

## Syllabus



**English 21**  
**Section 0930**  
**Summer 2015**  
**Professor Iwamizu**

## English Fundamentals

*Prerequisite: Appropriate placement level demonstrated through the English assessment process.*

English 21 is a reading/writing course that teaches basic skills in composition, reading, and grammar/mechanics. Objectives relate to writing effective sentences and structuring academic prose based upon readings. The course prepares students for transfer level English and technical/vocational courses.

### WELCOME

During the course of this semester, you will work to develop your writing, reading, vocabulary, and editing skills. You will learn and practice the fundamentals of grammar and mechanics. The goal is for you to become a better reader and a more confident writer by the end of this course.

My role as your instructor is to provide you with the tools you need to excel academically and to support you on your journey to success. However, only you can determine your level of success in this course. Successful college students are self-motivated; they understand the importance of studying the material, coming to class prepared, and practicing the skills they learn. You are capable of excelling beyond all boundaries.

### COURSE INFORMATION

**Instructor:** KR Iwamizu

**Instructor Email:**

Iwamizkr@wlac.edu

**Class Days/Hours:**

8:00-9:25am

Monday, Tuesday,  
Wednesday, and Thurs-  
day (weekly)

June 15-August 9, 2015

**Class Location:** GC 320

**School Website:**

www.wlac.edu

**School Address:**

9000 Overland Ave

Culver City, CA 90230



## REQUIRED & RECOMMENDED TEXTS

There are no textbooks required for this course. Your instructor will provide you with all assignment prompts and readings.

There are, however, several recommended texts, including:

- A dictionary
  - A thesaurus
  - An English handbook (*A Writer's Reference* et. al.)
- These are all books that you can use to assist you throughout your academic career.

*“Your success is determined by how much you can really learn from your failures.”*

*~Joel Brown*

### FINAL ASSESSMENT

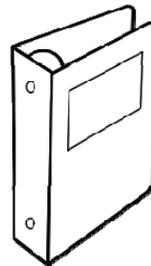
Your final grade will be primarily determined by an assessment of the portfolio you submit at the end of the session in addition to the final exam. The 0.5”



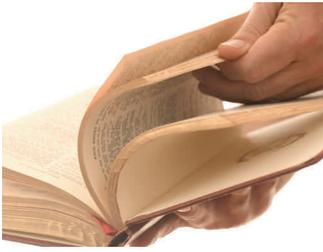
binder, divider tabs, and sheet protectors will all be used to compile your portfolio. The portfolio demonstrates your progress as a writer, and it serves as a body of your work

that substantiates your demonstrated ability to meet the Student Learning Outcomes and Course Objectives.

### REQUIRED MATERIALS



- ⇒ 0.5” 3-ring binder
- ⇒ 8 1/2 x 11 lined notebook paper with 3 holes
- ⇒ 2 8 1/2 x 11 WLAC green composition exam booklets
- ⇒ (WLAC bookstore)
- ⇒ #2 Pencils, blue or black pens, and highlighters
- ⇒ Sheet protectors



*Demonstration of an ability to meet the Student Learning Outcomes and meet the Course Objectives is the primary basis for your grade.*

## STUDENT LEARNING OUTCOMES

Successful English 21 students will demonstrate the following:

- A. Identify sentence fragments, comma splices, misused commas, fused sentences, misplaced and dangling modifiers, incorrect pronoun case, faulty pronoun reference, pronoun-antecedent disagreement, subject-verb agreement, wrong tenses.
- B. Locate the thesis/proposition, identify types of support (examples, facts, details, reasons, illustrations, anecdotes), indicate shift from general to specific levels of support, identify essay modes (contrast, classification, definition, cause/effect, process, persuasion), summarize content, advocate or challenge the author's opinion.
- C. Indicate functions of characters, plot, setting in relation to themes and development.
- D. Pre-write, write, and rewrite; also compose a rough draft, revise, and resubmit.
- E. Delimit subjects by brainstorming and outlining, organize content (spatially, chronologically, climatically, etc.), compose introductory and concluding paragraphs.
- F. Develop confidence and fluidity in writing.

## COURSE OBJECTIVES

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

- A. Write convincing, well-organized paragraph compositions (1-2 pages) and brief essays (2-3 pages).
- B. Successfully incorporate English usage rules and concepts into sentences and compositions.
- C. Use textual support in a composition.
- D. Read actively (annotate, identify rhetorical principles in context).
- E. Think critically. Analyze problems by differentiating fact from opinion, and using evidence and sound reasoning to specify multiple solutions and their consequences.
- F. Communicate effectively. Present arguments in a well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.
- G. Respect cultural diversity. Engage with other cultures in an effort to understand them.



