
ENGLISH WRITING 100

Preparatory Reading and Writing Skills **EWRT-100-62Z** **Call #2509**
EWRT-100-65Z **#2510**
Instructor: Carole Greene **FALL '07** **5.0 Units**

De Anza College Distance Learning Center • LCW-102 • Phone: 408-864-8969 • FAX: 408-864-8245 •
<http://distance.deanza.edu> • Hours: M-Th, 9:00 a.m.-7:00 p.m.; Fri: CLOSED

COURSE DESCRIPTION

This course is designed to help the student build a grammatical tool kit that he or she will need to employ in analytical argumentative writing. Because a solid foundation in grammar is essential, we will start with a review and graded quizzes on each of the four sentence types. Since writing mastery calls for the ability to read, to listen, to discuss, and to write, we will also take between five and six Listening Tests. In the writing of paragraphs, particular attention will be given to writing an effective topic sentence that will be supported by specific main clause facts. The student will also demonstrate mastery of main clause unity by placing key facts in main clauses and intentionally subordinating secondary information. In the writing of essays, the student will learn how to compose an opening paragraph that will serve as a microcosm for the entire paper with a carefully crafted thesis statement, clearly defined subpoints, and a statement of purpose. Subsequent paragraphs will demonstrate the student's ability to write effective topic sentences supported by main clause primary facts and subordinated secondary ones. The student will also learn how to write an effective concluding paragraph that gives the reader clear and specific main clause reminders for each of the subpoints that were covered in the body of the paper.

PREREQUISITES

Qualifying score on the English Placement Test.

Corequisite: EWRT 160 which does not have to be taken during the same quarter.

INSTRUCTOR INFORMATION: CAROLE GREENE



Office Hours Held: **By e-mail only, September 24–December 10**
FAX Numbers: (408) 864-8245, (408) 864-5546
E-mail Address: fibers@pacbell.net
Home Page: <http://carole.deanzacollege.org>

COURSE REQUIREMENTS

Be prepared to spend between 10 and 15 hours per week using and studying course materials.

1. **Attend the Orientation Meeting on Thursday, September 27, from 6:00–7:30 PM in Room LCW-26. OR** complete the Online Orientation and submit the Student Information Form by **Thursday, September 27 at 12 noon.** Online Orientation may be found at: <http://distance.deanza.edu>. Pre-registered students who do not attend the Orientation Meeting or complete the online orientation by the deadline will be dropped to make room for students on the wait list.
2. Subscribe to the class listserv by **Friday, October 5**, so that you can receive group messages when

they are sent.

3. View the 20 two-hour teleclasses. Check your answers to the assigned homework against the in-class student responses.
4. Take five Listening Tests; grade them for instant feedback, and e-mail the results to the instructor.
5. Complete all reading and writing assignments on individual Sentence Types, assigned paragraphs, and essays.
6. Use the online Grammar Tutorial to supplement the video presentations.
7. Submit all written exams by the due dates.
8. Pass the Comprehensive Grammar Exam before gaining permission to take the Final Writing Exam; pass the Final Writing Exam without receiving an "F" grade on any part of the exam.

OBJECTIVES

After completing the reading and writing assignments and viewing the teleclasses, you should be able to:

1. Write grammatically correct sentences.
2. Have a clear understanding of the differences involved in presenting primary and secondary information.
3. Punctuate sentences correctly.
4. Write analytical paragraphs that will demonstrate your ability to:
 - a. Compose an effective topic sentence.
 - b. Support a controlling idea with specific main clause facts.
 - c. Place secondary information in dependent clauses.
 - d. Write an effective summary statement that does not repeat the wording of the topic sentence.
5. Write analytical argumentative essays that will demonstrate your ability to:
 - a. Write an effective thesis statement.
 - b. Present subpoints drawn from that statement in the order that they will be discussed.
 - c. Write a directive statement of purpose.
 - d. Write subsequent paragraphs that include an effective topic sentence, main clause facts that support the controlling idea, and subordinated secondary information.
 - e. Write a concluding paragraph with main clause reminders of key subpoints that were developed in the body of the paper.
6. Demonstrate grammatical proficiency by earning a passing grade on the Comprehensive Grammar Exam.

COURSE MATERIALS

Purchase from the publisher through the instructor's website:

1. Greene, Carole, *Setting Up the Palette*, Pearson Publishing.
2. Greene, Carole, *Laying Out the Text*, Pearson Publishing.

COMPUTER COMPONENTS AND AVAILABILITY

Computer Hardware:

You will need access to a computer that provides you with your own e-mail address with which you can send and receive daily e-mail. **If you plan to use one of the free e-mail services, start a new e-mail account that you plan to use just for this class!**

Class Home Page:

Carole Greene's home page is located at: <http://carole.deanzacollege.org>

Carole Greene's English Grammar & Writing Tutorial may be found online on her home page at the following address: <http://grammar.deanzacollege.org>

E-MAIL AND CLASS LISTSERV

You may use the personal e-mail account you already have. If you do not have one but you do have access to a computer with Internet access, you may use one of the free e-mail services such as: **Yahoo** (<http://www.yahoo.com/>) or **Hotmail** (www.hotmail.com).

