

Instructor & Class Information

Course: English 21, Section 0936

Semester: Spring 2016, February 8 - June 6, 2016

Instructor Name: Nuala Lincke-Ivic, Associate Professor

Instructor E-Mail: lincken@wlac.edu

Class Hours & Location: General Classroom Building 230, Mondays and Wednesdays, 9:35 - 11:00

Office Location, Hours & Telephone: My office is in the General Classroom Building, in 210-D. My office hours are from 1:00 - 3:00 PM on Mondays and Wednesdays. My telephone number is (310) 287-4544. The fastest way to reach me is by using Private Messages, and I do ask that you contact me only in Private Messages, not by my college email, as we need to keep all class business inside the online classroom.

Privacy Issue:

Please NEVER use a public forum like Questions or a discussion to write about private business that just involves the two of us; please use Private Messages. We use Questions to ask general questions about assignments; we use the discussions for class discussions about paper topics.

About This English 21 Class ... !

WELCOME

What is your aim in this class, as the teacher?

Actually, I have two aims. First, I want to help you to help yourself become academically successful--so much so that you "jump over" English 28 next semester and enroll in English 101, *College Reading and Composition I*--which is the first transfer-level English course. Or ... I'll settle for preparing you well for English 28, *Intermediate Reading and Composition*, which is the next course in the English curriculum. My second aim is ... to help you to learn reading and writing strategies that can help you outside of the classroom, in real life--and for the rest of your life. (I dream BIG.)

How will this class help me to become academically and professionally successful?

In college, a student's academic success hinges on the ability to do two things: understand what he or she reads, and then write about what he or she reads. Therefore, in this English 21 class we will practice reading strategies that will help you to understand what you read so that you can write about what you read. Of course, we'll also focus on HOW to write about what you read. Of course, these skills will help you out there in the real world, too.

Now, let's go over what we'll read and write about in this class.

What are we going to be reading and writing about?

Our English usage textbook is *THIS LITTLE BOOK About How to Write a College-Level Essay*, and we will be doing many of the assignments in this textbook. It will not be available at the West Bookstore until the end of the fourth week of the semester. Purchase it then, please. (Every penny you spend to purchase this text will be donated to West Los Angeles College students who are experiencing financial hardship.)

The other text we'll use in class is free online, and it is the groundbreaking novel [*The Heart Is a Lonely Hunter*](#), which was published in 1940. Its author--a Southern girl named Carson McCullers--was just 23 years old at the time.

We're also going to read some texts (writings) that relate to the topic of Jim Crow. We'll use these materials to write three essays--which we'll metamorphose through the magic of transitions into one lengthy essay--about this general topic: *How to See Outside of Your Skin Color*. Our essay topics are:

Essay 1: What is racism (definition), and who can be racist and why? (cause & effect).

Essay 2: How can a person be educated not to be racist? (process analysis)

Essay 3: How is the U.S. doing today in terms of racial relations? (argumentative)

During the first few weeks of class and as class progresses, you'll learn all the specific details about these assignments and other assignments you will complete.

What will we be doing in each class session?

To learn what we'll be doing specifically in each class session, click on Syllabus in the left menu, and read our Syllabus from beginning to end.

If you have never worked inside an online classroom at West, please learn how to (a) equip your computer with the correct version of the correct browser and (b) use Etudes, our online software.

1. Go to www.myetudes.org.
2. In the left menu, click on Course Login Info.
3. Scroll down the screen to the tutorials.
4. View/read the tutorials, as appropriate.

Where can I reach you if I have questions or concerns about this class?

Click on Discussion and Private Messages inside our classroom (left menu), and Private Message me, or see me during my regularly scheduled office hours, which are 1:00 - 3:00 PM on Mondays and Wednesdays in GC 210 D.

Cheers,



Nuala Lincke-Ivic, *West* Editor & Assoc. Professor
English Department
Language Arts
West Los Angeles College

 [Working TLB Preface Chapter 1 1 .pdf](#)

Required Textbook to Purchase at West Bookstore

TITLE: *THIS LITTLE BOOK about How to Write a College-Level Essay*

Author: Nuala Lincke-Ivic

Year: 2015

NOTES:

1. One hundred percent of the money you spend to purchase this textbook will be donated to the Associated Student Organization (ASO) of West Los Angeles College.
2. OUR TEXTBOOK WILL NOT BE AVAILABLE FOR PURCHASE UNTIL THE END OF THE FOURTH WEEK OF THE SEMESTER, AT WHICH TIME WE WILL NEED IT. PLEASE PURCHASE IT BY THE END OF THE FOURTH WEEK OF THE SEMESTER.

Grading & Weekly Lesson Plans

1. ONLINE JOURNAL: Online journals are posted in Class Discussion in Etudes by Wednesday at 11:59 PM; a response to a classmate's journal must be completed by 11:59 PM on Sunday.

