, trusted person for reader feedback: “Does this make sense? Why or why not?”
W k	Day	For Textbook Studying		For Essay
15	5/4- 5/8	Read Structures Ch.15 “The Mixed-Mode Essay” & Ruth Gonzalez’s Proposal Argument in Ch.14. No excused late work accepted after this week.		Finish Essay 5: *Peer Review of 2nd Rough Draft – *Revise & Edit → Final Draft By Fri, 5/8: Essay 5: Cause/Effect or Argumentation, with Sources DUE ESSAYS DONE!
W k	Day	For Extra Credit: Optional Timed (1-Hour) Online Final Exam		
16	Mon, 5/11	Instructions will be on eCampus when the Final Exam is available on 5/8. By Mon, 5/11 @11:50pm DUE		

REVISION SUGGESTIONS: YOU CAN EASILY SWITCH OUT A DIFFERENT

- Reader: a Common Book, an anthology of readings, and so on.
- Reader Response questions
- Quiz Type (instead of grammar quizzes, perhaps reading quizzes)
- Essay topics

TERM PROJECT ENGL 1301 FOR A 16-WEEK SEMESTER CLASS

REQUIRED TEXTBOOK/RESOURCES:

1. **Textbook:** Ramos, Rufel. *Structures: The Reluctant Writer's Guide to College Essays*. Irving: Rowena's World, 2014. Ebook. <http://rowenasworld.org/author/structures.pdf>
2. **Reference:** *Purdue Online Writing Lab (OWL)*. Purdue U Writing Lab, 2014. Web. 28 Oct. 2014. <http://owl.english.purdue.edu>
3. **Reader:** Ramos, Rufel. *Scaffolds: A Childhood Memoir of Books*. Irving: Rowena's World, 2014. Ebook. <http://rowenasworld.org/author/scaffolds.pdf>
4. **Service Learning:** "Service Learning Orientation Procedures." *Service Learning*. EFC, nd. Web. 4 Nov. 2014. <http://eastfieldcollege.edu/ServiceLearning/orientationprocedures.asp>
5. **Instructional Site:** <http://ecampus.dcccd.edu>

UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE

Students will complete 11 Reader Responses. They will compose 1 timed, informal essay. Students will compose 5 double-spaced, word-processed, Times New Roman 12 font, 500-800 word Essays. They will complete an End-of-Term Honors Project.

Reader Responses (RR): eleven 100-word long responses to the reader & classroom discussion	10%
Essays: 1 Informal Diagnostic Essay: a Timed Rough Draft (2%) 5 Formal Essays = Prewriting/Arrangement, Peer Review, and Final Draft* <ul style="list-style-type: none"> • Narration, with 0-3 college-level sources (10%) • Process, with 0-3 college-level sources (10%) • Division, with 1-3 college-level sources (15%) • Classification or Comparison/Contrast, with 1-3 college-level sources (15%) • Cause/Effect OR Argument, with 1-3 college-level sources (20%) *submit at least ONE formal essay to a campus publication or writing contest – show evidence of submission (3%)	75%
Term Project: End-of-Term Service Learning Portfolio, Presentation & Chapbook Workshop <ul style="list-style-type: none"> • Reflection Journal • Reflection Survey • Co-Curricular Transcript • Presentation: The Takeaway of My Service Learning & How This Relates to My Essays • Chapbook Workshop: Your ENGL 1301 essays compiled as a chapbook 	15%
Total Grade:	100%

Grading Scale:

A= 90-100%	C= 70-79%	F= 0-59%, participating
B= 80-89%	D= 60-69%	N=0-59%, not participating (N negatively affects your Financial Aid)