Enrolled students are required to subscribe to the EWRT100 listserv (e-mail distribution list) as soon as they have registered for the class. The instructor will frequently send out important course information and updates to this list. Students are encouraged to contact the instructor with any questions that pertain to this class. Only subscribers (class members) will be allowed to post messages to the list. **YOU MUST CHECK YOUR E-MAIL FREQUENTLY.** Schedule changes, assignments, and other issues will be announced. Students who do not check their e-mail regularly will miss essential information.

To Subscribe to the Class Listserv:

1. Open your email software program.
2. Send an email message to:
EWRT100-subscribe@yahoogroups.com
3. Wait for a reply from Yahoo. This may take a while. (You may have to restart your email program or use the Check Email button.) You will get an email from Yahoo Groups to confirm your request to join.
4. Open and read the Yahoo email.
Note this section: "TO BECOME A MEMBER OF THE GROUP."
Follow instructions to join.

To Unsubscribe from the Class Listserv:

To unsubscribe from the class listserv, send an email to:
EWRT100-unsubscribe@yahoogroups.com

To Send an E-Mail Message to the Class:

To send a message to the whole class, send an e-mail to the class listserv at:
EWRT100@yahoogroups.com

To Send an E-Mail Message to the Instructor:

To send an e-mail message directly to the instructor only, you may e-mail her at:
fibers@pacbell.net

E-Mail Tips for Better Communication:

1. To insure that assignments and messages are recorded for the correct student, you should set your e-mail account settings so that your registered last name (as shown on your Admissions Application) appears in your e-mail address when you send messages. If you're unable to do this, make sure that you start the body of your e-mail messages with your full name.
2. Create a signature line in your e-mail software. A signature line contains your name and any other contact information you'd like to include in your e-mail messages (e-mail address, phone #, etc.). It is attached to the bottom of your e-mail messages automatically when you send them.

VIDEO COMPONENTS AND AVAILABILITY

Twenty televised *Basic Writing* teleclasses of two hours each.

Viewing Options for *Basic Writing*:

1. Watch at home during the cable TV broadcasts; (see attached TV Schedule).
2. Tape record your video programs during the telecasts, and view them when it is convenient.
3. View programs in the De Anza College Open Media Lab.
4. Check out tapes from the Open Media Lab to view them overnight at home.
 - SMART DASB Card is required. The Smart Card Office is located in the lower level of the Hinson Campus Center.
 - DLC ID Card is required; (it is available at the De Anza College Distance Learning Center, LCW-102).
 - One tape at a time may be checked out for 48 hours, no renewals.
 - Return tapes to the Open Media Lab or the drop box outside of the Learning Center West. (Please report any videotape technical problems).
 - Late fines: \$2.00/day (maximum fine-\$50.00); replacement/lost tape charge: \$50.00/tape.
5. The lectures for this course are available on iTunesU at <http://www.deanza.edu/itunesu/>
Click *Launch iTunesU at De Anza*. Under *Open Courseware*, click **EWRT 100 B – Carole Greene**
6. The lectures are also available by videostreaming. See below for videostreaming instructions.

VIDEOSTREAMING INSTRUCTIONS

A high speed Internet connection is needed to view the videostreams. If you are connecting from home, this generally means a cable modem or a DSL connection.

To access the streams: go to the Catalyst web site at <https://catalyst.deanza.edu> and login by following the instructions below. *You will not be able to login until the first day of instruction.* Once you have logged in, click on your course. The links to the videostreams, instructions and FAQ tips and troubleshooting are on this page.

Quick Login Instructions

Username: Your De Anza College Student ID (NOT YOUR SOCIAL SECURITY NUMBER).

Password: Your Birthday in this format: MMDDYYYY (Two digit month, followed by two digit day, followed by FOUR digit year; no slashes or spaces.)

Technical Support: 24/7 help desk support is now available for Catalyst. You may access telephone support by calling toll free 866-518-3953. Online support is available at <http://d2.parature.com/ICS/support/default.asp?deptID=4215>. Click on De Anza Moodle Information on the left. There is a link to this page from the Catalyst web site. Also, logon information and an FAQ are available at <https://catalyst.deanza.edu>. Please Note: Catalyst is De Anza's branding of Moodle software. For the purposes of the help desk, Moodle is the same as Catalyst.

Videos are streamed using RealPlayer. For a free download of the RealPlay software and to test your computer, go to the Distance Learning Center website <http://distance.deanza.fhda.edu>. Select the "Technology" link, then the "Webcasts and Videostreams" link and follow the directions there.

The quality of the videostream can be affected by Internet congestion on the De Anza Campus or network congestion with your Internet service provider.

Note: Videostreaming gives you as a Distance Learning student a unique opportunity to review previous lectures while the course is in progress. All of the videostreamed lectures will be available to you throughout the fall quarter.

STUDYING EACH WEEK'S ASSIGNMENTS

The primary course content comes from the teleclass meetings and the reading and writing assignments. You should keep current with your reading assignments.

