

***Communicating in Numbers and Words***  
**English 70 and Math 50:**  
**A Learning Community**  
**Fall 2006**

**M – Th 10:30 – 12:50** (includes 10 minute break)  
**Room L115**  
**10 credits**

<b>Instructors:</b>	<b>Contact Info.:</b>	<b>Office Hours:</b>
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**YVCC Catalog Course Descriptions:**

English 070, “Reviewing English Essentials I”: Students in ENGL 070 will learn to write unified, coherent, short compositions, following standard conventions of spelling, punctuation, and grammar. They will base their writing on a reading and understanding of basic texts, enhanced by active participation in class discussion. A grade of S in ENGL 070 is required to enter ENGL 075. (5 credits)

Math 050, “Arithmetic”: A basic course with applications in the addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and signed numbers. A grade of C or better is required to move on to Math 075. (5 credits)

**YVCC English Department Course Outcomes:**

Upon successful completion of English 70, the student will be able to

- Use appropriate strategies to write unified, coherent, short compositions
- Read and articulate your understanding of a text that uses conversational vocabulary, an easily recognizable organizational pattern, and basic sentence structures.

**To reach the designated outcomes of English 70, students will:**

1. Participate in class discussions (AR,C)
2. Summarize and paraphrase a text (AR, C)
3. Generate ideas (AR, C)
4. Organize ideas (AR, C)
5. Write unified paragraphs (AR, C)
6. Write rough drafts (AR, C)
7. Revise rough drafts (AR, C)
8. Edit and proofread drafts, practicing conventions of spelling, punctuation, and grammar (AR, C)
9. Demonstrate the ability to read critically, summarizing, paraphrasing, questions, and analyzing a text. (AR, C)

10. Practice objectives 1 - 9 in in-class writing (AR, C)

### **YVCC Math Department Course Outcomes:**

Upon completion of Math 50, the student will be able to

- Simplify arithmetic expressions and
- Solve applied problems using arithmetic.

### **To reach the designated outcomes of Math 50, students will:**

1. Add, subtract, multiply, divide, and exponentiate signed numbers, with applications (AR, PS, C);
2. Use the order of operations to simplify expressions (AR, PS, C);
3. Convert between fractions, mixed numbers, and decimal forms of rational numbers (AR, PS, C); and
4. Write decimal numerals in expanded form and round decimals to a specified place (AR, PS, C).

### **Course Abilities:**

Students will have the opportunity to practice the following abilities as they meet course objectives:  
**Analytical Reasoning (AR) , Communication (C), and Problem Solving (PS).**

*You are using your “analytical reasoning” skills when you*

- *apply previous learning to new assignments*
- *support main ideas with details, examples, or evidence*
- *use a process to develop pieces of writing or to solve problems*
- *Understand various perspectives on issues, ways of interpreting readings, and ways of approaching problem solving.*

*You are using your “communication” skills when you*

- *use discipline-specific terms and conventions*
- *organize thoughts in a clear, logical manner*

*You are using your “sequential problem solving” skills when you*

- *identify elements of the problem*
- *conduct analysis of the problem*
- *use discipline-specific language, symbols, and processes to obtain a verifiable result*
- *estimate reasonableness of the result*
- *Apply technologies as appropriate for solving problems.*

### **Introduction:**

*Welcome to the English 70 and Math 50 learning community!* A learning community is a unique educational experience. It involves integrating two or more different classes in order to show common relationships. Learning communities usually involve restructured use of class time and team teaching by two or more instructors.

Learning communities are often better learning environments than regular classrooms because they are “communities,” or supportive environments, and because they promote “active learning,” students’ involvement in making meaning and coming to understanding. In many cases – especially in mathematics and writing – people treat learning as a solitary experience, often done behind closed doors late into the night, which is really one of the worst ways you can possibly learn. Form study groups and work with each other. When you can benefit from each other’s ideas and understanding, and when you need to understand material well enough to explain it to others, you’ll learn more and be less frustrated in the process.

### **Our Learning Community Goals:**

We hope that each of you will better be able to do the following things at the end of the quarter:

- See relationships (like the ones listed in “Common Ground”) between Math and English
- See both math and writing as forms of communicating information to others
- Use writing as a tool to learn and communicate about arithmetic
- Use mathematical information as evidence when writing
- Read and interpret information presented, whether in words or numbers
- Be more comfortable and confident with both Math and English.