ASSIGNMENT CALENDAR/ COURSE OUTLINE

W k	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
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1	8/24-8/28	<p>Complete Orientation</p> <p>View The Writing Process PowerPoint and read <i>Structures</i> Ch.1-5</p> <p>MLA Final Draft Template to use</p> <p>View Sources PPT and read <i>Structures</i> Ch.13.</p>	<p>By Fri, 8/28: Reader Response 1 for <i>Scaffolds</i> Ch 1: What happened? Can you relate? Why or why not?</p>	<p>1. Pick a Community Agency (that could be EFC's Student Life) that best fits your educational and career goals.</p> <p>2. Sign up for Service Learning.</p> <p>3. Complete Liability Waiver & give to Service Learning (SL) Coordinator: Courtney Carter Harbour, Executive Dean of OSER, C274.</p> <p>4. Contact your selected SL agency for orientation & scheduling. Note: Please ask if they'll need a criminal background check from you.</p>	<p>Write TIMED Diagnostic Essay DUE 8/24 (1st day of class):</p> <p>Topic: Rough Draft a short essay (about 250 words long), describing your current educational and career goals.</p>
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
2	8/31-9/4	<p>View Narration PPT and read <i>Structures</i> Ch.6</p> <p>"How Dr. Ramos Grades Essays" rubric</p>	<p>By Mon, 8/31 Reader Response 2 for <i>Scaffolds</i> Ch 2: What happened? Can you relate? Why or why not?</p>	<p>Begin Service Learning: Keep a Time Sheet and a Reflection Journal.</p> <p>Answer "Beginning of the Semester" Questions in the Reflection Survey</p>	<p>Start Formal Essay 1: Narration See the topic below and start prewriting, arranging, and drafting:</p> <p>Topic: Narrate your intellectual autobiography.</p> <p>Be as descriptive as possible and remember to organize your body paragraphs in chronological order</p>
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay

3	9/7-9/11	View Process PPT and read <i>Structures</i> Ch.7	By Mon, 9/7: Reader Response 3 for <i>Scaffolds</i> Ch 3: What happened? Can you relate? Why or why not?	Continue Service Learning (SL)	Finish Essay 1: *Peer Review Rough Draft *Revise & Edit → Final Draft By Wed 9/9: Essay 1: Narration DUE. Start Formal Essay 2: Process See the topic below and start prewriting, arranging, and drafting: Topic: Explain a process that you know that will help towards your educational or career goal.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
4	9/14-9/18	Review " How Dr. Ramos Grades Essays " rubric	By Mon, 9/14: Reader Response 4 for <i>Scaffolds</i> Ch 4: What happened? Can you relate? Why or why not?	Continue Service Learning	Finish Essay 2: *Peer Review Rough Draft *Revise & Edit → Final Draft By Wed, 9/16: Essay 2: Process DUE.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
5	9/21-9/25	View Division PPT and read <i>Structures</i> Ch.8	By Mon, 9/21: Reader Response 5 for <i>Scaffolds</i> Ch 5: What happened? Can you relate? Why or why not?	Continue Service Learning	Start Formal Essay 3: Division See the topic below and start prewriting, arranging, and drafting: Topic: Analyze a photo, ad, art, or film depicting your educational or career goal.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
6	9/28-10/2	Review " How Dr. Ramos Grades Essays " rubric	By Mon, 9/28: Reader Response 6 for <i>Scaffolds</i> Ch 6: What happened? Can you relate? Why or why not?	Continue Service Learning	Finish Essay 3: *Peer Review Rough Draft *Revise & Edit → Final Draft By Wed, 9/30: Essay 3: Division DUE.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay

