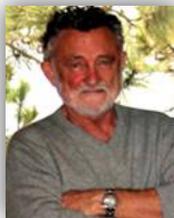


SYLLABUS

English 28
Spring 2019
AA Stevens



Los Angeles Trade Technical College

Th: 27449, 2:45-5:50 PM, Room AH12
 Office Hours: 2:15 PM, Room AH12

Th: 18228, 6-9:10 PM, AH212
 Office Hours: 5:30 PM, AH212

E-mail: See "Attendance" below.

Classroom Electronics: NO texting/cells/iPods/ear buds. Whenever necessary, please take all electronics outside our room to use **before, during and after class**. Laptops, tablets and smartphones are allowed in the 1st & 2nd rows only, so please get here early if you need to use your laptop, smart phone or tablet for class activities. Use of electronics is a privilege. Also, in 1st & 2nd rows I check screens to ensure users are doing English 28 activities.

Department, Course and Units: English Depart., Eng. 28, Intermediate Reading & Composition, 3 Units, 3 hour Lecture

Academic Requirements: In this course, students plan, draft, revise, and edit compositions of increasing complexity, progressing from multiparagraph essays to a research paper (500-1000 words). Writing is based on readings that cover topics of intellectual background for the assignments. Readings may focus on fiction, nonfiction, and/or memoirs. This course prepares students for English 101 (UC/Cal State transfer English).

Course Objectives: Write a variety of sentence forms and paragraphs in essays using coordination, subordination, and transitional words & phrases. Lastly, produce a four page Research Paper (RP) from critical reading assignments and essays Parts 1-4 pasted into Research Paper with a thesis, citations, and Works Cited page.

| | | |
|-------------------------|-----|---|
| Research Paper Part I | 10% | } * Self-Corrected Research Paper (RP) Parts 1-4 pasted into a single MLA formatted MS Word document. Use LATTTC's lab if you do not have a computer. See page 3 for RP details. |
| Research Paper Part II | 10% | |
| Research Paper Part III | 10% | |
| Research paper Part IV | 10% | |
| RP 500-100 Words | 20% | |
| Final Exam—topic TBA | 40% | RP approximately 500-1000 words, 2-3 pages |

REQUIRED Textbook—Purchase and bring to 2nd class:

Rules for Writers, Diane Hacker, current edition, Bedford/St. Martin's. **REQUIRED REQUIRED REQUIRED**
USB Flash drive—for students who need assistance or additional help.

Make-up Policy

- ➡ **What you need TO DO when you are sick or miss class. NO LATE WORK ACCEPTED:** The week you are absent get the assignment from a classmate and e-mail it to stevensaa@lattc.edu. **Subject box:** "Absent Work"—no excuse needed or *wanted*. Keep text box empty. (When you return the next week, DO NOT ask me what the assignment was because you were sick; you already e-mailed it to me, and I graded it. Pick it up. Student phone numbers in #2 below are very important to get assignments and do homework even if you are absent.) **DO NOT EMAIL AFTER 8TH WEEK.**
- ➡ Get and program 3 cell phone numbers from your class members NOW. So, you can get and complete the homework when it is due; the week you're absent. **Lousy numbers, get new ones.**

Attendance

Attendance taken from work turned-in during class only. Absences CANNOT be excused even if sick, doctor, court, death, etc. so you are dropped after three absences. (FYI: You are not required explain why you missed class—ever.)

➡ 2 absences + 2 lates/leave early = 3 absences; as a result; you are dropped from this class—**State Law**.
You are an adult; no excuses expected or wanted.

Web Site: Students are required to check it weekly: www.english28stevens.com .

Grading Scale: Essay assignments, problem solving exercises, skills demonstrated, tests, homework, class discussion, projects—letter grades given the following points: A 100-90, B 89-80, C 79-70, D 69-60, F 59 and below (Minuses not given on LATTTC grade records.)

Calendar of Activities.

