



## SYLLABUS FOR LEARNING SKILLS 2C - SECTION 1286

Writing - Advanced (1 Unit CR/NCR; Repeatable 3 Times)

Fall 2008: September 15, 2008-December 21, 2008 (14 Weeks)

Instructor: Dr. Ayesha Randall

### Course Information:

Laboratory ("Lab")

Days: TBA ("To Be Announced" or "To Be Arranged") \*

Time Required for Lab: 3.30 hours (3 hours and approximately 18 minutes) each week

Room Number: C-102

Notes: One (1) hour per week in the Instructional Resources Lab (IRL) is strongly encouraged. The IRL is located in C-106.

\*TBA means "To Be Announced" or "To Be Arranged." This is a commonly-used abbreviation often used when a lab time is required, but the time can be arranged based on the student's schedule. Therefore, the time and days of each class will be different for each student. The student will meet with an instructor and choose days that are convenient to his or her schedule. TBA may also be used to indicate that a room or other information is not available at the time of scheduling. Check with an instructor or counselor for more current information.

### Instructor's Information:

Instructor: Dr. Ayesha Randall

Telephone Number: (213) 763-3738

E-mail: randalla@lattc.edu

Office Hours: Tuesday 1:15 p.m.-5:40 p.m.

### Course Description:

This course covers the stages of the writing process, such as prewriting, drafting, revising, and editing successive versions to assist students in writing short essays. Students will apply organizational, evaluation, and revision strategies for vocational and academic writing.

### Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Recognize and use standard English conventions appropriate to their level.
2. Produce work that shows an understanding of spelling, punctuation, and capitalization rules.
3. Use grammar, diction, and sentence structure to demonstrate an understanding of English usage.
4. Recognize and correct grammatical errors in sentence structure, subject-verb agreement, spelling and punctuation.
5. Demonstrate an understanding of the organizational structure of a coherent composition with an appropriate introduction, conclusion, and a logical division of paragraphs.
6. Progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions, and publishing a final draft) and demonstrate appropriate manuscript style such as the Modern Language Association (MLA) format.
7. Demonstrate the ability to use questioning, analysis, synthesis, and evaluation to comprehend and respond to writings with the purpose of developing short essays.
8. Publish clear and coherent short essays that develop a central idea and include appropriate manuscript requirements.

## Textbooks Required for the Course:

The textbook required for the course is *Writing Skills: Success in 20 Minutes a Day*. If you are not able to buy a book, you may check out a book from the IRL in C-106.

## Supplies Recommended:

Having the appropriate school supplies helps to prepare and motivate you for a productive school year. Scratch paper and pencils are available in the Learning Skills Lab.

1. Yellow highlighter (for emphasizing important rules, notes, and/or information during reading)
2. Notebook paper (Scratch paper is available in the Learning Skills Lab)
3. Pencils and colored ink pens (in addition to blue and/or black, for correcting your work)
4. One flash/thumb drive to save your work for upload to an e-portfolio
5. A three-ring binder and dividers or a folder with two inside pockets
6. Earphones (you may borrow them from the Learning Skills Lab, but it is best to purchase your own)
7. Standard English Dictionary (there are loaner dictionaries in the Learning Skills Lab, but it is best to purchase your own)

## Class Format:

This is a *laboratory* (also known as the “lab”) class, where useful learning and demonstration take place. A lab class is hands-on and practical. During the lab class, students will be provided with individual tasks designed for practice and mastery of concepts and strategies. The lab assignments may include work from computer-assisted instruction (also known as CAI), books, tapes, and/or workbooks that may cover a variety of skills and levels. Additional lab assignment may be completed on campus (Learning Skills Computer Lab or Instructional Resources Lab (IRL), online, or off-campus). If the lab does not automatically provide a report of hours, students must manually log the hours they complete. When this is applicable, the instructor will give further details.

