

English 370, Section 4717: English Fundamentals
Spring 2006: TTh 8:00 to 9:20, room 703
Office Hours & Place: By arrangement
Online Reference: Qcounty.com/SCC/Spring06

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Course Objectives: This Credit / No Credit course will help you become more well-informed and confident writers, will help you communicate information clearly and persuasively, and will help you become critical readers and careful thinkers as well as effective writers, and thus prepared for English 1.

Texts: *The Brief Bedford Reader*, 9th edition, by X. J. Kennedy, Dorothy M. Kennedy, and Jane E. Aaron; *Sentence Combining* by Pam Altman, Mari Caro, Lisa Metge-Egan, and Leslie Robers; *The Elements of Style*, 4th edition, by William Strunk, Jr. and E. B. White; a writing binder in which you will keep your work; a dictionary and thesaurus of your choice.

Requirements: To receive credit for this course, you must satisfactorily complete three parts: 1) receive a passing grade, 70%, in your classroom activities; 2) pass the Composition Mastery Exam, CME, administered at the end of the semester; 3) and complete your five-week lab assignment which, since our class is in Group Two, begins on Tuesday, March 7 and ends on Saturday, April 8.

I will consider the following in determining your classroom grade:

- 1) **70% of grade:** You will write short paragraphs, 100 to 250 words each, in which you will practice developmental forms such as description, definition, classification and division, examples and illustration, compare and contrast, cause and effect, process, narration and argument. In addition you will write some longer essays, about 750 words each, focusing on developmental forms such as description, definition, narration, compare and contrast, and argumentation. For these longer essays you will use MLA formatting conventions to document your research. Each writing assignment is due on the assigned date, but if you turn your paper in on time, you will be allowed one significant rewrite due a week after your first paper is returned. Since writing is about rewriting, a superficial, quick, maybe-I'll-get-lucky rewrite may lower rather than raise your grade.
- 2) **15% of grade:** The completion of your sentence-combining workbook, some portion of which will be done in class working in small groups.
- 3) **15% of grade:** Occasional quizzes that are always open-book, always open-note, and several take-home Composition Mastery Exams, CMEs, that will prepare you for your CME at the end of the semester.

Major impact on grade: Come to class on time with required texts, your notes, a dictionary and thesaurus, a pencil and lined paper, since all work handed in must be double-spaced, and always come to class ready to read, write, analyze and discuss. If you'd like more help, make an appointment to meet with me during the day or come to the Writing Lab where I work Monday through Thursday evenings from 5:00 to 9:00.

Readings: You will be assigned readings each week from *The Brief Bedford Reader*, Strunk & White, and occasionally from handouts. Your paragraph writing assignments will frequently be short responses to these readings while your essays may use multiple readings as support. These readings, above all, will introduce you to good, engaging expository writing that you can study and emulate. "The use of language begins with imitation. The infant imitates the sounds made by its parents; the child imitates first the spoken language, then the stuff of books. The imitative life continues long after the writer is secure in the language, for it is almost impossible to avoid imitating what one admires. Never imitate consciously, but do not worry about being an imitator; take pains instead to admire what is good. Then when you write in a way that comes naturally, you will echo the halloos that bear repeating" (Strunk & White 70).