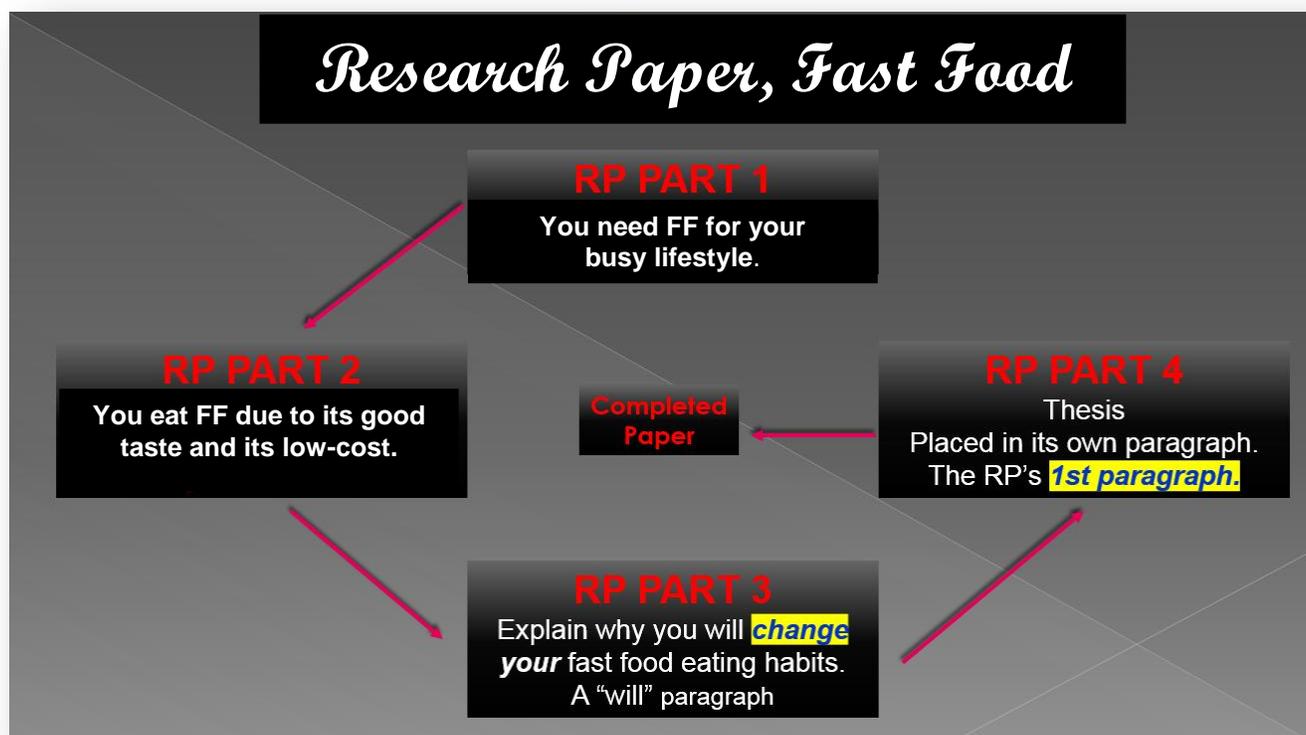
2/4/18 to 6/3/19

| ACTIVITIES | |
|------------|---|
| 7 FEB | Syllabus, Purchase Textbook , Be Verbs text 46c Syllabus page 7: Put labels on textbook. |
| 14 | Writing activity, grammar and punctuation review, complex—subordinator—Text 19a |
| 21 | Writing Activity, punctuation review, compound—coordinators—Text 32a |
| 28 | Writing Activity, Punctuation Exam , topic sentence, coherence Textbook 46c, 19a, 32a |
| 7 MAR | RP Part 1 planned: chart or outline, create topic sentence |
| 14 | Writing Activity, topic sentence, coherence, synonyms RP Part 1 |
| 21 | Writing Activity, transitions, coherence & essay development, citation introduction and citation integration RP Part 2 |
| 28 | Coherence & essay development, citation introduction and citation integration, coherence RP Part 3 DO NOT E'MAIL AFTER 8 TH WEEK DO NOT E-MAIL AFTER 8TH WEEK |
| 4 APR | Spring Break |
| 11 | Research Paper's Thesis statement CREATED DO NOT E-MAIL RP Part 4 |
| 18 | Citation Introduction and Integration using text and www.english28stevens.com . DO NOT E-MAIL |
| 25 | Citation Introduction and Integration using text and www.english28stevens.com . DO NOT E-MAIL |
| 2 MAY | Citation Introduction and Citation Integration, Works Cited page. DO NOT E-MAIL |
| 9 | Research Paper: Collected Create RP: Combine Parts 1, 2, 3, 4 into one doc and MLA forma it. DO NOT E-MAIL |
| 16 | RESEARCH PAPER DUE, a DEADLINE —cannot be sent by e-mail. Can be turned in early. No late work accepted. If not attending, please have it delivered promptly at beginning of class, or your grade will be determined using digital copy placed on instructor's computer three weeks ago. Final Exam explained. DO NOT E-MAIL |
| 23 | Final Exam, required (no exceptions). Make arrangements to be present. Writing paper provided by Instructor. Bring one stamped 8 x11 envelope |
| 30 | Final Evaluated |

-----Disclaimer: Syllabus/Calendar subject to change. Any changes will be announced by instructor-----

Research Paper (RP)

1. **RP 1-4**—500 to 1000 words—(noted in diagram below) are written separately over a period of four to five weeks. TITLE and SAVE each essay in this way: **Part 1, Part 2, Part 3 and Part 4** to your flash drive.
2. **As a result**, within several weeks you will have RP Parts 1-4 completed and pasted into **one** MS Word document and saved on your flash drive labeled with your last name only. If your name is Jessica Delgado, SAVE your research paper **Delgado RP** on your portable drive (flash drive—NOT on a Clouds server or E-mail or cell phone).



Basic—Correction Symbols Defined: *BASIC Writing Skills (High School & Middle School)*

NEVER USE THESE WORDS in your paper—ever

| | | | | |
|-------------------------------------|----------------------|---|--------|-------|
| You , your never never never | always | also —use beginning of sentence only | person | these |