7	10/5-10/9	View Comparison/Contrast PPT and read <i>Structures</i> Ch.9 View Classification PPT and read <i>Structures</i> Ch.10	By Mon, 10/5: Reader Response 7 for <i>Scaffolds</i> Ch 7: What happened? Can you relate? Why or why not?	Continue Service Learning	None required this week.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
8	10/12-10/15	Review last week's PPT.	By Mon, 10/12: Reader Response 8 for <i>Scaffolds</i> Ch 8: What happened? Can you relate? Why or why not?	Continue Service Learning: Answer "Mid-Semester" questions to the Reflection Survey.	Start Formal Essay 4: Comparison/Contrast OR Classification Choose one of the two topics below and start prewriting, arranging, and drafting: 1) Comparison/Contrast Topic: Compare and/or Contrast two related educational or career experiences that you know well. 2) Classification Topic: Explain a category of educational or career experiences that you know well.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
9	10/19-10/23	Review " How Dr. Ramos Grades Essays " rubric	By Mon, 10/19: Reader Response 9 for <i>Scaffolds</i> Ch 9: What happened? Can you relate? Why or why not?	Continue Service Learning	Finish Essay 4: *Peer Review Rough Draft *Revise & Edit → Final Draft By Wed, 10/21: Essay 4: Comparison/Contrast OR Classification DUE
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
10	10/26-10/30	View Cause/Effect PPT and read <i>Structures</i> Ch.11 View Argumentation	By Mon, 10/26: Reader Response 10 for <i>Scaffolds</i> Ch 10: What happened? Can you relate? Why or why not?	Continue Service Learning	None required this week.

Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
11	11/2-11/6	PPT and read <i>Structures</i> Ch.12 Finish Argumentation: Read <i>Structures</i> Ch.14 – Classic (Definition) Argument essay only. Review Sources PPT & Purdue OWL .	By Mon, 11/2: Reader Response 11 for <i>Scaffolds</i> Ch 11: What is your takeaway from <i>Scaffolds</i> ? Why? READER RESPONSES DONE!	Continue Service Learning	Start Formal Essay 5: Cause/Effect OR Argumentation, with Sources Using your Reader Responses & Service Learning Reflection answers as brainstorming, pick one of these two topics and start prewriting, arranging, and researching. 1) Cause/Effect Topic: Explain the causes of an event or a phenomenon in education or careers that you know well and briefly explain its effects. ← Use the Classification Method of Causes 2) Argument Topic: Argue for or against an issue in education or careers that you know well. ← Use the Classic (Definition) Method
Wk	Day	For Textbook Studying	For Term Project	For Essay	
12	11/9-11/13 Drop date 11/12	Meet in the library (L200)	Continue Service Learning	Continue Formal Essay 5 Finish prewriting/researching & arranging; start drafting	
Wk	Day	For Textbook Studying	For Term Project	For Essay	
13	11/16-11/20	Meet in the library (L200)	Continue Service Learning	Finish Formal Essay 5 *Finish 1 st draft. *Go to “The Link” Writing Center (L200, the Library) for revision advice. *Peer Review of 2nd Rough Draft *Revise & Edit → Final Draft	
Wk	Day	For Textbook Studying	For Term Project	For Essay	

14	11/23-11/25 No class 11/26-11/27 Thanks giving	Back in the classroom. Read <i>Structures</i> Ch.15 "The Mixed-Mode Essay"	Finish Service Learning: 1. Answer "End of Semester" questions in the Reflection Survey 2. Copy your completed Reflection Journal and Survey. 3. Submit your completed Reflection Survey and Time Sheets to the SL Coordinator (deadline 12/3) 4. Complete the online Post-Service Questionnaire . 5. Complete the Co-Curricular Transcript . 6. Prepare Portfolio & Presentation (up to five minutes)	By Mon, 11/23: Essay 5: Cause/Effect or Argument DUE ESSAYS DONE.
Wk	Day		For Term Project	
15	11/30-12/4	No excused late work after this week.	Turn in your SL Portfolio: copy of Reflection Journal, Reflection Survey & Co-Curricular Transcript Give your SL Presentation	
Wk	Day		For Term Project	
16	12/7-12/10	Chapbook Workshop: How to turn your ENGL 1301 essays into one chapbook http://lulu.com		

REVISION SUGGESTIONS: YOU CAN EASILY SWITCH OUT A DIFFERENT

- Reader: a Common Book, an anthology of readings
- Reader Response questions
- Essay topics
- Term Project: Student Life volunteer, Student Government officer, active Honor Society or student club member/officer, student newspaper contributing writer, creative thesis, extended scholarly thesis, student leadership academy activities