**You MUST complete and submit all essays and the final portfolio, as well as you must take the final exam, in order to pass the course. Failure to complete any of these is cause for automatic failure of the course.**

## COURSE REQUIREMENTS AND ASSIGNMENT GUIDELINES

### Paragraphs

You are required to submit paragraphs to various topics assigned. Topics are related to the class and the world around us. Paragraphs should be one complete page (250 words). Support your ideas. State your points and provide evidence, like facts or personal anecdotes.

### Quizzes

Quizzes will be given regularly to ensure that you are keeping up with the readings and attending class. Missed quizzes cannot be made up, even if you arrive late to class.

### Essays

Essays provide you the opportunity to practice and demonstrate skills learned in class. Previous drafts must be attached to final essays. **NOTE:** All writing assignments, except those designated as in-class writing assignments, must be typed. Grading rubrics will be attached to final essays.



*"If you want something you've never had, you must be willing to do something you've never done."*

*~Thomas Jefferson*

**Other assignments, as listed on the grade rubric, will occur in class and serve to reinforce learning. These include:**

- In Class Activities
- Editing projects
- Responses (journals) to questions from readings or instructor-facilitated prompts
- Exam: Final
- Final Portfolio: a collection of your writing with all drafts of each response/essay; a display of the progression of your skill as a writer.



# POLICIES

## Late Assignments

Each student is allowed one late essay assignment. It must be turned in by the next class meeting to receive credit and the grade will be reduced by one letter grade. Please DO NOT e-mail me your essays and other typed assignments. They will not be accepted.

## Attendance

Because class discussions and group work are an integral part of this course, attendance is mandatory. Up to 2 absences are allowed. After that, you could be dropped. Students are expected to attend every class meeting, to arrive on time, and to stay throughout the class period. Excessive absenteeism, as well as walking in and out of class, will lower your grade. 2 tardies = 1 absence. Students may be dropped from the class for excessive tardiness or for failure to attend several without explanation class during the first two weeks.

## Preparedness

You are expected to arrive on time and to come to each class session prepared. Bring your books, binder, pens/pencils, and any work that is due; and be prepared to discuss all readings/assignments.



## Cell Phones, iPods, Laptops, etc.

Turn off all electronic devices and put them away when class begins! Although it may not seem possible, you can survive without talking and texting on your cell phone, or listening to your iPod, for several hours. Talking and texting on cell phones not only distracts you, but it serves as a distraction for your instructor and your peers. Distractions interrupt/disrupt the class. You will be asked to leave if you use your phone in class, and one full absence will be recorded.

## Important Note

If you have a problem that threatens your success in the class, do not let it snowball. Contact me immediately. Students are expected to ask questions and obtain help from the instructor via email and/or during office hours. Refer to the course website/blog for more information on UMOJA policies.



*“I never dreamed about success. I worked for it.”  
~Estee Lauder*



# COLLEGE POLICIES

## Academic Integrity (Plagiarism)

In accordance with code 9803.28, academic dishonesty is prohibited and will not be tolerated in this class. Violations of academic integrity include, but are not limited to, the following actions: cheating on an



exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should

not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation. Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college.

## Student Conduct

According to code 9803.15, disruption of classes or college activities is prohibited and will not be tolerated. Refer to the catalog and the Standards of Student Conduct in the Schedule of Classes for more information.



## Recording Devices

State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog).



*“Be the master of your fate not the slave of your problems.”*

*~Marinela Reka*

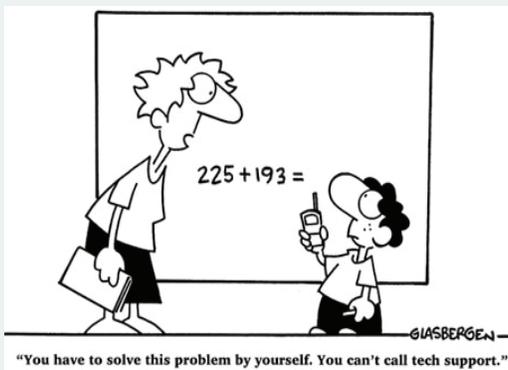


## CAMPUS RESOURCES

**Office of Disabled Student Programs and Services (DSP&S)  
Heldman Learning Resources Center (HLRC), Room 119 |  
(310) 287-4450.**

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog).