| would, should, could | Start started | because —Don't use 1 st sentence 1 st par. | still | begin |
| so that —use “so” | sometimes | everyone | only | just |

| SYM | SEC | Correction Needed |
|-----------------|-----------------------|--|
| ¶ | | Begin new paragraph. |
| ↑ | | Add missing word or words, so sentence or phrase makes sense |
| ^ | | Insert comma (1) Sentence begins with an introductory word or phrase, insert comma (34b) OR (2) Subordinate clause begins sentence, insert comma (19a). |
| — | | Underlined: Word, phrase, sentence does not make sense. Most likely slang or translation. Delete/ omit. |
| O _{ed} | | Omit Circled Word or Words: Indicates word(s) not necessary. |
| Agr | 21a-c | Error in Agreement , both subject and verb need to be plural or singular. Wrong: He run. Correct: He runs. |
| CS | 32a | Comma Splice. Comma can't connect two sentences. Need comma + coordinator (32a). |
| STL | → | Sentence Too Long: write simple (Sec 49), complex (19a), compound (32a) sentences of only 10-12 words |
| Frag | 47a, b 19a | Fragment, not a sentence. (1) Missing a verb (47a) or subject (47b) OR (2) Sentence begins with a subordinator without 2nd sentence (19a). |
| RO | 20a-d | R_{un}-O_n, two sentences run together w/o punctuation. (1) Needs a comma + coordinator (32a) (2) Use a subordinator (19a) (3) Use semicolon (34b) |
| OP | → | Over Punctuation, punctuation is not necessary, delete/omit OR incorrect use of semicolon (34b). |
| Trans | 34b | Transitions—Need to add transitions for coherence (Coh). Example: Students let circumstances determine their future; consequently, they need to create a simple plan to succeed. |
| Coh | 3d | Coherence—Writing does not proceed in a sensible order. Hint: repeat key words and use transitions. See TS above & Trans below. |
| TS | 3a | No Topic Sentence—needs a topic sentence. Example: There are several reasons why I enjoy eating fast food, such as its low prices, good taste, and convince. |
| Series | 9a | Series not parallel. Need to match words, phrases, and clauses (9a): Wrong: I left my name, number, and I left a message. Correct: I left my name and number, and I left a message. |
| Pl..Sing | → | Change to Sing = change to singular or PI = change to plural. |
| PnRef | → | ProNoun Reference , Identify pronoun before using it (23a)t. Identify “ she ” as my sister before using “she.” OR Used wrong pronoun for the previous noun or next noun |
| SP | → | Spelling , word misspelled. Correct spelling—use spell check more accurately. |
| Verb | 8 | Used a “Be” verb. Create an active verb (Sec. 8): Wrong: I <i>am always running</i> . Correct: I run. or I ran. |
| VT | 13b | Verb Tense: Verb tense not consistent within sentence or from previous or past sentence (13b). For example: Wrong —I was lost , and a stranger helps me. Correct: I was lost , and a stranger helped me. |
| WW | → | Wrong Word: Word does not communicate clearly. Select a better work. |

