

MONDAY #17597: Room H 105 3:30 p.m. to 6:40 p.m. and

T/Th#17484: Room H 115 9:40 a.m. to 11:05 a.m.

English 101: College Reading and Composition I



Becoming a thinker, an orator, a rhetorically savvy writer...

By analyzing the rhetoric, the diction, the patterns, and the choices behind some non-fiction articles, we will learn to craft our own speeches and, then, apply those techniques to the essays we write.

Everyone has a "speech,"—it's kind of like a "pitch." We are often in situations where we are marketing ourselves. We try to earn a good grade, get hired,

make friends, or oftentimes—and more importantly—support a cause that we believe in. In all these situations, we are utilizing rhetorical strategies.

1

BE PASSIONATE

About your subject matter

2

LEARN

Some necessary rhetorical techniques

3

REVISE

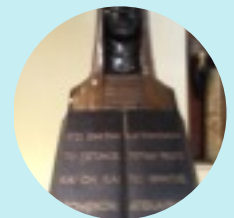
And revise and revise and revise and then give it to the universe

**1969
and
2019**

**50 Years
Later**



**THEN
and NOW**



What is similar? What has changed? And why is it important?

Thus, we will uncover, study, learn, and apply these strategies we use (sometimes explicitly, sometimes implicitly) to create clear, strong academic writing.

We will start with a short personal piece, then analyze several articles while learning rhetorical patterns. This will prepare you for Essay #1. You will also be reading “for fun” because *good writers are readers*. Your “pleasure book” will include a final presentation and our One Book, One College (OBOC) selection will be used for our final essay exam. Also, you will write a research paper that uses outside sources to understand how to give our ideas credibility. We will use Purdue OWL, our LAVC library’s website and databases, among other sites. Since we all have different tastes and interests, your topic for the research paper will be individual. More explanation later. For now, WELCOME!



What You’ll Need To Complete Your Journey

Participation: 50 points (5% of class grade)

Short Assignments, Homework, and Peer reviews: 150 points (15%)

Essay #1: (Article Analysis) 150 points (15%)

Essay #1 Revision: 50 points (5%)

Essay #2: (In-class Essay Exam) 150 points (15%)



Essay #3: Research Paper (Preparation)

50 points (5%)

Research Paper: 250 points (25%)

Final Solo Presentation: 50 points (5%)

Essay #4: Final Exam: 100 points (10%)

Grading Scale:

90% = 900+ points
= A

80% = 800-899 points
= B

70% = 700-799 points
= C

60% = 600-699 points
= D

BOOKS AND NECESSITIES:

1) *The Best We Could Do* by Thi Bui

ISBN-13: 978-1419718786

2) A “Pleasure Book” (You can get this from the library, buy it, or lend one from a friend!)

3) A few dollars for copying costs

4) A portable stapler, a simple three-ring binder, and single-subject notebook

5) An open mind (logos), dedication (pathos), and integrity (ethos)

6) To be on time and *be present*

Student Responsibilities

1. Bring all materials to every class.
2. Prepare assignments in advance; participate in group activities.
3. Type work as required.
4. Attend class regularly. Students who miss the first or second day of class may be dropped. **SO always reach out to your professors beforehand! You can find instructors’ emails easily in the DIRECTORY.** Ask me, I can help! Also, as per LAVC guidelines, “Whenever absences in hours exceed the number of hours the class meets per week, the instructor will consider whether there are mitigating circumstances that may justify the absences. If the instructor determines that such circumstances do not exist, the instructor may exclude the student from the class. Three cases of tardiness may be considered equivalent to one absence. It is the student’s responsibility to consult with the instructor regarding any absences that would alter the student’s status in the class.” **Save your absence for when you are truly ill or have a situation that you can’t avoid. And come see me, let’s talk! :) Let’s try to figure out how to make this class successful for you!**
5. To create a productive learning environment, cell phones and similar

devices **must be turned off and stowed away during class meetings.**

6. It is equally important that we all respect and listen to differing viewpoints. More below.
7. Hand in all work on time. Unless arrangements are made with the instructor in advance, late assignments will not be accepted. If there is a genuine emergency, you can email me a final paper (in the body of the email, not as an attachment) and then bring a hard copy to class next time we meet. This **ONLY** applies to



Essay #1 or #3. There will be no make-ups on in-class or HW assignments that are collected for grading. If you can’t be present, have a buddy turn it in for you.