**Instructional Support (Tutoring) & Learning Skills Center  
Heldman Learning Resources Center (HLRC) | (310) 287-  
4486**



"You have to solve this problem by yourself. You can't call tech support."

Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with convenient, self-paced computer-aided courses in the Learning Skills Center. Increase your knowledge and learning success: sign

up for tutoring in various college subjects (WLAC College Catalog).

**Library Services Heldman Learning Resources Center  
(HLRC) | (310) 287-4269 & (310) 287-4486**

The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. In addition to a large collection of books, periodicals and videos the WLAC Library has course textbooks which students may use while in the Library. Web access is available in LIRL as well as meeting rooms. The upper floors provide a beautiful view ideal for study (WLAC College Catalog).



*"If you really want  
to do something,  
you will find a way.  
If you don't, you'll  
find an excuse."  
~Jim Rohn*





Once handouts are issued, it is your responsibility to ensure that you receive them if you are absent. Students are responsible for receiving assignment information and completing such assignments.

The course schedule is tentative. Some items and/or dates may be changed to reflect the needs of the class.

Assignments will be further explained in class. The only way to be sure of what is due is to regularly attend classes.

**To reiterate:** You must submit the final portfolio and take the final exam as well as show proficiency in essay structure and essay development (including editing and revising), as evidenced in the submission of EVERY essay, in order to earn a passing grade.

## TOOLS OF SUCCESS



1. Be prepared.
2. Ask appropriate questions that are relevant to the subject matter.
3. Maintain a positive attitude when communicating w/ others, and avoid being confrontational.
4. Answer questions when asked to respond.
5. Ask questions when you are unsure! I can only help you if I know you need help.
6. Be open-minded and receptive to new ideas. You don't have to believe them; you do have to accept their existence.

## GRADING RUBRIC

Assignment Category	Number of Assignments	Points Per Assignment	Total Points	% of Total Grade
Quizzes	10	10	100	10%
Paragraphs	10	10	100	10%
Readings	10	5	50	5%
Final Portfolio	1	50	50	5%
Essays	5	100	500	50%
Final Exam	1	100	100	10%
Editing Activities/Projects	4	25	100	10%

**Agenda/Assignments***(dates are tentative and subject to change to meet course needs)*

<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>
6/15 Session begins Diagnostic	6/16 Course SLOs MLA Format Academic English Paragraph Format HW: Study Notes	6/17 Quiz 1 Journal 1: Writing Exper. Discussion "Speed Dating" Definition Mode HW: Par. 1	6/18 Journal 2: Reading Exper. Discussion Peer Review Narrative Mode Essay structure HW: Essay 1, Revise Par. 1
6/22 Journal 3: Traditional Family Discussion Sentence Errors S/I Meetings HW: Revise Par. 1, Revise Essay 1, Rdng 1	6/23 Journal 4: Family Values Discussion Critical Reading Sentence Errors HW: Revise Essay 1, Revise Par. 1	6/24 Quiz 2 Review Sentence Errors S/I Meetings HW: Revise Essay 1	6/25 Steps in Writing: Pre-Steps Classification Mode Essay structure HW: Essay 2
6/29 Journal 5: Diversity Discussion Peer Review HW: Revise Essay 2, Rdng 2	6/30 Paragraph 2 (in class) Critical Reading S/I Meetings HW: Revise Essay 2, Revise Par. 2, Sent. Asst., Sentence Projects assigned	7/1 Quiz 3 Review Steps in Writing: Outlining Sentence Skills Peer Review HW: Revise Essay 2, Revise Par. 2, Outline Asst.	7/2 Exemplification Mode Paragraph 3 (in class) Sentence Skills HW: Revise Par. 3, Rdng 3, Sent. Proj. due Mon.
7/6 Journal 6: Support System Discussion Sent. Proj. Presentations HW: Sent. Asst., Rdng 4	7/7 Cause/Effect Mode Discussion Paragraph 4 (in class) Sent. Proj. Presentations HW: Revise Par. 4, Essay 3 Outline	7/8 Quiz 4 Review Parallelism Peer Review S/I Meetings HW: Revise Par. 4, Essay 3 Intro.	7/9 Compare/Contrast Mode Paragraph 5 (in class) Modifiers HW: Complete Essay 3, Rdng 5, Revise Par. 5, Editing Projects assigned
7/13 Journal 7: Pers. Respons. Discussion Peer Review Verbs HW: Revise Essay 3, Sent. Asst.	7/14 Process Analysis Mode Paragraph 6 (in class) S/V Agreement HW: Revise Essay 3, Revise Par. 6	7/15 Quiz 5/6 Review Peer Review S/I Meetings P/A Agreement HW: Revise Essay 3, Rdng 6	7/16 Description Mode Discussion Paragraph 7 (in class) Adjectives/Adverbs HW: Essay 4 Outline & Intro., Revise Par. 6, Rdng 7
7/20 Journal 8: TBA Discussion Quoting & Citation Peer Review HW: Revise Par. 7, Essay 4 Conclusion, Rdng. 8	7/21 Paragraph 7 (in class) Pronoun Case Editing Projects Presented HW: Revise Par. 7, Essay 5 Body	7/22 Quiz 7 Review Peer Review S/I Meetings Pronouns (combined) HW: Essay 5 (complete), Editing Projects assigned	7/23 Argument Mode Discussion Paragraph 8 (in class) HW: Revisions (all), Rdng 9 <b>**Make-up Day on Mon. 7/27**</b>
7/27 Journal 9: TBA Discussion Punctuation Peer Review HW: Revise Essay 4, Revise Par. 8	7/28 Argument Mode Discussion Punctuation Paragraph 9 (in class) HW: Revise Par. 8, Revise Essay 4	7/29 Quiz 8/9 Review Spelling, Diction Peer Review S/I Meetings HW: Revise Par. 9, Revise Essay 5	7/30 Editing Projects Presented Portfolio Preparation Editing Q & A HW: Rdng 10, Revise Essay 5
8/3 Journal 10: Progress Discussion Peer Review S/I Meetings HW: Revisions (all)	8/4 Employing multiple modes Discussion Paragraph 10 (in class) HW: Revise Par. 10, Revisions (all)	8/5 Quiz 10 Final Exam Final Portfolio Review	8/6 Last Day of Session Final Exam Final Portfolio Review