This class is offered in an open entry, open exit (OE/OE), self-paced format. This is an alternative course designed for students who can master course material without traditional classroom instruction or who may benefit individualized instruction. There are no traditional lectures, or in some cases regularly scheduled classes, so students may complete the course at their own pace—in several weeks, a month, or a semester. These flexible courses are designed to help students become more disciplined and motivated and allow great control over their learning schedules.

Everyone learns at a different rate. What takes one person only an hour to learn may take another up to six hours. Students with a clear grasp of a concept can move quickly through the learning activities. However, if they need more instruction, they may choose to answer additional questions, repeat activities, and/or consult with their instructor.

Students can register later or earlier than the official registration period and, in consultation with the instructor, choose an entry and exit date. Although there are no specific meeting times for this type of course, students must meet with the instructor at least once a week. This schedule will be mutually agreed upon by the student and instructor. Instructors' hours will be posted in the lab. These classes are not distance learning or campus-free—students are required to spend time working in the Computer Lab and in the Instructional Resources Lab.

## Attendance:

The student is expected to attend every meeting of all classes for which they are registered. Once a schedule has been mutually agreed upon between the instructor and student, the student must satisfy a weekly schedule to do their work and meet with their instructor(s). To avoid being dropped from class, students should contact the instructor when they are absent for emergency

reasons. Though students may be absent from a class, an absence does not relieve the student of the responsibilities of the class.

Students who are pre-registered in a class and miss the first meeting may lose their right to a place in the class, but the instructor may consider special circumstances. Whenever students are absent more hours than the number of hours the class meets per week, the instructor may drop them from class. In addition, the instructor will consider whether there are mitigating circumstances which may justify the absences. If the instructor determines that such circumstances do not exist, the instructor may exclude a student from the class.

If a student stops attending classes or withdraws from school, proper notification must be given to the admissions office and instructor. Students are responsible for dropping a class that they stop attending. If the class is not dropped, the student may receive a grade of "No Credit" for the class. Excessive unexcused absences or tardies may result in exclusion from the class.

### Important Procedures and Etiquette for all Learning Skills Labs:

- Keep your voices low while working in the lab. The lab is a classroom.
- Refrain from eating or drinking in the lab.
- Silence or place your cell phones and pagers on vibrate. If asked by an instructor or staff member to turn off your cell phone or use it outside, please follow the given instructions.
- Do not bring visitors (of any age) to the lab.
- Put the help cone on top of your computer if you need technical or computer assistance.
- Go to an instructor for help if you have questions or need assistance with your work.
- Refer to the *Computer Lab User Agreement* that is kept in your folder for additional information.

### Learning Skills Computer Lab Hours:

Fall & Spring:

Monday – Thursday: 8:00 a.m.-8:00 p.m.  
 Friday 8:00 a.m.-2:00 p.m.  
 Saturday 9:00 a.m.-1:30 p.m.

Winter & Summer:

Monday – Thursday: 8:00 a.m.-4:00 p.m.  
 Friday 8:00 a.m.-2:00 p.m.  
 Saturday Closed

### Holidays and Non-instruction Days:

The college will be closed on the following holidays:

Monday, November 10, 2008 Veteran's Day  
 Thursday, November 27, 2008-Friday, November 28, 2008 Thanksgiving

### Grading:

This class is graded on a Credit (CR) or No Credit (NCR) system. In order to pass the class with a grade of Credit, you must complete all course assignments with a grade of "C" or better. Grades are calculated as follows:

A = 100%–90%  
 B = 89%–80%  
 C = 79%–70%  
 D = 69%–60%  
 F = 59% and under

### Course Assignments:

You must satisfy the following assignments:

1. Meet with instructor to review Student Contract and Individualized Learning Plan (ILP) Daily Schedule. Read, complete, and sign Student Contract Agreement and ILP Daily Schedule.
2. Before starting your coursework, take the informal reading, writing, or math pretest\* and submit the results to the instructor. Score: \_\_\_\_\_ Initials of Instructor: \_\_\_\_\_