Labels for Textbook

| Book Label | Book Sec. | |
|------------|-----------|-----------------------------|
| BE/V | 46c | BE Verb |
| Prep | 46f | Prepositions |
| CX Sub | 19a | Subordinators, CX = Complex |
| C Coord | 32a | C = Coordinator |
| Trans ; | 34b | Transitions, semicolon |
| | | |
| Book | Page 446 | Works Cited Format |
| Web | Page 452 | Works Cited Format |

English 28 Definitions

| Book Section | Summary |
|--------------|--|
| 3a | <p>Topic Sentence bad —Statement that introduces the main point of the paragraph. All sentences following the topic sentence must support the topic sentence statement.</p> <p>Example:</p> <p>Fast food restaurant workers should rebel against fast food restaurants' unfair labor practices labor practices, such as no overtime, benefits, and vacation. Use the word "unfair" in every sentence, Or use similar words like: <i>unreasonable, unjust, not equal</i>.</p> |
| 3d | <p>Coherence—Writing must proceed in a sensible order. Hint: repeat key words and use transitions. See TS above & Trans below.</p> |
| 34b | <p>Transitions—Need transitions for coherence. Example: Students tend to let circumstances determine their future; consequently, they need to create a simple plan to succeed. Transitions listed—34b.</p> |
| → | <p>Vague—Paragraph too short—need more details to support the topic sentence. Need to provide detailed information that verifies your topic sentence. Use either a personal experience or a specific citation that proves the topic sentence. Tie your personal experience to your Topic Sentence.</p> |
| 1c | <p>Thesis Statement needed—Statement explains the main point of paper: Summarizes the content of the Topic Sentences from each paragraph at end of the Opening Remarks (below).</p> |
| 1e | <p>Opening Remarks: A simple statement that addresses the topic indirectly without facts, examples, details, or specifics of 50-300 words: Fast food really tastes incredible; I am addicted to the smell and taste of fast food, especially the French fries. I enter McDonald's and my mouth begins watering from the magnificent smell of the fries. This short statement of 50-100 words usually comes just before the thesis in the same paragraph.</p> |

Citations:

Citation Introduction (Signal Phrase): Introductory phrase needs: author and source. See Citation Introduction in the shaded area below:

Goto:
www.english28stevens.com

When meatpacking cleaning crews clean equipment with high pressure hoses, they are injured due to poor visibility when using safety glasses they can't see clearly. **In his book *Fast Food Nation* Eric Schlosser says,** "Glasses and safety glasses fog up, making it impossible to see other workers" (177). As a result, workers accidently spray each other with a 180 degree cleaning solution.

Citation Integration—Need to connect citation to the sentence before the citation and the sentence after the citation. The sentences above & below the shaded area is the "citation introduction."