ENGL 1302 FOR A 16-WEEK SEMESTER CLASS

REQUIRED TEXTBOOK/RESOURCES:

1. **Textbook:** Ramos, Rufel. *Structures: The Reluctant Writer's Guide to College Essays*. Irving: Rowena's World, 2014. Ebook. <http://rowenasworld.org/author/structures.pdf>
2. **Reference:** *Purdue Online Writing Lab (OWL)*. Purdue U Writing Lab, 2014. Web. 28 Oct. 2014. <http://owl.english.purdue.edu>
3. **Reader:** Ramos, Rufel. *Scaffolds: A Childhood Memoir of Books*. Irving: Rowena's World, 2014. Ebook. <http://rowenasworld.org/author/scaffolds.pdf>
4. **Instructional Site:** <http://ecampus.dcccd.edu>

UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE

Students will complete 11 Reader Responses and 15 online quizzes. They will compose 1 timed, informal essay. Students will compose 5 double-spaced, word-processed, Times New Roman 12 font argument essays.

Reader Responses (RR): eleven 100-word long responses to the Reader book & classroom discussion	10%
Quizzes: 15 Online Quizzes – Mechanics, Argument & MLA Style of Documenting Sources	15%
Essays: 1 Informal Diagnostic Essay: a Timed Rough Draft (5%) 5 Formal Argument Essays = Outline, Peer Review, and Final Draft with Works Cited list <ul style="list-style-type: none"> • Classic Argument, with 0-3 college-level sources (10%) • Toulmin Argument: 500-800 words with 3-5 college-level sources (10%) • Rebuttal Argument: 500-800 words with 3-5 college-level sources (10%) • Rogerian Argument: 500-800 words with 3-5 college-level sources (15%) • Proposal Argument: 1250-1500 words with 5-7 college-level sources (25%) – Works Cited is annotated 	75%
Total Grade:	100%

GRADING SCALE:

A= 90-100%	C= 70-79%	F= 0-59%, participating
B= 80-89%	D= 60-69%	N=0-59%, not participating (N negatively affects your Financial Aid)

ASSIGNMENT CALENDAR/ COURSE OUTLINE

Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
1	1/20-1/23	Complete Orientation View The Writing Process PowerPoint and read <i>Structures</i> Ch.1-5	Read excerpts from <i>Scaffolds</i> : "Introduction: A Memoir of Sorts" and "11: The Takeaway, or These Go to Eleven."	Tip: Review at Purdue OWL site. By Fri, 1/23: Quiz 1: Combine	Write TIMED Diagnostic Essay DUE 1/20 (1st day of class): Topic: Rough Draft a short essay (about 250 word long), narrating your experience with education.

		View Sources PPT and read <i>Structures</i> Ch.13 Finish Sources: Review Purdue OWL . MLA Final Draft Template to use		Sentences with Transitions (using semicolons & commas) Quiz 2: Comma	
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
2	1/26-1/30	View Argumentation PPT and read <i>Structures</i> Ch.12 & <i>Structures</i> Ch.14 – Classic (Definition) Argument essay only.	By Tues, 1/27: Reader Response 1 for Takeaway #1	By Fri, 1/30: Quiz 3: Semicolon & Colon Quiz 4: Apostrophe	Start Formal Essay 1: Classic See the topic below and start prewriting, arranging, and drafting: Topic: Defend an unpopular or “impossible” dream or goal
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
3	2/2-2/6	“How Dr. Ramos Grades Essays” rubric Go over EasyBib .	By Tues, 2/3: Reader Response 2 for Takeaway #2	By Fri, 2/6: Quiz 5: Quotation Marks Quiz 6: Quote or Paraphrase	Finish Essay 1: *Peer Review Rough Draft *Revise & Edit → Final Draft (500-600 words, double-spaced) By Fri, 2/6: Essay 1: Classic DUE.
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
4	2/9-2/13	Review Argumentation PPT and <i>Structures</i> Ch.12; <i>Structures</i> Ch.14 – Toulmin	By Tues, 2/10: Reader Response 3 for Takeaway #3	By Fri, 2/13: Quiz 7: Claims Quiz 8: Evidence	Start Formal Essay 2: Toulmin See the topic below and start prewriting, arranging, and drafting: Topic: Evaluate a process or method you know well
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
5	2/16-2/18	None required this week	By Tues, 2/17: Reader Response 4 for Takeaway #4	By Fri, 2/20: Quiz 9: Logical Fallacies Quiz 10: Primary &	Finish Essay 2: *Peer Review Rough Draft *Revise & Edit → Final Draft (500-600 words, double-spaced) By Fri, 2/20: Essay 2: Toulmin DUE.

Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
6	2/23-2/27	Review Argumentation PPT and read <i>Structures</i> Ch.12 & <i>Structures</i> Ch.14 – Rebuttal	By Tues, 2/24: Reader Response 5 for Takeaway #5	By Fri, 2/27: Quiz 11: Two Parts of Documenting Sources Quiz 12: In-text Citation	Start Formal Essay 3: Rebuttal See the topic below and start prewriting, arranging, and drafting: Topic: Rebut a popular photo, ad, art, or film that you know well
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
7	3/2-3/6	None required this week	By Tues, 3/3: Reader Response 6 for Takeaway #6	By Fri, 3/6: Quiz 13: In-text Citation Quiz 14: Works Cited	Finish Essay 3: *Peer Review Rough Draft *Revise & Edit → Final Draft (500-600 words, double-spaced) By Fri, 3/6: Essay 3: Rebuttal DUE.
Wk	Day	For Textbook Studying	For Reader Response	For Quiz	For Essay
8	3/9-3/13 Spring Break 3/16-3/20	Review Argumentation PPT and read <i>Structures</i> Ch.12 & <i>Structures</i> Ch.14 – Rogerian	By Tues, 3/10: Reader Response 7 for <i>Scaffolds</i> Ch 7 & Takeaway #7	By Fri, 3/13: Quiz 15: Works Cited QUIZZES DONE.	Start Formal Essay 4: Rogerian See the topic below and start prewriting, arranging, and drafting: Topic: Defend a compromise that benefits two opposing persons or groups of people that you know well.
Wk	Day	For Textbook Studying	For Reader Response	For Essay	
9	3/23-3/27	None required this week.	By Tues, 3/24: Reader Response 8 for Takeaway #8	Finish Essay 4: *Peer Review Rough Draft *Revise & Edit → Final Draft (500-600 words, double-spaced) By Fri, 3/27: Essay 4: Rogerian DUE	
Wk	Day	For Textbook Studying	For Reader Response	For Essay	
10	3/30-4/2	Review Argumentation PPT	By Tues, 3/31:	None required this week	

		and <i>Structures</i> Ch.12. Read <i>Structures</i> Ch.14 – Proposal; Ch.15. Review Purdue OWL , especially Annotated Bibliography.	Reader Response 9 for Takeaway #9 AND Reader Response 10 for Takeaway #10	
W k	Day	For Textbook Studying	For Reader Response	For Essay
11	4/6-4/10	None required this week.	By Tues, 4/7: Reader Response 11 for Takeaway #11 READER RESPONSES DONE!	Start Formal Essay 5: Proposal Using your Reader Responses as brainstorming, see the topic below and start prewriting & outlining. Topic: Propose a practical solution to a problem that you know well.
W k	Day	For Textbook Studying	For Essay	
12	4/13-4/17	None required this week. Review Purdue OWL and EasyBib .	Continue Formal Essay 5 *Research at least five college-level sources. *Create a Works Cited list. *Annotate the Works Cited list. *Start drafting.	
W k	Day	For Textbook Studying	For Essay	
13	4/20-4/24	None required this week. Meet in the Library (L200).	Continue Formal Essay 5 *Finish drafting 1st draft *Go to “The Link” Writing Center (L200, the Library) for revision advice. Then, ask a knowledgeable, trusted person for more reader feedback: “Does this make sense? Why or why not?”	
W k	Day	For Textbook Studying	For Essay	
14	4/27-5/1	None required this week Meet in the Library.	Continue Formal Essay 5 *Finish drafting 2nd draft *Peer Review of 2nd Rough Draft	
W k	Day	For Textbook Studying	For Essay	
15	5/4-5/8	No excused late work accepted after this week. Back in the classroom.	Finish Essay 5: *Finish Peer Review *Revise & Edit → Final Draft (1250-1500 words, double-spaced) + Annotated Works Cited	
W k	Day	For Essay		