3. Complete \_\_\_\_\_ hours or 100% of the modules of the assignments of your CAI coursework. If you complete 100% of the modules of the assignments, you will satisfy your time commitment.
4. Meet with instructor at least once a week throughout the duration of your class (see below).
5. Finish supplemental assignments and satisfy required lab hours. Your instructor may assign you additional work from the Learning Skills lab, IRL, and/or online. Complete at least 25 hours.
6. Increase your reading, writing, or math level by at least one (1) level to be determined by informal pre- and post-tests.
7. Have a completed portfolio (contained in your folder at the front desk) which includes the following:
  - a. Progress report from each week
  - b. Weekly Contact Sheet with instructor's initials and date for each week, up to student's completion date
  - c. CAI worksheet assignments completed and signed off by an instructor
  - d. Syllabus with assignments checked off and dates of meetings filled in by instructor
8. After completing your coursework, take the informal reading posttest\* and submit the results to the instructor. Score: \_\_\_\_\_ Initials of Instructor: \_\_\_\_\_

### Financial Aid Assistance:

Because of the current construction projects, the location of these offices may have changed. Please make sure you call first to confirm the correct location before making the visit.

- *Financial Aid Department:* Please call (213) 763-7082 or visit A-130 to speak to an advisor who will determine whether you are eligible for financial support for school.
- *EOPS:* This is a state-funded program designed to recruit and retain educationally and economically disadvantaged students. You may be eligible for a book grant, individualized counseling, priority registration, personal development classes, student success workshops, and tutoring. Call (213) 763-7097 or trailer "Q" for more information
- *CARE Program:* This program provides additional services to students who are single parents or head of household and receiving public assistance (TANF, formerly AFDC). Students who qualify for the CARE program are eligible to receive financial assistance and services in addition to those available under EOPS. Call (213) 763-7117 or trailer "Q" for more information
- *Gain/CalWORKs:* This job-training program provides welfare-to-work services to students who receive TANF. Please call or visit for more information. Call (213) 763-7109 or visit A-134 for more information.

### Support Services:

Because of the current construction projects, the location of these offices may have changed. Please make sure you call first to confirm the correct location before making the visit.

- *Career Center:* (213) 763-7097
- *Disabled Students Programs and Services:* (213) 763-3773 TDD: (213) 763-5375
- *Employment Center:* (213) 763-7124
- *Instructional Resources & Reading Lab (IRL):* (213) 763-3738
- *International Student Center:* (213) 763-5345, Fax: (213) 763-5991, Email: [intstud@lattc.edu](mailto:intstud@lattc.edu)
- *Library:* (213) 763-3950 - Circulation Desk; (213) 763-3958 - Reference Desk
- *Open Computer Lab:* C-109; Mon-Thu 8:00 am-8:00 pm, Fri 8:00 am-4:00 pm, Sat 9:00 am-1:00 pm
- *Student Health Center:* (213) 763-3764
- *Veterans Affairs:* (213) 763-5305

## Americans with Disabilities Act:

Students with disabilities who need any assistance or accommodations should contact the instructor within the first two weeks of class. If you believe that you may need accommodations in this class, you are encouraged to contact Disabled Student Services at (213) 763-3773 or go to E-110 as soon as possible to better ensure such accommodations are implemented in a timely fashion.

## Weekly Schedule of Topics:

The topics covered, calendar, and grading are subject to change to meet the needs of students in the course. Announcements will be made in class and students will be advised of changes as they occur. Students are responsible for adjusting their calendar.