Need Help?

We're all different and unique and may need some extra help . . . Accommodations

I want you all to have the best learning environment possible, so if you are a student with a disability requiring classroom accommodations, and have not contacted Services for Students with Disabilities (SSD), please do so in a timely manner. SSD is located in the Student Services Annex, Room 175 or call SSD at (818) 947-2681 or

Come to Student Pop-In Hours! H121

Come visit me during office hours! I can give you individual attention, help you work on an assignment or essay, review grammar and/or answer any other question that you may have. Or we can just chat about the joys of literature! And sometimes my snack jar is full! 🍏

Sharing is Caring

Class Participation

Classroom discussions allow you the chance to give and receive responses on assigned readings and topics that arise in class. Everyone has ideas, and I want to hear from *all* the voices in the class; thus, we will learn to respect and be comfortable with *silence*—not everyone processes questions (and answers) at the same time, so we need to give people the chance to think and formulate responses. I want to encourage confidence in these discussions, so they must be conducted in a respectful, supportive environment free of racist, heterosexist, homophobic, ableist, ageist, classist, etc. language. Keep in mind: we are all different, unique—and special. Let's try to learn from one another, build bridges instead of walls. Your responses to other's ideas and work should be thoughtful and courteous. This is how we stretch and learn and become more productive, compassionate people, better citizens in this place we call "our world."



TTD (818) 947-2680 to meet with a SSD counselor. If SSD has already sent the memo confirming accommodations required by a student for this class, please meet with me to discuss arrangements.

Financial Aid

Financial Aid is available! Call (818) 947-2412. Go to the Financial Aid Office in the Student Services Center, first floor. For more info: <http://www.lavc.edu/financialaid>.

Immigrations Services

Know your rights!

<http://services.laccd.edu/districtsite/kyr/index.html>

**Clubs, Groups,
Extra-Curricular
Activities and
Making Friends**

Attend “Club Day” to see all the groups you can join. If you are interested in the LGBTQA+ Club ask me! I’m the co-advisor.

[http://
www.lavc.edu/
LGBT/LGBTQIA.aspx](http://www.lavc.edu/LGBT/LGBTQIA.aspx)



Bring Something Unique to Your Work

Academic Integrity

Plagiarism is the use of others’ words and/or ideas without clearly acknowledging their source. When you incorporate those words and ideas into your own work, you must give credit where credit is due. Plagiarism, intentional or unintentional, is considered academic dishonesty and is not tolerated. Anyone found to be plagiarizing or cheating on assignments (e.g., copying or giving answers, using the internet for quotes, photos, or any written work, etc. without giving proper credit) will (1) receive a zero (fail) on the assignment, and (2) be referred to the Vice President of Student Services for further disciplinary action, following due process. For further information on plagiarism, go to the Writing Center website (<http://www.lavc.edu/writingcenter/handouts/plagiarism.html>) and refer to the “Standards of Student Conduct and Disciplinary Action” in the current Schedule of Classes and Catalog

Communication

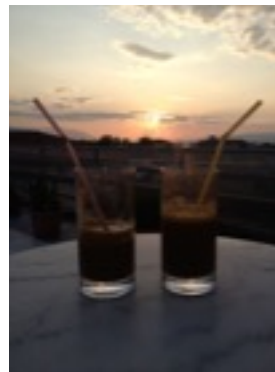
Listen, Learn, Reflect, and Reply!

Communication is appreciated. If you are absent and want to send me an email to let me know that you are sick or there is something else going on, I appreciate it, but it’s not required. If you do miss a class session, please be aware you will miss vital

information, and it is your responsibility to find out what was covered. Thus, I recommend you find four classmates and exchange phone numbers and email addresses to contact for questions about what you missed, copy class notes, etc. If you have other questions or concerns, feel free to contact me.