Work on the lessons in the following suggested order:

- a. view the teleclasses.
- b. read the text assignment(s).
- c. complete the assigned exercises and writing assignments and submit them by the due date.
- d. reinforce the presentations and exercises with the grammar tutorial and self-correct exercises on the instructor's home page.
- e. work with a tutor when necessary.

COMPLETING ASSIGNMENTS

Students must complete and turn in the written assignments as indicated in the Course Calendar.

- 5 listening tests
- 4 sentence exams
- 1 fact/opinion paper
- 1 diagnostic essay
- 3 paragraph assignments
- 1 analytical essay
- the Comprehensive Grammar Exam
- the Final Exam Essay

Format:

All written assignments must be typed in size 14 font, double-spaced, justified text, and must **include required information from** *Laying Out the Text* including:

- Course ID #
- Assignment # and Title
- Student's First Name and Last Name
- Last four digits of your Social Security #

Submitting Assignments:

- Submit all written assignments via e-mail; **use a text only format.**
- E-mail all assignments to your instructor at: fibers@pacbell.net

Retrieving Graded Assignments:

The instructor will grade the assignments online within a week and return them directly to the student via e-mail.

TESTING AND GRADING

The Comprehensive Grammar Exam will be given and graded online prior to the week for Final Exams. Students must pass the Grammar Exam in order to be eligible to take the Final Exam.

Scheduled Exam Meeting:

The Final Exam: Thursday, December 13; 6:00–9:00 PM; Room ATC-102 & 103
(The Final Exam is for those students who passed the Comprehensive Grammar Exam)

Final Exam Scores are not posted. They will be mailed to each student in a self-addressed stamped envelope that must be given to the instructor at the time of the Final Exam.

FINAL GRADES

Final grades will be determined on the basis of composition grades, quizzes, and exams. A student must pass the Grammar Examination in order to receive Credit for the course. A student who does not take the scheduled Final Examination will receive a No Credit grade for the course. Attendance at the Final Examination is by invitation only. An F on any part of the Final Examination will result in a No Credit grade for the course.

Academic Integrity

Plagiarism is defined as follows: "to steal and use (the ideas or writings of another) as one's own." Any part of a paper that shows any evidence of copying "word for word" from an outside source or from another student's paper is NOT acceptable and may result in an F on the paper and/or an F in the course at the discretion of the instructor.

You may access your final grades through the **Star System (408-777-9394 or 650-917-0509)** or the **Internet [<http://regserv.fhda.edu/da-grades.html>]**.

COURSE CALENDAR– FALL '07

Week One: **September 24–September 28**

Attend the Orientation Meeting on **Thursday, September 27, from 6:00–7:30 PM in Room LCW-26. (Optional)**

Week Two: **October 1–October 7**

View Lecture #1

Today's Topic: The Simple Sentence

1. Work through a note-taking presentation on the Simple Sentence.
2. Read *Setting Up the Palette*, pages 3-14.
3. Master terminology, definitions, and rules that apply to:
 - a clause
 - the Simple Sentence.
4. Analyze variations of the Simple Sentence.
 - 1 subject and 1 verb
 - command format
 - multiple subjects and multiple verbs
 - multiple subjects and 1 verb
 - 1 subject and multiple verbs
 - the inverted clause
5. The question: analyze examples in the textbook.
6. Demonstrate how to use the **online Grammar Tutorial** to supplement the class presentation using the faculty web site:
URL: grammar.deanzacollege.org

Written assignments:

Write a 4-paragraph diagnostic essay about yourself. See *Laying Out the Text*, pages 11-33.

Submit: The Diagnostic Essay to the instructor via e-mail by next Tuesday.

View Lecture #2

Topic: The Simple Sentence

1. Read *Setting Up the Palette*, pages 15-22.
Review terminology, definitions, and rules
 - a clause
 - the Simple Sentence
2. Review variations of the Simple Sentence.
 - 1 subject and 1 verb

- command format
- multiple subjects and multiple verbs
- multiple subjects and 1 verb
- 1 subject and multiple verbs
- the inverted clause
- the question

3. Continue with *Palette*, pages 23-27.

Show how to punctuate items in a series of objects, a series of subjects and a series of verbs or verb phrases.

4. Read *Palette*, pages 29-34.
Analyze variations of the Simple Sentence.
 - the inverted clause
5. The question: analyze examples in the *Palette* book.

Written assignments:

Exercise 1, *Setting Up the Palette*, pages 35-36
Locate subjects and verbs in Questions

Exercise 2, *Laying Out the Text*, pages 65-69.
Locate subjects and verbs in Questions

Exercise 2, *Setting Up the Palette*, pages 37-46
Locate verbs in Simple Sentences

Read *Laying Out the Text*, page 37

Instructions on how to take a Listening Test

Take Listening Test #1, page 39 in *Laying Out the Text*.

Submit: score for Listening Test #1 via e-mail by next Tuesday.