Grammar: NOT taught in English 28: What you should have learned in elementary school.

| SKILL | BOOK SEC | DETAILS |
|-------------------|----------|---|
| Active Verb | 8 | Active verb (voice) |
| BE Helping-Verb | 46c | Listed—helping verbs—also 8b |
| Simple Sentence | 47 | Simple sentences (subject verb & Patterns 47) |
| Verb tense | 13b | Consistent verb tense |
| Pronoun reference | 23a | Shorthand for nouns |
| SV Agreement | 21a-c | Subject verb agreement |
| Series | 9a | Items in a series & parallel ideas (//) |
| Prepositions | 46f | Prepositions listed & preposition use |

Punctuation: REVIEWED in English 28: What you should have learned in middle school & high school.

| SKILL AREAS | BOOK SECTION | DETAILS | |
|-------------------------------------|--------------|--|---|
| Simple (S = simple) | 47 | Simple sentences |  See samples of these types of sentences in textbook, Sec. 49 |
| Subordinators (CX = complex) | 19a | Complex sentences | |
| Coordinators (C = compound) | 32a | Coordinator + comma between two sentences | |
| Semicolon (C = compound) | 34b | Compound sentence | |

Advanced Writing: TAUGHT in English 28: What you should have learned in high school's Adv. Composition.

| SKILL AREAS | BOOK SECTION | DETAILS |
|---|--------------|---|
| Topic Sentence | 3a | Explains what the paragraph is about. |
| Coherence | 3d | Key Words + Transitional Words: Creates paragraph coherence. |
| Transitional Words | 34b | Used as transition between 2 sentences OR as introduction to a sentence |
| Examples | 3c | Makes your information believable (detailed examples with names, dates, places). |
| Thesis —in 1 st paragraph | 1c | Explains what paper is about. Put all TSs. Into 1 st ¶ = Thesis |
| Citation (quote) | On Web | Introduction & Integration at http://www.english28stevens.com/-citations.htm |
| Works Cited (separate page) | On Web | Works Cited page at http://www.english28stevens.com/-workscited.htm |
| MLA sample | 57b | Sample of complete MLA formatted paper. |

Secret Method to Remove HTML If you paste from the internet:
 Ctrl + A → Tap the Paragraph (image at right) button →
 Remove the "hooked arrows"



Grading Rubric

1. Good: Thesis is clear and supported with examples in body paragraphs. Examples are cited if applicable. Conclusion reflects the essence of the thesis. There are very **no grammatical errors**.
2. Fair: Thesis is clear, but examples may need development. Citations, if applicable, may need further clarification. Conclusion may stray from topic. There may be a **small number of grammatical errors**, but not enough to hinder comprehension.
3. Poor: Thesis is not clear and lacks support in body paragraphs. Sources are not clearly cited. Paragraphs contain **many grammatical errors**.

Student Learning Outcomes (SLOs):

| SLOs | Assessment |
|--|--|
| 1. Demonstrate writing capability | Write a timed in-class Departmental Essay |
| 2. Demonstrate concise, clear paragraph, essay structure | Write well developed, in-class essays with introduction/thesis statement, paragraphed supporting elements with topic sentences and a conclusion, a mechanically-sound 5-paragraph essay. |
| 3. Exhibit critical thinking, analytical skills | Write in-class summaries and analysis of assigned readings. |
| 4. Integrate sources using MLA format | Write (1,000-1,500 words) research paper, demonstrating MLA format. |
| 5. Conduct academic research | Create a MLA formatted research paper featuring the basic components of academic discourse, including a thesis statement, supporting elements, integrated citations, and works cited. |

Academic Honesty Policy:

Violations of academic integrity of any type by a student provide grounds for disciplinary action by the instructor or college. Violations of Academic Honesty Policy include, but are not limited to the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. For more information on the Standards of Student Conduct refer to the college catalog and online at www.lattc.edu.

Disability Support Services (DSS):

Contact the Disabled Student Programs & Services (DSPS) Center (E110) or call 213-763- 3773.