1. Read your workbook and take notes. Also, use your highlighter to emphasize important rules, notes, or information.
2. Complete each four-page lesson one at a time. Ask the instructor for help with any problems you have.
3. With a red pen, use the Answer Key in the back to correct your answers after each exercise.
4. At the top of the page, with your red pen, write your score as a fraction (number correct over total number), then divide the denominator into the numerator to get the percentage. Circle your percentage. Grades are as follows: A = 100%-90%, B = 89%-80%, C = 79%-70%, D = 69%-60%, F = 59% and under.
5. When you meet with your instructor, bring your PLATO printout and have your bookwork corrected. You may use the boxes below to check off items as you complete them. Your instructor will check off, initial and date the Lab Assignment Procedures form.

For all writing assignments: Go to [http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html) for guidelines on formatting your papers in the Modern Language Association (MLA) format. Click on "Basic Paper Format," read and take notes.

Read, "The Writing Process," located in the section of this syllabus. Follow the MLA Basic Paper Format and the steps in the writing process to complete all of your writings. All writing assignments must be typed, double-spaced and formatted according to MLA guidelines.

- Week 1:      Date if applicable  
 Topic — Introduction to the Class
- Computer Lab orientation and introduction to computer basics and CAI software
  - Overview of class and syllabus (Instructor will go through and fill in the dates for weekly meetings, assign CAI assignments, and supplemental instruction)
  - Daily schedule for class work and study time
  - Learning Assessments and Discussion:
    - Learning styles: For understanding how you learn best
      - <http://www.metamath.com/lsweb/dvcllearn.htm>
      - <http://muskingum.edu/~cal/database/general/modquest.html>
      - <http://www.surfaquarium.com/MI/inventory.htm>
    - Managing Time: For assessing the way you spend your time
      - <http://www.studytips.admsrv.ohio.edu/studytips/?Function=TimeMgt&Type=168hour>
    - Active reading checklist: For improving reading understanding
      - <http://auth.mhhe.com/socscience/english/qa/qa76aa.php?qj=1858>
    - Study Skills:
      - <http://www.ucc.vt.edu/stdysk/checklis.html>
    - Personality Type: For cooperative learning and group activities
      - <http://www.keirsey.com/sorter/register.aspx>
  - Goal Setting and Discussion: <http://muskingum.edu/~cal/database/general/monitoring3.html> (Instructor will work with student to set up an Individual Learning Plan)
  - Writing tests

- Introduction to reading, writing, and study strategies (to be used throughout the semester)

- Week 2: Writing Assessments
- Informal Writing Pretest (Go to Tutoring Center aka "Blue Room") – Score:
  - Grammar Pretest – Score:
  - Review and interpretation of results from all assessments
  - Assignment Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_)

- Week 3-6: Nouns & Verbs
- Identifying Nouns
  - Identifying and Capitalizing Proper Nouns
  - Possessive Case of Nouns
  - Identifying Antecedents of Pronouns
  - Personal Pronouns
  - Identifying Verbs
  - Transitive and Intransitive Verbs; Voice and Mood of Verbs
  - Correct Verb Forms
  - Correct Forms of Irregular Verbs
  - Review and Assessment Scores:
  - Writing Assignment #1 Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_)

- Week 7-9: Identifying Adjectives, Adverbs, Verbas, and Gerunds, and Conjunctions
- Identifying Adjectives
  - Identifying Adverbs
  - Comparison of Adjectives and Adverbs
  - Correct Use of Adjectives and Adverbs
  - Identifying Verbals
  - Possessives Before Gerunds
  - Identifying Conjunctions and prepositions
  - Review and Assessment Scores:
  - Writing Assignments #2 and #3 Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_)

- Week 10-12: Identifying Adjectives, Adverbs, Verbas, and Gerunds, and Conjunctions
- Review: Identifying the Parts of Speech
  - Identifying Subjects
  - Identifying Predicates
  - Identifying Phrases
  - Identifying Independent Clauses
  - Identifying Dependent Clauses
  - Review and Assessment Scores:
  - Writing Assignments #4 and #5 Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_)