Week Three: **October 8– October 14**

Last Day to Drop with a Never Attended grade: Friday, October 12

View Lecture #3

Today's Topic: The Simple Sentence

1. Check answers to assigned Exercises.
Exercise 2, *Laying Out the Text*, pages 65-69
Locate subjects and verbs in Questions.
Exercise 2, *Setting Up the Palette*, pages 37-46.
Locate verbs in Simple Sentences.

2. *Setting Up the Palette*, page 69.
The need to change reading habits.

Written assignments:

- Exercise 3, *Setting Up the Palette*, pages 47-54
Locating subjects in Simple Sentences
- Exercise 4, *Setting Up the Palette*, pages 55-68
Locating subjects and verbs in Simple Sentences

View Lecture #4

Today's topic: The Simple Sentence

1. Check student answers to Exercise 3 and 4.
Exercise 3, *Setting Up the Palette*, pages 47-54
Locate subjects in Simple Sentences
- Exercise 4, *Setting Up the Palette*, pages 55-68
Locate subjects and verbs in Simple Sentences
Locating prepositional phrases

Week Four: October 15– October 21

Last Day to Request a Pass/No Pass Grade:

Friday, October 19

View Lecture #5

Today's topic: Quiz #1 and Prepositional Phrases

1. Finish checking student answers:
Exercise 4, *Setting Up the Palette*, pages 55-68
Locate subjects & verbs in Simple Sentences
2. Read *Laying Out the Text*, pages 145, 147-148.
Discuss **instructions** for taking Sentence Examinations and **Quiz #1 on the Simple Sentence**
3. Read *Setting Up the Palette*, pages 71-75.
4. Master the definition and function of the prepositional phrase.
5. Read *Setting Up the Palette*, pages 77-78.

Memorize:

- common single word prepositions
- common group prepositions.

6. Read *Setting Up the Palette*, pages 79-81..
Choose a memory system that works for you.

7. Read *Setting Up the Palette*, pages 83-88
Learn prepositional variants:

- a sentence ending with a preposition
- an implied preposition
- a prepositional phrase acting as a subject

8. Analyze examples in *Setting up the Palette*.

Written assignments:

- Exercise 5, *Setting Up the Palette*, pages 89-96

View Lecture #6

Today's topic: The Prepositional Phrase & The Complex Sentence

1. Check answers to Exercise 5 on locating prepositional phrases in *Setting Up the Palette*, pages 89-96.
2. More practice on identifying prepositional phrases and their function, *Setting Up the Palette*, pages 97-99.
3. Read *Setting Up the Palette*, pages 101-107.
4. Master the definition of the Complex Sentence.
5. Learn the definition and function of the dependent clause.
6. Memorize subordinate connectives.
7. Recognize, eliminate, or correct the dependent clause fragment.
8. Distinguish between words that can be:
 - a subordinate connective
 - or a preposition
9. Analyze examples in *Setting Up the Palette*.
10. Read *Laying Out the Text*, page 71.
Practice switching gears.
11. Read *Setting Up the Palette*, pages 109-114.
Master punctuation rules for the Complex Sentence.
12. Learn to track and tabulate clauses.

13. Learn to create visual diagrams for the Complex Sentence.

Written assignments:

Take Listening Test #2, page 41 in *Laying Out the Text*.

Submit: Quiz #1 on the Simple Sentence by next Tuesday via e-mail.

Submit: Score for Listening Test #2 via e-mail by next Tuesday.

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Week Five: October 22– October 28

View Lecture #7

Today's topic: The Complex Sentence

1. Read *Setting Up the Palette*, pages 101–107.
2. Master the definition of the Complex Sentence.
3. Learn the definition and function of the dependent clause.
4. Memorize subordinate connectives.
5. Recognize, eliminate, or correct the dependent clause fragment.
6. Distinguish between words that can be:
 - a subordinate connective
 - or a preposition
7. Analyze examples in *Setting Up the Palette*.
8. Read *Laying Out the Text*, page 71.
Practice switching gears, pages 73 - 83
9. Read *Setting Up the Palette*, pages 109 - 114
Master punctuation rules for the Complex Sentence. Distinguish between non-restrictive and restrictive clauses.
10. Learn to track and tabulate clauses.
11. Learn to create visual diagrams for the Complex Sentence.

12. Read *Setting Up the Palette*, pages 115 - 119

13. Discuss words that can double function
 - as subordinate connectives and
 - as relative pronouns in dependent clauses.

Written assignments:

Read *Laying Out the Text*, page 71.

Do Exercise 3, pages 73–83

Distinguishing prepositions from subordinate connectives

Do Exercise 4, pages 85–89

Punctuating the Complex Sentence

Do Exercise 5, pages 91–99

Relative Pronouns that are also Subordinate Connectives

Do Exercise 6, pages 101–103

An Implied Subordinate Connective in a Complex Sentence

View Lecture #8

Today's topic: The Complex Sentence

1. Review *Setting Up the Palette*, pages 115–119
2. Review words that can double function
 - as subordinate connectives and
 - as relative pronouns in dependent clauses.
3. Note exceptions to that rule.
4. Discuss when to use who versus that and which.
5. Analyze examples in *Setting Up the Palette*.
6. Read *Setting Up the Palette*, pages 120–124.
7. Learn to recognize the implied subordinate.
8. Read *Setting Up the Palette*, pages 125–131.
Master more variations of the Complex Sentence.
 - A single subordinate makes more than 1 clause dependent.
 - Memorize coordinate connectives that join clauses of equal value.