Course Repeats and withdrawals

now limit the number of times a student can enroll in a credit course to no more than 3 attempts. This includes D, F, W (withdraw), N/C (no credit), N/P (no pass), and INC (incomplete). Students will not be allowed to register for any course with the LACCD if there are 3 recorded attempts for that same course.

Domestic Violence and Sexual Assault:

HART (Healthy Advocacy Response Team) and the Physical Education/Health disciplines along with Puente Project are partnering to provide information and direction for survivors of sexual assault and domestic violence. If you are in need of assistance or have questions about these topics, please to contact: HART: 213 763-7157; Physical Education: 213 763-3732; LATTTC Sheriff's office: 213 763-3611 emergency, 213 763-3600; Student Health Center: 213 763-3764.

Additional contact information: Peace Over Violence 213 955-9090 www.peaceoverviolence.org; National Organization for Victim Assistance www.trynova.org; Rape and Battering Hotlines 310392-8381 213 626-3393 626 793-3385; National Domestic Violence Hotline: 1 800 799-SAFEI National Sexual Assault Hotline: 1 800 656-HOPE.

DSPS (Disabled Student Programs Services: Mariposa Hall 100)

This division is responsible for assisting students in their college experience. To achieve these goals the Student Services Division has developed many programs designed to facilitate our student's assimilation into our college family. These programs are available to you from day one, and will assist you from the moment you submit your application to the day you're handed your degree.

Sandra Rogers

June 6, 2025

English 28

Thursday, 2:45 PM



Part 1

The fast food industry's restaurant owners take advantage of young high school workers for various reasons, such as its pay erroneous and bad break procedures.

Since it is a younger workers first job, they are not sure of their rights as employees.

For example when I was 16, I had my first job working at Mc Donald's in Alhambra; I made minimum wage.

I did not take my two fifteen minute breaks because I had no idea I had them.

I was taken advantage of as a teenage worker.

I did not know my rights.

Specifically, it is the law for someone who is working an eight hour shift to have two fifteen minute breaks along with a thirty minute lunch break.

Now that I am an adult, I can take my experience as a teenage worker and learn from it.

When I was a teenage worker, I was taken advantage of.

For example, at my McDonald's job in Alhambra I did not know how to understand or keep track of my work hours.

However, my mother noticed my checks were short because some of my hours were missing.

As a teenager I had no idea that my check was short.

I love the price of fast food, but I would like to see better laws to protect minors from employee abuse.

As a mother of a teenager, I need to know that my child will not be taken advantage of when he gets his first job.

If my child decides to go into fast food for his first job, I hope that he isn't taken advantage of, and I like the free food.

The fast food industry is good for its food but needs to treat its workers better more accurate pay and breaks.

Do not leave a blank page in your paper.

SandraRogers

June 6, 2025

English 28

Thursday 2:45 PM



Part 1

The fast food industry's restaurant owners take advantage of young high school workers for various reasons, such as inaccurate pay and bad break procedures. Since it is a younger workers first job, they are not sure of their rights as employees. For example when I was 16, I had my first job working at Mc Donald's in Alhambra; I made minimum wage. I did not take my two fifteen minute breaks because I had no idea I had them. I was taken advantage of as a teenage worker. I did not know my rights. Specifically, it is the law for someone who is working an eight hour shift to have two fifteen minute breaks along with a thirty minute lunch break. Now that I am an adult, I can take my experience as a teenage worker and learn from it. When I was a teenage worker, I was taken advantage of like split shifts and complicated pay stubs. For example, at my McDonald's job in Alhambra I did not know how to understand or keep track of my work hours since my work hours changed every week. On the other hand, luckily my mother noticed my checks were short because some of my hours were missing. As a teenager I had no idea that my check was short; I didn't understand the pay stub. I love the price of fast food, but I would like to see better laws to protect minors from employee abuse. As a mother of a teenager, I need to know that my child will not be taken advantage of when he gets his first job. If my child decides to go into fast food for his first job, I hope that he isn't taken advantage of. The fast food industry is good for its young workers but needs to treat its workers better with more accurate paychecks, better hours, and regularly scheduled breaks.