### **Common Ground:**

Although mathematics and English may seem to be unrelated disciplines, they are actually closely related in several important ways. Math and writing are both forms of **communicating information**. Although one discipline uses numbers and symbols while the other uses words, both convey meaning to others for different purposes.

Another important aspect of both math and English is to **pay careful attention to details**. Small details can significantly change your impressions of things you read, and they can alter the meaning of your own writing, too. In mathematics, seemingly minor details can make very large differences in calculations, and often make a difference in deciding which formula to use in a given situation.

As you pay more and more attention to details (in your reading, your mathematics, and your writing), you will start to see **patterns and relationships**. Identifying, understanding, and using these connections will help you improve your **think logically**, and important skill in solving math problems, interpreting texts, and creating persuasive arguments.

### **Required Texts and Materials:**

#### Texts:

- *Prealgebra* (4th ed.) by Aufmann, Barker, and Lockwood (also used in Math 075)
- *English*, a McGraw-Hill Primis Online custom text designed for ENGL 070
- *The Writer’s Selections: Shaping Our Lives* by Kathleen T. McWhorter
- *Uncle Petros and Goldbach’s Conjecture* by Apostolos Doxiadis

#### Materials:

- Pen, pencil, paper (bring daily)
- Thin, ringless binder for final portfolio
- Spiral notebook or thin, ringed binder for Math/English Journal

Math department policy does not allow the use of calculators in Math 50. Remember that the best calculator is the one between your ears.

### **Class Policies:**

- Campus policy prohibits food and drink in classrooms.
- If you must bring electronic devices, including cell phones or pagers, to the classroom, they are to be turned off or to a noiseless setting.
- All commentary on each other’s work or ideas should be constructive. Receiving feedback, both compliments and suggestions, is an important part of learning and improving; however, for comments to be of use, they must be honest and specific and

given in a helpful and friendly manner. Good feedback includes support (*why* you like or don't like something) and focuses on the student's work and not the person who did the work.

- Per YVCC policy, students who miss two consecutive class meetings or five total class meetings without contacting the instructor *may* be administratively withdrawn from the course. (However, do not assume that you will automatically be withdrawn from a class if you quit attending. If you are not going to complete the course, you should fill out a “drop” form and withdraw from the class.) It is your responsibility to contact the instructor(s) if you are going to miss class and find out what homework you'll be responsible for upon your return.
- Attendance is more than simply showing up for class; it means you are actively involved in the class. Arriving without your materials or completed readings/assignments, frequently arriving late (or leaving early), or failing to participate or use designated time appropriately are also considered “absences” in terms of determining final grades for this course.

**Major Course Projects/Final Course Evaluation:**

Although Math 050 and English 070 will generally have integrated assignments and activities, the two courses have different grading systems and thus students will receive separate grades for each course. The grade breakdown for each course is as follows:

**Math 050**

Final Portfolio	35%
Math Quizzes	30%
Participation/Math assigns.	10%
Math/English Journal	10%
Integrated Assignments	15%

*Students must earn a “C” or above in Math 050 to move on to the next course in the sequence, Math 075.*

**English 070**

Final Portfolio	65%
Participation/Engl. Assigns.	10%
Math/English Journal	10%
Integrated Assignments	15%

*The grades for English 070 are as follows:*

**Satisfactory**—*student satisfactorily achieves the course outcomes and abilities and is prepared to move on to ENGL 075.*

**Credit**—*student is passing; he or she is putting forth adequate effort/is making progress, but needs more time and practice in ENGL 70.*

**No Credit**—*student has not made sufficient effort or progress to merit credit for course completion.*

## **Final Portfolio**

Your final portfolio represents the work you have done throughout the quarter and demonstrates your readiness for ENGL 075 and MATH 075. You must submit a complete final portfolio in order to receive credit for the course. The purpose of a portfolio is to collect your work over a period of time, select and develop pieces that best represent your abilities and your readiness for the next level of English and math, and reflect on your learning in the course.

The final portfolio will be submitted at the end of the quarter and will be evaluated collaboratively by the instructors using a common rubric. The final portfolio will contain the following items:

1. Cover page
2. Autobiographical Learning Collage (intro.)
3. Two English 070 essays
  - a. Personal narrative essay (2 – 3 pp.)
  - b. Academic essay (2 – 3 pp.)
4. Two Math Journal problems (selected by student)
5. Math study guide (concept selected by teacher)
6. Learning reflection

The final portfolio will be evaluated primarily on how well the pieces included demonstrate competence in the three “ability” areas—AR, C, and PS—and whether you have achieved the course outcomes. Later handouts will discuss specific requirements for each aspect of the portfolio in more detail. Your final portfolio accounts for the largest portion of your final grade in both MATH 50 and ENGL 70.