- A dependent clause acts as the subject of another clause.
- 2 subordinates side by side mean 1 dependent clause inside the other.

9. Analyze examples in *Setting Up the Palette*.
10. Read *Setting Up the Palette*, pages 133-134.
11. A supplemental punctuation rule for the Complex Sentence
12. Analyze the example in *Setting Up the Palette*.

Written assignments:

See *Laying Out the Text*.

Do Exercise 6, pages 101-103

An Implied Subordinate Connective in a Complex Sentence

Do Exercise 7, pages 105 - 111

A Single Subordinate Connective Making More Than 1 Clause Dependent

Do Exercise 8, pages 113 - 115

A Dependent Clause Acting as the Subject of a Main Clause

Do Exercise 9, pages 117 - 141

2 Subordinate Connectives Creating 2 Dependent Clauses

Setting Up the Palette, pages 135 -142.

Exercise 6

Locate subjects & verbs in Complex Sentences

Week Six: October 29–November 4

View Lecture #9

The Complex Sentence and Fragment Errors

1. Check student answers for Exercise 6 in *Setting Up the Palette*, pages 135–142.
Locate subjects & verbs in Complex Sentences
2. Read *Setting Up the Palette*, pages 143–145
3. Prepare to study various fragment types.

4. Distinguish between a clause and a phrase.
5. Note differences between a prepositional phrase and a verbal phrase.
6. Read *Setting Up the Palette*, pages 147–149
Define the infinitive construction and an infinitive phrase fragment.
7. Learn how to eliminate the infinitive phrase fragment.
8. Recognize the infinitive phrase acting as a noun modifier or as the subject of a clause.
9. Analyze examples in *Setting Up the Palette*.
10. Read *Setting up the Palette*, pages 151-159
11. Master the definition of the present participle and the past participle.
12. Learn how to recognize the present participle and the past participle phrase fragment.
13. Learn how to eliminate participle phrase fragments.
14. Explain the grading scale and correction symbols for Quiz #1 on the Simple Sentence.
15. Analyze Sample Sentences from Quiz #1.

Written Assignment:

Give **instructions** on how to fill out the Cover Sheet for **Quiz #2 on the Complex Sentence**.

Setting Up the Palette, page 163

Exercise 7: Making a Verb Chart

Refer to Listserv memos for information to put on the Cover Sheet for Quiz #2 and for due dates on all current assignments.

View Lecture #10

Today's topic: Verb Phrases, The Compound Sentence, and Run-on Sentences

1. Read *Setting Up the Palette*, pages 155–159

2. Recognize words ending in *-ing* which act as a noun (gerund) or as a noun modifier.
3. Learn how to determine the tense of a clause.
4. Read *Setting Up the Palette*, pages 161-162
Recognize flip-flop patterns in phrasing.
5. Analyze examples in *Setting Up the Palette*
6. Read *Setting Up the Palette*, pages 163-164
7. Learn how to make and use a verb chart.
8. Read *Setting Up the Palette*, pages 165-174
9. Master the definition of the Compound Sentence.
10. Punctuating the Compound Sentence
 - the use of the period (.)
 - the use of the semicolon (;)
 - the use of the colon (:)
 - the use of the comma and a coordinate connective (Fan Boys)
11. Analyze examples in *Setting Up the Palette*
12. Read *Setting Up the Palette*, pages 174-177
- Memorizing Coordinate Connectives
 - primary functions:
 - joining main clauses
 - preventing Run-On sentences
 - secondary functions:
 - joining items in a series
 - joining words of equal value
 - using a coordinate connective to begin a sentence
13. Analyze examples in *Setting Up the Palette*
14. Read *Setting Up the Palette*, pages 179-182
15. Master the threefold definition for the Run-On Sentence which includes main clauses:
 - joined with a comma
 - joined with a dash
 - joined with no punctuation
16. Discuss the proper use of the dash.
17. Analyze examples in *Setting Up the Palette*

Written Assignment:

Setting Up the Palette, page 163

Exercise 7: Making a Verb Chart

Take Listening Test #3 on page 43 in *Laying Out the Text*.

Submit the score for Listening Test #3 via e-mail by next Tuesday.