Peers’ Information

Four Classmates:



1) Classmate’s Name:

Phone Number:

Email Address:

2) Classmate’s Name:

Phone Number:

Email Address:

3) Classmate’s Name:

Phone Number:

Email Address:

4) Classmate’s Name:

Phone Number:

Email Address:

Student Pop-in Hours: Humanities 121

M: 2:00 p.m. - 3:30 p.m.

Wed: 1:30 p.m. to 2:30 p.m.

T and Th 1.p.m. - 2:30 p.m.

Course Objectives:

- Analyze college-level texts, including comparing, contrasting, and evaluating a variety of opinions on the same issue or topic;
- Compose college-level essays in response to college-level texts;
- Demonstrate logical thinking and reasoning;
- Locate and evaluate information in the library and on the internet to support a research topic;
- Analyze and synthesize information and ideas into a substantial research paper;
- Demonstrate the ability to avoid plagiarism by citing sources according to MLA style documentation;
- Assess early drafts and revise them to improve organization, coherence, support, focus, and word choices;
- Proofread to improve sentence structure, punctuation, grammar; capitalization, spelling, and usage;
- Demonstrate an understanding of multicultural values through reading culturally diverse texts.

Student Learning Outcomes (SLOs)

Students will be assessed on their ability to:

1. Write focused, coherently organized, well-developed texts, appropriate to the transfer level, that effectively integrate, synthesize, and document sources.

2. Demonstrate critical reading, thinking, and research skills through analysis, synthesis, and evaluation of important ideas encompassing multiple points of view.

Extra Credit maximum 50 points = 5% of class grade. Each one is worth 10 points.

*You may visit the **Writing Center**

*OR you may attend **college events** that I announce.

*OR visit me in my office with (or without) a good question and get up to one extra credit. Check here



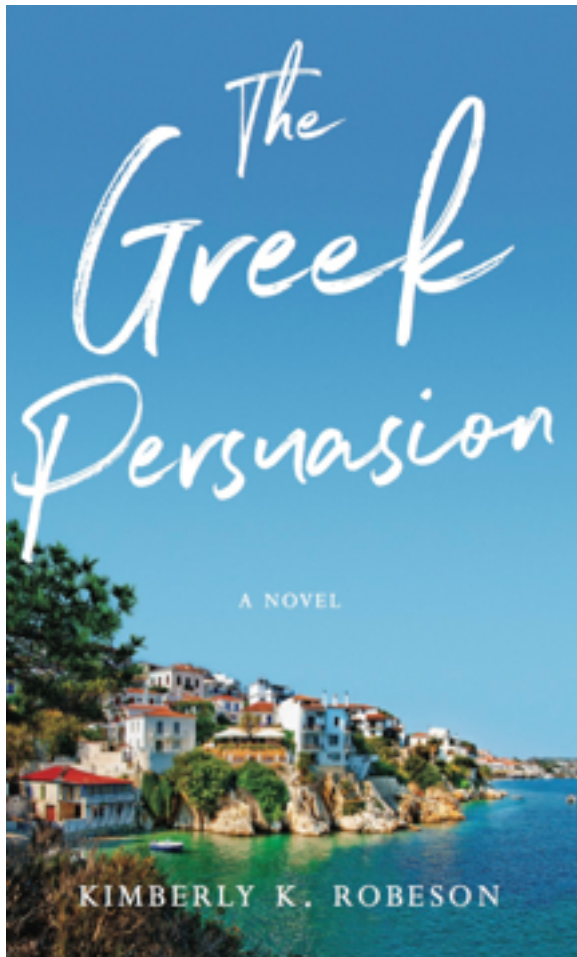
Visit with Professor Kimberly!



And Who Am I?