16	Mon, 5/11	By Mon, 5/11 @11:50pm Essay 5 DUE NO LATE ESSAY 5 ACCEPTED
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REVISION SUGGESTIONS: YOU CAN EASILY SWITCH OUT A DIFFERENT

- Reader: a Common Book, an anthology of readings, and so on.
- Reader Response questions
- Quiz Type (instead of grammar quizzes, perhaps reading quizzes)
- Essay topics

TERM PROJECT ENGL 1302 FOR A 16-WEEK SEMESTER CLASS

REQUIRED TEXTBOOK/RESOURCES:

1. **Textbook:** Ramos, Rufel. *Structures: The Reluctant Writer's Guide to College Essays*. Irving: Rowena's World, 2014. Ebook. <http://rowenasworld.org/author/structures.pdf>
2. **Reference:** *Purdue Online Writing Lab (OWL)*. Purdue U Writing Lab, 2014. Web. 28 Oct. 2014. <http://owl.english.purdue.edu>
3. **Reader:** Ramos, Rufel. *Scaffolds: A Childhood Memoir of Books*. Irving: Rowena's World, 2014. Ebook. <http://rowenasworld.org/author/scaffolds.pdf>
4. **Service Learning:** "Service Learning Orientation Procedures." *Service Learning*. EFC, nd. Web. 4 Nov. 2014. <http://eastfieldcollege.edu/ServiceLearning/orientationprocedures.asp>
5. **Instructional Site:** <http://ecampus.dcccd.edu>

UNITS OF STUDY, EVALUATION PROCEDURES, AND GRADING SCALE

Students will complete 11 Reader Responses. Students will compose 5 double-spaced, word-processed, Times New Roman 12 font argument essays. They will complete an End-of-Term Honors Project.

Reader Responses (RR): eleven 100-word long responses to the Reader book & classroom discussion	10%
Essays: 1 Informal Diagnostic Essay: a Timed Rough Draft (3%) 5 Formal Argument Essays = Outline, Peer Review, and Final Draft with Works Cited list* <ul style="list-style-type: none"> • Classic Argument: 500-800 words with 0-3 college-level sources (10%) • Toulmin Argument: 500-800 words with 3-5 college-level sources (10%) • Rebuttal Argument: 500-800 words with 3-5 college-level sources (10%) • Rogerian Argument: 500-800 words with 3-5 college-level sources (15%) • Proposal Argument: 1250-1500 words with 5-7 college-level sources (25%) – Works Cited is annotated * submit at least ONE formal essay to a campus publication or writing contest – show evidence of submission to instructor (2%)	75%
Term Project: End-of-Term Service Learning Portfolio, Presentation & Chapbook Workshop <ul style="list-style-type: none"> • Reflection Journal • Reflection Survey • Co-Curricular Transcript • Presentation -- The Takeaway of My Service Learning: Lessons Learned & How This Relates to My Essays • Chapbook Workshop: Your ENGL 1302 essays compiled as a chapbook 	15%
Total Grade:	100%
Grading Scale:	
A= 90-100% C= 70-79% F= 0-59%, participating B= 80-89% D= 60-69% N=0-59%, not participating (N negatively affects your Financial Aid)	