- Week 13-14: Identifying Adjectives, Adverbs, Verbas, and Gerunds, and Conjunctions
- Recognizing Sentence Fragments
  - Identifying and Correcting Sentence Fragments
  - Identifying and Completing Sentence Fragments
  - Detecting Comma Faults
  - Punctuation Independent Clauses
  - Locating Division Points Between Sentences
  - Recognizing Fused Sentences
  - Review and Assessment Scores:
  - Assignments #6 and #7 Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_)

- Week 15-16: What is a Complete Sentence?
- Detecting Disagreements of Subject and Verb
  - Making the Subject and Verb Agree
  - Agreement of Pronoun and Antecedent
  - Correcting Disagreements of Pronoun and Antecedent
  - Identifying Pronouns and Antecedents
  - Case of Nouns and Pronouns
  - Correcting Errors in Case
  - Detecting and Correcting Dangling Modifiers
  - Misplaced Modifiers
  - Detecting Mixed and Split Constructions
  - Review and Assessment Scores:
  - Assignments #8 and #9 Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_)

- Week 17: Final Review of Material and Consultation with Instructor
- Final Exams (Informal Reading Posttest, textbook assessment, etc.)
    - Cumulative Review – Score:
    - Informal Writing Posttest – Score:
    - Grammar Posttest – Score:
  - Meeting with Instructor
    - Instructor and student will review and assess progress made towards the course's Student Learning Outcome and benchmarks
    - Instructor and student will review ePortfolio (if applicable) or completed work within student's folder (on file at the front desk area)
    - Instructor may send student to a counselor and/or work with the student to select next series of courses for the next term (most Learning Skills courses may be repeated up to 3 times)
    - If appropriate, student will sign up for Learning Skills classes and work with instructor to create goals and a schedule for the next term
  - Review and Assessment Scores:
  - Assignment Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_)

## Topics Covered in CAI Courseware:

The specific number of hours spent for each lesson varies among students. Some students work at a faster pace, while others work at a slower one. The time it takes to finish depends on the individual. As you complete lessons in PLATO, complete your supplemental coursework listed in the next section of this syllabus, in addition to any other work assigned to you by your instructor. When you meet with your instructor, bring a print out of your PLATO progress report.

### A. SENTENCE STRUCTURE

1. Sentence Fragments
2. Dependent and Independent Clauses
3. Run-on Sentences 2
4. Misplaced Modifiers
5. Parallel Structure within Sentences
6. Awkward Sentence Structure

### B. LOGIC AND ORGANIZATION

1. The Topic Sentence
2. Unnecessary Sentences
3. Order of Sentences in Paragraphs
4. Transitional Devices
5. Improving Structure in Paragraphs
6. Paragraph Development and Organization

### C. ESSAY WRITING

1. The Writing Process
2. Working with the Topic
3. From Ideas to Sentences
4. Revising and Editing

### D. WRITING LETTERS

1. Writing Personal and Business Letters
2. Addresses and Return Addresses
3. Letter of Application
4. Filling Out an Application

### E. WRITING RESUMES & SHORT ESSAYS

1. Writing a Resume
2. Writing a Short Essay

## The Writing Process

A process is a series of steps that are done in order to make or do something. The five steps in the Writing Process will help to improve your writing.

### Step 1: Prewriting

This step is for generating ideas. This is the step for brainstorming ideas about the characters, setting, problem, and solution. For research papers, this step is for gathering the information about your topic from several different sources. Take notes, but be sure to use your own words or use quotation marks.

### Step 2: Drafting

This step is your first attempt at writing. Some like to call it their "sloppy copy." Write your ideas in complete sentences. Group sentences on the same topic into paragraphs. Skip lines in order to leave room for changes. Do not worry about spelling and grammar at this point.

### Step 3: Revising

In this step the writer improves the first draft. Below are some ways to improve the writing. Add details to your writing. Add adjectives to describe your nouns throughout the story. Use a thesaurus to find some more interesting verbs to use. Add some figurative language to make it more interesting. Make sure you have grouped similar sentences into a paragraph. Check for a logical sequence and flow to your writing.