Week Seven: November 5–November 11

View Lecture #11

Today's topic: The Compound Sentence, Run-On Sentences, Speaker Clauses, and The Compound-Complex Sentence

1. Read *Setting Up the Palette*, pages 175–177
Review Coordinate Connectives
secondary functions:
 - joining items in a series
 - joining words of equal value
 - using a coordinate connective to begin a sentence
2. Analyze examples in *Setting Up the Palette*
3. Read *Setting Up the Palette*, pages 179–182
4. Master the threefold definition for the Run-On Sentence which includes main clauses:
 - joined with a comma
 - joined with a dash
 - joined with no punctuation
5. Discuss the proper use of the dash.
6. Analyze examples in *Setting Up the Palette*
7. Analyze Sample Sentences from Quiz #2 on the Complex Sentence.
8. Master the concept of the Speaker Clause.
9. Learn punctuation rules:
 - a speaker clause before a quoted statement
 - a speaker clause after a quoted statement
 - a speaker clause between 2 main clauses
10. Analyze examples in *Setting Up the Palette*

11. Check answers to Exercise 8 in *Setting Up the Palette*, pages 189-193 on joining main clauses in Compound Sentences.

Written Assignments:

Give **instructions** on how to fill out the Cover Sheet for **Quiz #3 on the Compound Sentence**.

Refer to Listserv memos for information to put on the Cover Sheet for Quiz #3 and for due dates on all current assignments.

View Lecture #12

Today's topic: The Compound-Complex Sentence and Logical Connectives

1. Review the concept of the Speaker Clause
2. Review punctuation rules.
 - a speaker clause before a quoted statement
 - a speaker clause after a quoted statement
 - a speaker clause between 2 main clauses
3. Review examples in *Setting Up the Palette*.
4. Read *Setting Up the Palette*, page 195.
5. Master the definition of the Compound-Complex Sentence.
6. Analyze the example in *Setting Up the Palette*.
7. Give reminders on the importance of tracking and diagramming clauses.
8. Check answers to Exercise 9 in *Setting Up the Palette*, pages 199-204 on punctuating Compound-Complex Sentences.
9. Read *Setting Up the Palette*, pages 205-206.
10. Master the definition and function of logical connectives.
11. Memorize logical connectives.
12. Analyze Sample Sentences from Quiz #3.

Written assignments:

Read *Setting Up the Palette*, page 197. Do Exercise 9, pages 199–204. Punctuating Compound-Complex Sentences.

Give **instructions for Quiz #4** on the **Compound-Complex Sentence**.

Include information e-mailed to the Listserve to put on the Cover Sheet in *Laying Out the Text*, pages 153–154.

Submit: Quiz #4 on the Compound-Complex Sentence to the instructor via e-mail by next Tuesday.

Week Eight: November 12– November 18

Monday, November 12: Veteran's Day Holiday (Campus Closed)

Last Official Day to Drop with a Withdrawal grade: Friday, November 16.

View Lecture #13

Today's topic: Logical Connectives, the Topic Sentence, and the Paragraph

1. Read *Setting Up the Palette*, pages 205–206.
2. Master the definition and function of logical connectives.
3. Memorize logical connectives.
4. Read *Setting Up the Palette*, pages 207–214.
5. Punctuating an introductory phrase
6. Punctuation rules for logical connectives
 - before a clause
 - after a clause
 - between two main clauses
7. Examine the differences between
 - how & however
 - than & then
8. Read *Setting Up the Palette*, pages 215–216.
 - Joining 2 main clauses with 2 coordinate connectives
9. Analyze examples in *Setting Up the Palette*.
10. Read *Setting Up the Palette*, pages 219–222.

- Focusing on the Topic Sentence
- Distinguishing between a fact and an opinion

11. Read *Setting Up the Palette*, pages 223–238. Examine 3 ways to write an analytical paragraph:
- deductive
 - inductive
 - an empty style of writing

12. Analyze examples in *Setting Up the Palette*.

Written Assignment:

Take **Listening Test #4** on page 45 in *Laying Out the Text*.

Submit: the score for Listening Test #4 via e-mail by next Tuesday.

Exercise 1, *Setting Up the Palette*, pages 255–269.

1. Give **instructions** for a **Fact and Opinion assignment** on pages 167–169 in *Laying Out the Text*.
2. **Submit the Fact and Opinion assignment by Thursday.**
3. Place your current e-mail address on top of the Cover Sheet before turning it in.

View Lecture#14

Today's topic: Topic Sentence, the Paragraph, and a Fact versus an Opinion

1. Read *Setting Up the Palette*, pages 223–238. Review 3 ways to write an analytical paragraph:
 - deductive
 - inductive
 - an empty style of writing

2. Analyze examples in *Setting Up the Palette*.
3. Read *Setting Up the Palette*, pages 239–245.

Writing an effective Topic Sentence:

- narrow the focus of the Controlling Idea
- note the best placement for a Controlling Idea
- understand journalistic symbols

4. Read *Setting Up the Palette*, pages 247–254.

Three ineffective ways to start a paragraph:

- the "Dead End" fact
- the future-based statement
- the Rhetorical Question

Written Assignment:

Setting Up the Palette, pages 255–269.

Exercise 1, Analyze the difference between a fact and an opinion.

Week Nine: November 19– November 25

View Lecture #15

Today's topic: The Paragraph

1. Exercise 1, *Setting Up the Palette*, pages 255-269. Finish checking the difference between a fact and an opinion.
2. Quiz #4 on the Compound-Complex Sentence will be briefly discussed.
3. Analyze sample sentences from Quiz #4.
4. Read *Setting Up the Palette*, pages 253–254. Summarize Topic Sentence concepts
5. Read *Laying Out the Text*, pages 161–165.