ASSIGNMENT CALENDAR/ COURSE OUTLINE

Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
1	8/24-8/28	<p>Complete Orientation</p> <p>View The Writing Process PowerPoint and read <i>Structures</i> Ch.1-5</p> <p>View Sources PPT and read <i>Structures</i> Ch.13</p> <p>Review Purdue OWL.</p> <p>MLA Final Draft Template to use</p>	<p>Read excerpts from <i>Scaffolds</i>: “Introduction: A Memoir of Sorts” and “11: The Takeaway, or These Go to Eleven.”</p>	<ol style="list-style-type: none"> Pick a Community Agency (that could be EFC’s Student Life) that best fits your educational and career goals. Sign up for Service Learning. Complete Liability Waiver & give to Service Learning (SL) Coordinator: Courtney Carter Harbour, Executive Dean of OSER, C274. Contact your selected SL agency for orientation & scheduling. Note: Please ask if they’ll need a criminal background check. 	<p>Write TIMED Diagnostic Essay DUE 8/24 (1st day of class):</p> <p>Topic: Rough Draft a short essay (about 250 words long), explaining your motives for your current educational and career goals. Why do you have those goals?</p>
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
2	8/31-9/4	<p>View Argumentation PPT and read <i>Structures</i> Ch.12 & <i>Structures</i> Ch.14 – Classic (Definition)</p>	<p>By Mon, 8/31: Reader Response 1 for Takeaway #1</p>	<p>Start Service Learning:</p> <p>Keep a Time Sheet and a Reflection Journal.</p> <p>Answer “Beginning of the Semester”</p>	<p>Start Formal Essay 1: Classic See the topic below and start prewriting, arranging, and drafting:</p> <p>Classic Topic: Defend an unpopular or difficult element of your chosen educational or career goal.</p>

				Questions in the Reflection Survey	
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
3	9/7-9/11 12 th Class Day 9/7	“How Dr. Ramos Grades Essays” rubric Go over EasyBib .	By Mon, 9/7: Reader Response 2 for Takeaway #2	Continue Service Learning	Finish Essay 1: *Peer Review Rough Draft *Revise & Edit → Final Draft By Fri, 9/11: Essay 1: Classic DUE.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
4	9/14-9/18	Review Argumentation PPT and <i>Structures</i> Ch.12; <i>Structures</i> Ch.14 – Toulmin	By Mon, 9/14: Reader Response 3 for Takeaway #3	Continue Service Learning	Start Formal Essay 2: Toulmin See the topic below and start prewriting, arranging, and drafting: Toulmin Topic: Evaluate a process or method that supposedly helps you achieve your educational or career goal.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
5	9/21-9/25	“How Dr. Ramos Grades Essays” rubric	By Mon, 9/21: Reader Response 4 for Takeaway #4	Continue Service Learning	Finish Essay 2: *Peer Review Rough Draft *Revise & Edit → Final Draft (500-800 words, double-spaced) By Fri, 9/25: Essay 2: Toulmin DUE.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
6	9/28-10/2	Review Argumentation PPT and read <i>Structures</i> Ch.12 & <i>Structures</i> Ch.14 – Rebuttal	By Mon, 9/28: Reader Response 5 for Takeaway #5	Continue Service Learning	Start Formal Essay 3: Rebuttal See the topic below and start prewriting, arranging, and drafting: Rebuttal Topic: Rebut a popular photo, ad, art, or film about an educational or career goal that you know well.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay

7	10/5-10/9	“How Dr. Ramos Grades Essays” rubric	By Mon, 10/5: Reader Response 6 for Takeaway #6	Continue Service Learning	Finish Essay 3: *Peer Review Rough Draft *Revise & Edit → Final Draft (500-800 words, double-spaced) By Fri, 10/9: Essay 3: Rebuttal DUE.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
8	10/12-10/15	Review Argumentation PPT and read <i>Structures</i> Ch.12 & <i>Structures</i> Ch.14 – Rogerian	By Mon, 10/12: Reader Response 7 for <i>Scaffolds</i> Ch 7 & Takeaway #7	Continue Service Learning: Answer “Mid-Semester” questions to the Reflection Survey	Start Formal Essay 4: Rogerian See the topic below and start prewriting, arranging, and drafting: Rogerian Topic: In the area of your chosen educational or career goal, defend a compromise that benefits both your position and your opposition’s position that you know well.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
9	10/19-10/23	“How Dr. Ramos Grades Essays” rubric	By Mon, 10/19: Reader Response 8 for Takeaway #8	Continue Service Learning	Finish Essay 4: *Peer Review Rough Draft *Revise & Edit → Final Draft (500-800 words, double-spaced) By Fri, 10/23: Essay 4: Rogerian DUE.
Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
10	10/26-10/30	Review Argumentation PPT and <i>Structures</i> Ch.12. Read <i>Structures</i> Ch.14 – Proposal; Ch.15. Review Purdue OWL , especially Annotated Bibliography. Review EasyBib .	By Mon, 10/26: Reader Response 9 for Takeaway #9 AND Reader Response 10 for Takeaway #10	Continue Service Learning	None required this week.

Wk	Day	For Textbook Studying	For Reader Response	For Term Project	For Essay
11	11/2-11/6	None required this week.	<p>By Mon, 11/2: Reader Response 11 for Takeaway #11</p> <p>READER RESPONSES DONE!</p>	Continue Service Learning	<p>Start Essay 5: Proposal Using your Reader Responses as brainstorming, see the topic below and start prewriting & outlining.</p> <p>Topic: Propose a practical solution to an education-related or career-related problem that you know well.</p> <p>*Research at least five college-level sources. *Create a Works Cited list. *Annotate the Works Cited list. *Draft 1st Rough Draft</p>
Wk	Day	For Textbook Studying	For Term Project		For Essay
12	11/9-11/13 Drop date 11/12	<p>None required this week.</p> <p>Meet in the Library (L200)</p>	Continue Service Learning		<p>Continue Essay 5: *Finish drafting 1st draft *Go to “The Link” Writing Center (L200, the Library) for revision advice. Then, ask a knowledgeable, trusted person for more reader feedback: “Does this make sense? Why or why not?”</p>
Wk	Day	For Textbook Studying	For Term Project		For Essay
13	11/16-11/20	<p>Review again Argumentation PPT and <i>Structures</i> Ch.12. Read <i>Structures</i> Ch.14 – Proposal; Ch.15.</p> <p>Review again Purdue OWL, especially Annotated Bibliography, and EasyBib.</p>	Continue Service Learning		<p>Finish Essay 5: *Finish drafting 2nd draft *Peer Review of 2nd Rough Draft *Revise & Edit → Final Draft (1250-1500 words, double-spaced) + Annotated Works Cited</p>

Wk	Day		For Term Project	For Essay
14	11/23-11/25 No class, 11/26-11/27 Thanks giving	Back in the classroom.	Finish Service Learning: 1. Copy your completed Reflection Journal and Survey. 2. Submit your completed Reflection Survey and Time Sheets to the SL Coordinator (deadline 12/3) 3. Complete the online Post-Service Questionnaire . 4. Complete the Co-Curricular Transcript . 5. Prepare Portfolio & Presentation (up to five minutes)	By Mon, 11/23: Essay 5: Proposal DUE
Wk	Day		For Term Project	
15	11/30-12/4	No excused late work accepted after this week.	Turn in SL Portfolio: a copy of completed Reflection Journal, Reflection Survey & Co-Curricular Transcript. Give your SL Presentation.	
Wk	Day	For Term Project		
16	12/7-12/10 Finals Week	Chapbook Workshop: How to turn your ENGL 1302 essays into one chapbook http://www.lulu.com		

REVISION SUGGESTIONS: YOU CAN EASILY SWITCH OUT A DIFFERENT

- Reader: a Common Book, an anthology of readings
- Reader Response questions
- Essay topics
- Term Project: Student Life volunteer, Student Government officer, active Honor Society member, student newspaper contributing writer, creative thesis, extended scholarly thesis, student leadership academy activities