## **Math Quizzes**

Generally, you will have a quiz over each chapter’s content, which will account for 30% of your final grade in MATH 50.

## **English Essay Requirements**

Final essays should be approximately 2 – 3 pp. in length (rough drafts may be shorter). Essays should include a complete heading and should be titled and typed, double-spaced. Please type in a legible, non-bold, 12 point size font. In order to be included in the final portfolio, essays must go through a process, which includes peer response and teacher response. *(If you miss peer response, you must go to the Writing Center to make it up; all essays must be submitted for teacher feedback prior to the final portfolio.)* An essay grading rubric will be handed out separately.

## **Participation/Assignments**

Real learning required active engagement and frequent practice. In this learning community, “participation” means more than just showing up for class, though attendance is essential. *(Missing more than four days of class can detract from your final course grade.)* Participation means coming to class prepared with all needed books and materials, completed assignments, and questions/comments ready to share. It also means using class time productively for learning by being actively involved in activities and discussions and using time given for practice to work and ask questions. In addition, participation involves helping to create a “community” in the classroom where we respect and support one another.

In addition to in-class participation, each instructor will assign homework. These assignments are designed to give students practice with concepts and skills being discussed and will frequently (usually daily) be collected and credited or graded. Because the assignments are often essential to what is being discussed in class on a particular day, late assignments will generally NOT be accepted.

### **Math/English Journal**

Each week, you will submit your spiral notebook or thin, ringed binder with the following assignments:

- **One or more “editing log” entries:** For each entry, you should do the following: (1) copy the sentence with the error; (2) identify what the error is (i.e. run-on, fragment, parallelism, agreement, spelling, etc.); (3) re-write the sentence correcting the error; (4) explain how you corrected it/why you corrected it that way (i.e. “This sentence was a fragment because it was missing part of the verb, so I added the missing verb part.”).
- **One Math Journal Problem:** Each week, you will receive a word problem which you will solve and describe in a paragraph or more how you arrived at your solution. If you are not able to solve the problem, you should still describe the various strategies you tried. At the end of the quarter, you will select, revise, and type two of these problems to include in your final portfolio.
- **Other assignments as needed (assigned in-class):** At times, you may be asked to complete other math and/or English assignments in your journal—ones that are not being graded individually by instructors; for example, you may be asked to complete a grammar activity or offer examples of a “real life” use of a math concept or provide a correction and explanation for a mistake made on an exam.

Journals will be graded on a “Satisfactory” (complete, good effort), “Credit” (mostly complete), “No Credit” (less than 60% complete) basis. Instructors will provide comments on entries that students can use to revise and improve their work. Your journal will account for 10% of your final grade in each course.

### **Writing and Math Resources:**

The **Writing Center** is a place where writers can ask questions and talk with other writers about their work at any stage of the writing process—from prewriting to revising and editing. There are a variety of appointment and drop-in times available, and it’s free! Please check the schedule posted on the bulletin board in L101. For more structured assistance, we offer a course, English 085, the Writing Workshop, for one or two credits, for which you may register during the first week of classes.

The **Math Center**, **located in L102**, provides free assistance to math students at any level on a drop-in basis. For more structured assistance, we offer Math 087, the Mathematics Workshop, for one or two credits.

### **Course Adaptation:**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please talk with us about this as soon as possible. Anyone with questions

about college services for disabled students should contact the Grandview Campus Student Support Services office, located in Room L, or telephone 882-7042.

**Academic Honesty:**

Plagiarism is using someone else's ideas or words as if they were your own. Taking credit for someone else's work is dishonest and carries with it severe penalties, ranging from failure of the assignment to failure of the course, or even suspension. If you have questions during the year about how to appropriately give credit to another person for their ideas or words, please see me. Refer to p. 28 of the *Yakima Valley Community College 2006 - 2007 Catalog* or see *The Code of Student Rights and Responsibilities* for more plagiarism information.

## **MATH 050/ENGL 070 COURSE OUTLINE**

### **Week #1 (Sept. 18 – 21, 2006)**

Combined: Intros—students, course; “learning autobio.” paragraphs; course goals/themes; MAC survey; weekly Math/English journal entries

Math: Review addition, subtraction, multiplication, division; integrated math/English assignment #1

English: Intro. to writing myths, writing as a process, and paragraph writing (read p. 86 – 104 custom textbook); readings from Ch. 2 *The Writer’s Selections (TWS)*; take “Sentence Skills Diagnostic Test”; if time, grammar lesson: Subjects and Verbs (pp. 7 – 12).