Instructions for writing paragraphs:

- using the deductive format
- writing a well-focused Topic Sentence
- observing the conditions of the contract
- making each main clause specific
- directly supporting a Controlling Idea
- maintaining strict main clause unity
- writing a summary statement

Written assignment:

Give **instructions** for writing **Paragraph #1 based on a Student Opinion** on page 171 in *Laying Out the Text*.

1. You must **get back your graded Fact and Opinion assignment before you write.**
2. **Use the opinion marked "Use."**
3. You may refine the Topic Sentence control.
4. **You must use the assigned subject.**

Submit: Paragraph #1 to the instructor via e-mail on Thursday.

Note: You must get back your Fact and Opinion assignment with the opinion marked "Use!" before you can write Paragraph #1.

View Lecture #16

Today's topic: Analyze paragraphs based on student opinions & Main Clause Unity

1. Do exercise on Topic Sentence parts recognition, Exercise 2, pages 271-274 in *Setting Up the Palette*.
2. Discuss grading criteria in *Laying Out the Text*, pages 173-174.
 - an effective Topic Sentence
 - good specific main clause facts
 - main clause unity
 - the plus +
 - the check ✓
 - the minus -
 - an F
 - a split grade
3. Read *Laying Out the Text*, pages 175–181.
4. Analyze and grade paragraphs 1–3.

Written assignment reminders:

Paragraph #1 is due today via e-mail.

Take Listening Test #5 on page 47 in *Laying Out the Text*.

Submit: the score for Listening Test #5 via e-mail by next Tuesday.

A reminder: You must get back your Fact and Opinion assignment with the opinion marked "Use!" before you can write Paragraph #1.

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Week Ten: November 26–December 2

Thanksgiving Holiday: November 22–23 (Campus Closed.)

View Lecture #17

Today's topic: Analyze paragraphs based on student opinions

1. Review grading criteria in *Laying Out the Text*, page 173–174
 - an effective Topic Sentence
 - good specific main clause facts

- main clause unity
- the plus +
- the check ✓
- the minus -
- an F
- a split grade

2. Read *Laying Out the Text*, pages 182–187.

3. Analyze and grade paragraphs 4–10.

View Lecture #18

Today's topic: Analyze paragraphs based on student opinions, Paragraph #2 Assignment, and Main Clause Unity

1. **Review grading criteria** in *Laying Out the Text*, pages 173–174.
 - the plus +
 - the check ✓
 - the minus -
 - an F
 - a split grade
2. Read *Laying Out the Text*, pages 188–189.
3. Analyze and grade paragraphs 11–12.
4. Read *Laying Out the Text*, pages 195–202. Partially analyze the 4 paragraphs that appear on those pages.
5. Analyze the following elements:
 - Mark the subject, verb, and [Controlling Idea] in the Topic Sentence.
 - Underline each main clause that follows.
 - Check for direct main clause unity.
 - If a main clause does not support the Controlling Idea, place a U next to it.
6. Read *Laying Out the Text*, pages 191–193.
7. Give instructions for writing Paragraph 2.
8. Read *Setting Up the Palette*, pages 272–286.
9. Review how to put a paragraph "in synch." Control reader focus. Maintain the contract made with the Topic Sentence control.

10. Analyze 2 versions of a paragraph on the court trial of Hans van Meegeren.

Written assignments:

Analyze each of the 4 paragraphs that are in *Laying Out the Text*, pages 195–202.

Rewrite any 1 of the given paragraphs that was partially analyzed in class.

Note: This assignment is meant to abolish main clause unity errors once and for all.

Submit: Paragraph 2 to the instructor via e-mail by this Thursday.

All missing assignments must be in by the Friday before Final Exams, or they will be recorded as F grades.

Week Eleven: December 3– December 9

View Lecture #19

Today's Topic: An Additional Paragraph Assignment and an Introduction to the Essay

1. Turn to page 203 in *Laying Out the Text*.
 - **Select List #1 or List #2.**
 - Set up 2 separate pages to gather information on your chosen set of words.
 - On one page, write down origin facts for each word.
 - On the other page, write down a current definition for each word.

Note: For List #1, you will need to include birth and death dates for each man to be researched.

For List #2, you will need to set up a spatial order.

For either list, you will need to assemble notes from the Glossary at the back of the *Setting Up the Palette* book.

2. Give instructions for writing Paragraph 3 on page 204 in *Laying Out the Text*.
3. **You must use all of the given words from List #1 or List #2.**

- Your paragraph should be 7 sentences long.
- You need a well-focused Topic Sentence on word origins.
- You need a summary statement. Do not repeat the wording used in your Topic sentence.

4. Read *Setting Up the Palette*, pages 289–292
5. Discuss structural similarities between:
 - the sentence
 - the paragraph
 - the essay
 - the Topic Sentence & a Thesis -- Statement
6. Read *Setting Up the Palette*, pages 293–295
7. Note how the skeleton of that paragraph can be restructured to form the basis for a 5-paragraph essay.