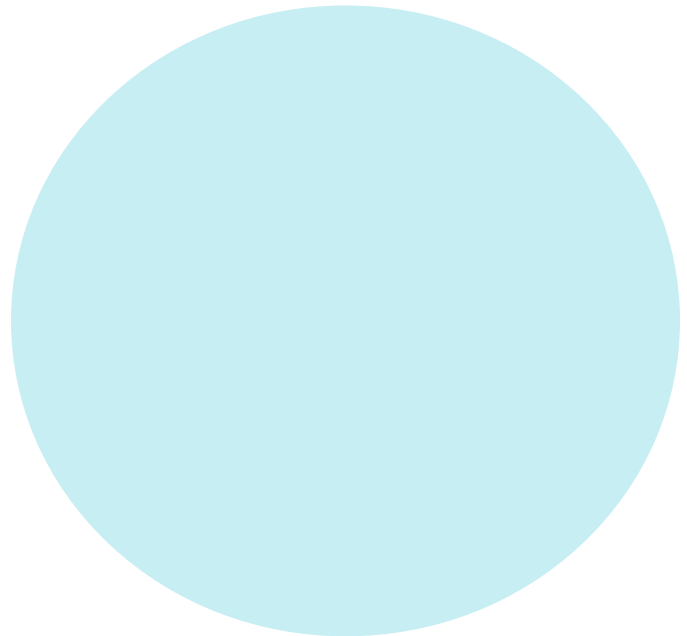
Kimberly K. Robeson is a Greek-American Assistant Professor at Los Angeles Valley College. She teaches World Literature, Creative Writing, Composition, and is the Co-Advisor for the college's LGBTQ+ Club.

She lived half her life overseas: in Venezuela, Borneo, Greece, Saudi Arabia, South Africa, Spain, and Peru (and has visited another 15+ countries). The other half of her life has been spent in the United States. She has a voracious appetite for travel, enjoys yoga and the gym, and loves to read (*Jane Eyre* and *The Unbearable Lightness of Being* are her favorite novels—ask her for a recommendation!). Kimberly attended Miramar Community College and then received her Bachelor’s Degree in English and Master’s Degree in Comparative Literature from San Diego State University. She has taught English in Greece, Peru, and the United States for the past twenty-seven years. Kimberly’s other passion, apart from teaching, is writing. Her debut novel, *The Greek Persuasion*, was



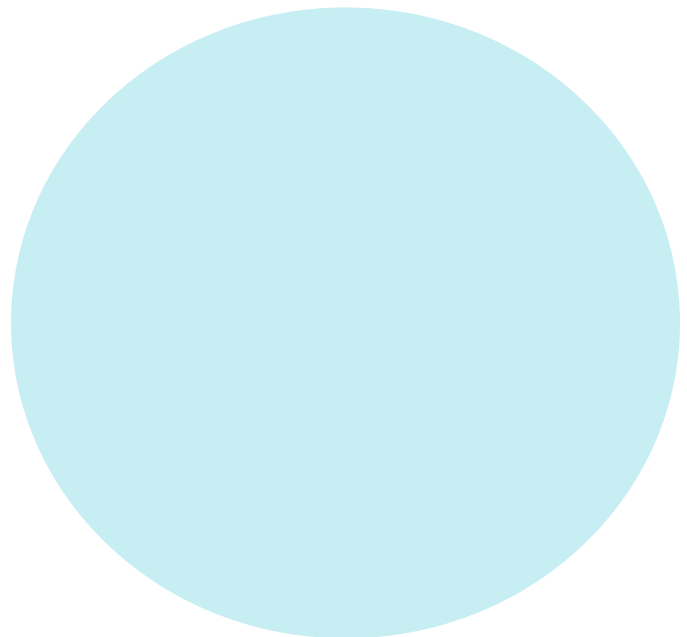
released in April, 2019. Kimberly has always been a storyteller like her *yiayia*, and Greece

is always in her heart. She is happy to have found “home” at LAVC and in Los Angeles



with her husband, Hugo, and their three bulldogs: Achilles, Oia, and Opa.

And Who Are You? (September 2019)



And Who Are You Now? (December 2019)