Please make copies of this form and submit one as a cover page with each essay.

STUDENT NAME \_\_\_\_\_

ESSAY NUMBER \_\_\_\_\_

DATE SUBMITTED \_\_\_\_\_

### ESSAY RUBRIC FOR ENGLISH 21

## Mechanics, Grammar, Sentence Structure

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Points Earned	Points Avail.	Basis for Evaluation
	50-41	Generally uses transitional words and phrases appropriately; uses a variety of compound and complex sentence structures with occasional but no distracting errors; uses most verb tenses and modals correctly in both the active and passive voice when appropriate; uses words and expressions that clearly communicate the writer's intended meaning with some sophisticated expressions; demonstrates an adequate control of writing conventions.
	40-31	Uses some appropriate transitional words and phrases; uses both compound and complex sentence structures with occasional errors; uses adequate vocabulary correctly; demonstrates reasonable control of writing conventions with occasional errors.
	30-below	Evidences lack of control over basic transitional words and phrases; demonstrates problems with sentence structure and boundaries; uses overly basic vocabulary or includes repeated incorrect diction; lacks reasonable control of writing conventions with many errors present.

## Organization and Content

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Points Earned	Points Avail.	Basis for Evaluation
	40-31	Written response addresses the question in a knowledgeable and analytical way; basic writing competence is evident. Demonstrates thoughtful development of main ideas with body paragraphs that contain relevant and specific details to support the thesis.
	30-21	Written response answers the question with basic elements of an essay, including an introduction paragraph, adequately developed body paragraphs, and a concluding paragraph, demonstrating basic writing competence. Demonstrates thoughtful development of main ideas with supporting paragraphs that contain sufficient details to support the thesis.
	20-11	Written response may lack some basic elements of an essay, or may lack sufficient control over written communication to communicate clearly. Lacks elements of basic essay organization. Lacks original supporting ideas, often substituting copied material or vague generalizations, or goes off topic.
	10-below	Written response demonstrates insufficient ability to communicate clearly and effectively or to organize ideas into coherent paragraphs within a clearly structured essay.

## MLA Format

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Points Earned	Points Avail.	Basis for Evaluation
	10	Adheres to conventions of Modern Language Association format with proper heading, header, font, spacing, and indentation (no errors present).
	5	Some adherence to conventions of Modern Language Association format: heading, header, font, spacing, and indentation (two to three errors).
	0	Many errors in Modern Language Association conventions present (more than three errors).