### **Week #2 (Sept. 25 – 28, 2006)**

Math: Continue review (if needed); order of operations, area and volume; math journal entry; quiz #1?

English: Continue paragraph writing; intro. to the reading process (*TWS*, “Reading Success Strategies 1 – 4 & “Essential Reading and Writing Skills,” pp. 1 – 6); practice reading strategies; readings from Ch. 1, *TWS*; write summary & response paragraphs based on readings; grammar lesson: Subjects and Verbs (pp. 7 – 12) and Sentence Sense (pp. 13 – 15); intro. to essay #1 (personal narrative on theme); editing journal entry

### **Week #3 (Oct. 2 – 5, 2006)**

Math: Intro. to signed numbers; math journal entry

English: Continue paragraph writing (summary/response/analysis) based on readings; readings from Ch. 5, *TWS*; review writing process (read pp. 7 – 21, *TWS*); draft essay #1; essay #1 peer response?; grammar lesson: Fragments (pp. 16 – 30); editing journal entry

### **Week #4 (Oct. 9 - 12, 2006)**

Math: Continue signed numbers; student/teacher conferences?; math journal entry (“The Musgrave Ritual”)

English: Essay #1 teacher feedback (student/teacher conferences) and revision; grammar lesson: if needed, finish Fragments; begin Run-ons (pp. 31 – 44); editing journal entry; Sherlock Holmes reading/writing activity.

### **Week #5 (Oct. 16 – 19, 2006)**

Math: Quiz #2?; intro. to fractions; math journal entry

English: Essay #1 editing?; intro. to novel, *Uncle Petros and Goldbach’s Conjecture*; read/discuss novel; grammar lesson: Run-ons; editing journal entry; continue paragraph writing; readings from *TWS*?; discuss literary terms/devices?

### **Week #6 (Oct. 23 – 26, 2006)**

Math: Continue fractions; math journal entry

English: Read/discuss novel; continue paragraph writing; grammar lesson: Commas; editing journal entry; intro. to essay #2 (analyzing a character in novel); essay #2 prewriting (FBI Character Profile);

### **Week #7 (Oct. 30 - Nov. 2, 2006)**



Math: Continue fractions; quiz #3?; intro. to decimals; math journal entry

English: Finish reading/discussing novel; intro. to essay #2 (analyzing a character in novel); essay #2 prewriting; read “I Don’t Know What to Write” (pp. 108 – 119), “How Do I Write a Thesis” (pp. 120 – 122), and “How Do I Get My Ideas to Fit Together” (pp. 123 – 129) in custom textbook; grammar lesson: if needed, finish Commas; begin Apostrophes (pp. 62 – 69); editing journal entry.

**Week #8 (Nov. 6 – 9, 2006)**

Math: Decimal work; math journal entry

English: Essay #2 peer and teacher response; grammar lesson: Subject-Verb Agreement (pp. 45 – 50); editing journal entry; intro. to integrated Math/English assignment #2 (research); discuss final portfolio requirements?

**Week #9 (Nov. 13 – 16, 2006; 11/15 is Advising Day—class canceled)\***

Math: Continue decimals; math journal entry

English: Essay #2 editing?; review portfolio requirements; portfolio essay revision and editing (conferences?); grammar lesson: Pronoun Agreement, Reference, and Point of View (pp. 54 – 61); editing journal entry; integrated Math/English assignment #2 (presentations?)

**Week #10 (Nov. 20 – 22, 2005; 11/23 is Thanksgiving Holiday—campus closed)**

Combined: Final Portfolio development

Math: Continue decimals; Quiz #4?; math journal entry?

English: Peer/teacher feedback and revision & editing of pieces for Final Portfolio; develop learning reflection essay for portfolio; grammar: “Sentence Skills Achievement Test” (p. 81+); editing journal entry?

**Week #11 (Final Week of Classes: Nov. 27 – 30, 2006)**

Combined: Course evaluations; MAC and LC surveys; computer lab time; finish Final Portfolio (*Due December 4, 2006 by noon*)

*No final exam for this course. Portfolios/final grades will be available for pick up by Dec. 7. (If you cannot pick up your final portfolio/final grades by Dec. 8, please submit a self-addressed, stamped envelope with your final materials, so we can mail them to you.)*

*Thanks for a great quarter! Enjoy winter break!*