### Step 4: Editing

This step is for correcting mistakes in your writing. Be sure to check for the following things. Circle any words that might be misspelled and look them up in a dictionary. Check for punctuation marks at the end of each complete thought. Be sure there is a capital letter at the beginning of each sentence. Make sure that your subjects and verbs agree. Check for any incorrect use of grammar.

### Step 5: Publishing

The last step is to publish your work. Write as neatly as possible or type it out. Be sure to use proper margins. Do not skip lines. Remember to make the changes from the Revising and Editing steps. You may also want to illustrate your story or make a multimedia presentation.

Courtesy of [www.geocities.com/EnchantedForest/Tower/6766/writingprocess.html](http://www.geocities.com/EnchantedForest/Tower/6766/writingprocess.html)



## LEARNING SKILLS LAB DAILY SCHEDULE

### Learning Skills Computer Lab Hours:

Fall & Spring: Monday-Thursday 8:00 a.m.-8:00 p.m., Friday 8:00 a.m.-2:00 p.m., Saturday 9:00 a.m.-1:30 p.m.  
 Winter & Summer: Monday – Thursday 8:00 a.m.-4 p.m., Friday 8:00 a.m.-2 p.m.

### Directions:

Write the following abbreviations in the block of time that you will dedicate to each component of your Learning Skills class. You may also use this schedule to manage your other classes, travel and study time.

- "LS Lab" and the section number for the Computer Lab component of your class.
- "IRL" and the section number for the time you will spend in the Instructional Resources Lab.
- "I" in the block of time that you will meet with each instructor. You must meet with each of your instructors at least once a week (you can always meet with them more, but at least once a week).
- After you and your instructor sign this schedule, a student worker will make a copy for you. The original will go in your folder.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 a.m. to 9 a.m.						
9 a.m. to 10 a.m.						
10 a.m. to 11 a.m.						
11a.m. to 12 p.m.						
12 p.m. to 1 p.m.						
1 p.m. to 2 p.m.						
2 p.m. to 3 p.m.						
3 p.m. to 4 p.m.						
4 p.m. to 5 p.m.						
5 p.m. to 6 p.m.						
6 p.m. to 7 p.m.						
7 p.m. to 8 p.m.						

### Your Commitment:

I make a commitment to come to class and spend time working on my assignments in the Learning Skills Lab, Instructional Resources Lab (IRL), and/or online. I will also meet with my instructor(s) and turn in a progress report (if applicable) on a weekly basis. I have completed the schedule above to demonstrate my dedication to completing all of the requirements, including attendance, to pass this course.

Signed by (Your Name)	Date	Course Section Numbers:
		_____
		_____
Witnessed by (Instructor's Name)	Date	_____
		_____

## LEARNING SKILLS CONTACT LIST

### Peer Contact List:

It is strongly recommended that students get the phone numbers of two other students in the class in case of absences. For this class, you should get a "study buddy." Find someone in the class who cares as much about doing well in the class as you do. Make a habit of getting together to do your homework, or talking about the homework on the phone. School can be so much more interesting when you have a friend with whom you can work together. When you are absent, call your study buddy to find out what you missed. Keep this top portion for your own records.

**Study Buddy #1:** \_\_\_\_\_

Course Name & Section Number: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Study Buddy #2:** \_\_\_\_\_

Course Name & Section Number: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Study Buddy #3:** \_\_\_\_\_

Course Name & Section Number: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

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### Student's Contact Information:

Sometimes your contact information changes and is different from what is on record in the Registrar's office. In order to have your most updated information, fill out the form below, cut along the dotted lines and return to your instructor by the end of the first week of classes.

Your Name: \_\_\_\_\_

Course Name & Section Number: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Cell Phone Number: \_\_\_\_\_

Home Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_