Written assignments:

Write Paragraph #3:

Note: This assignment is meant to ensure that you have appropriately focused specific facts in both main and dependent clauses.

Refer to Listserv memos for information to put on a Cover Sheet for Paragraph #3. Once again, be sure to refer to Listserv memos for due dates on current assignments.

Submit: Paragraph 3 to the instructor via e-mail by this Wednesday or Thursday.

Read *Setting Up the Palette*, pages 299–317

Write Paragraph 1 for a 4-Paragraph Essay on Tracy Chevalier and two of the key points she discussed about her career as a writer.

Some sample paragraphs will be used for us to analyze together in class.

8. Read *Setting Up the Palette*, pages 289–292.
9. Discuss structural similarities between:
 - the sentence
 - the paragraph

- the essay
- the Topic Sentence & a thesis statement

View Lecture #20

Today's topic: The Essay, the Grammar Exam, & the Final Exam

1. Discuss the interview with Tracy Chevalier in *Setting Up the Palette*, pages 300–313.
2. Review the function of the outline presented on pages 315–317.
3. Discuss how to categorize the facts for your chosen subpoints.
4. Turn to pages 207–212 in *Laying Out the Text*.
5. Give **instructions for writing an essay on Tracy Chevalier**.
 - The facts are yours.
 - The wording you use must be your own.
 - Do not plagiarize.
 - Write the essay from the 3rd person point-of-view.
6. The **Comprehensive Grammar Exam**
7. Give reminders on grammar rules that must be memorized and incorporated into your own writing.
8. Know rules and definitions that were presented during the quarter.
9. Discuss instructions for the Comprehensive Grammar Exam in *Laying Out the Text*, pages 215–216.
10. Begin a review for the Grammar Exam. Analyze examples in *Laying Out the Text* on page 217+ as time permits.
11. Discuss when and how the Comprehensive Grammar Exam will be given.
12. Discuss the Final Exam and who is eligible to take it.

Submit: Paragraph 3 to the instructor via e-mail today.

Submit: The essay on Tracy Chevalier to the instructor via e-mail on Thursday or Friday.

All missing assignments must be in by Friday, or they will be recorded as F grades.

The details regarding the Comprehensive Grammar Exam will be announced via an online memo.

Week Twelve: December 10–16

Those who are eligible: Attend the Final Exam on Thursday, December 13; 6:00–9:00 PM; room ATC102-103.

The essay on Tracy Chevalier will be graded and returned online by Monday of the week for the Final Exam.

You will be informed of your Grammar Exam grade online prior to Monday of the week of the Final Exam. **A grade of F on the Grammar Exam** will make you ineligible to take the Final Exam.

Reading and Writing Skills TV Schedule

Fall 2007

Video programs for this course are shown weekly on local cable TV in the south San Francisco Bay Area on the following cable networks:

COMCAST, CCN1: Los Altos and Sunnyvale – Channel 30; Cupertino, Los Gatos, Milpitas, Mountain View, Santa Clara, Saratoga, San Jose – Channel 27; San Jose – Channel 27A*; Campbell – Channel 34 (some areas of Campbell receive digital channel 25); Palo Alto, East Palo Alto, Stanford University, Menlo Park and Atherton – Channel 75.

COMCAST, CCN2: Cupertino – Channel 28; San Jose – Channel 28 or 28A (Some areas of San Jose receive digital channel 76.)

For broadcast problems on CCN1 and 2, the Broadcast Media Center can be reached at 408-864-8300 during the hours of 8:00 AM and 5:00 PM Mondays through Thursdays. Voice mail messages may be left at other times and will be returned during the normal hours of operation.

Week	Video	Lesson Title	CCN 1: Mondays & Tuesdays 4:00–6:00 PM	CCN 2: Saturdays 10:30 PM 6:30–
1		<i>No Broadcast</i> <i>No Broadcast</i>	9/24/07 9/25/07	9/29/07
2	1 2	Lesson 1 Lesson 2	10/1/07 10/2/07	10/6/07
3	3 4	Lesson 3 Lesson 4	10/8/07 10/9/07	10/13/07
4	5 6	Lesson 5 Lesson 6	10/15/07 10/16/07	10/20/07
5	7 8	Lesson 7 Lesson 8	10/22/07 10/23/07	10/27/07
6	9 10	Lesson 9 Lesson 10	10/29/07 10/30/07	11/3/07
7	11 12	Lesson 11 Lesson 12	11/5/07 11/6/07	11/10/07
8	13 14	Lesson 13 Lesson 14	11/12/07 11/13/07	11/17/07
9	15 16	Lesson 15 Lesson 16	11/19/07 11/20/07	11/24/07
10	17 18	Lesson 17 Lesson 18	11/26/07 11/27/07	12/1/07
11	19 20	Lesson 19 Lesson 20	12/3/07 12/4/07	12/8/07
12		<i>No Broadcast</i>	12/10/07	12/15/07