Carson McCuller's 1940 novel *The Heart Is a Lonely Hunter*

Part One: Chapters 1-2 (10 points)

Part One, Chapters 3-4 (10 points)

Part One, Chapters 5-6 (10 points)

Part Two, Chapter 1-2 (10 points)

Part Two, Chapters 3-4 (10 points)

Part Two, Chapter 5-6 (10 points)

Part Two, Chapters 7-8 (10 points)

Part Two, Chapters 9-10 (10 points)

Part Two, Chapters 11-12 (10 points)

Part Two, Chapters 13-15 (10 points)

Part Three, Chapters 1-2 (10 points)

Part Three, Chapters 3-4 (10 points)

2. WRITING & WORKSHOP-ING THE ESSAY EVALUATIONS

Essay 1: What is racism (definition), and who can be racist and why? (dominant mode: cause & effect).

Draft 1 – 10 points

Draft 2 – 10 points

Peer Evaluation for Draft 1 – 10 points

Peer Evaluation for Draft 2 – 10 points

Essay 2: How can a person be educated not to be racist? (dominant mode: process analysis)

Draft 1 – 10 points

Draft 2 – 10 points

Peer Evaluation for Draft 1 – 10 points

Peer Evaluation for Draft 2 – 10 points

Essay 3: How is the U.S. doing today in terms of racial relations? (dominant mode: argumentative)

Peer Evaluation for Draft 1 – 10 points

In-Class Writing Final, Draft 1: 50 points

Portfolio: Essays 1, 2 and 3 knitted together via transitions into one lengthy essay: 50 points

3. THIS LITTLE BOOK About How to Write a College Level Essay:

Chapter 1 work (10 points)

Chapter 2 work (10 points)

Chapter 3 work (20 points)

Chapter 7 work (25 points)

Weekly Lesson Plans

Week	Class Activities	Due
Week 1: 2/8 – 12 Presidents' Day: Feb 12 - Feb 15	Diagnostic Writing: ADL text "What is racism?" Bring Chapter 1 to class with you on Wednesday; we'll work on it in groups.	Post Online Journal 1 in Class Discussion by 11:59 PM on Friday: Answer your instructor's questions on the first screen about <i>The Heart Is a Lonely Hunter</i> , Part One, Chapters 1-2. Respond to at least one classmate's posting by 11:59 PM on Sunday.
Week 2: 2/15 – 19 Presidents' Day: Feb 12 - Feb 15	Paper 1 Discussion: What is racism? Bring Chapter 1 to class with you on Monday and Wednesday; we'll work on it in groups.	Post Online Journal 2 in Class Discussion by 11:59 PM on Friday: Answer your instructor's questions on the first screen about <i>The Heart Is a Lonely Hunter</i> , Part One,

<p>Last day to drop without a "W": Wednesday, Feb 17</p>	<p>Quote Groups</p>	<p>Chapters 1-2. Respond to at least one classmate's posting by 11:59 PM on Sunday.</p> <p>Chapter 1 is due W.</p>
<p>Week 3: 2/22 – 26</p>	<p>Paper 1 Discussion: What is racism?</p> <p>Bring Chapter 2 to class with you on Monday and Wednesday; we'll work on it in groups.</p> <p>Quote Groups</p>	<p>Post Online Journal 3 in Class Discussion by 11:59 PM on Friday: Answer your instructor's questions on the first screen about <i>The Heart Is a Lonely Hunter</i>, Part One, Chapters 1-2. Respond to at least one classmate's posting by 11:59 PM on Sunday.</p>
<p>Week 4: 2/29 – 3/4</p>	<p>Bring Chapter 2 to class with you on Monday; we'll work on it in groups.</p> <p>In-Class Writing: Paper 1, Draft 1</p>	<p>Post Online Journal 4 in Class Discussion by 11:59 PM on Friday: Answer your instructor's questions on the first screen about <i>The Heart Is a Lonely Hunter</i>, Part One, Chapters 1-2. Respond to at least one classmate's posting by 11:59 PM on Sunday.</p> <p>Chapter 2 is due on W.</p>
<p>Week 5: 3/7 - 11</p>	<p>Workshop-<i>ing</i> the Essay Evaluation process for Paper 1, Draft 1</p>	<p>Post Online Journal 5 in Class Discussion by 11:59 PM on Friday: Answer your instructor's questions on the first</p>

		<p>screen about <i>The Heart Is a Lonely Hunter</i>, Part One, Chapters 1-2. Respond to at least one classmate's posting by 11:59 PM on Sunday.</p>
<p>Week 6: 3/14 – 18</p> <p>Last day to drop with a "W": Thursday, March 17</p>	<p>Bring Chapter 3 to class with you on Monday; we'll work on it in groups.</p>	<p>Post Online Journal 6 in Class Discussion by 11:59 PM on Friday: Answer your instructor's questions on the first screen about <i>The Heart Is a Lonely Hunter</i>, Part One, Chapters 1-2. Respond to at least one classmate's posting by 11:59 PM on Sunday.</p> <p>Post your new Paper 1, Draft 2 online in Etudes in Class Discussion forum PAPER 1, DRAFT 2 by Sunday, 3/20.</p>
<p>Week 7: 3/21 - 25</p>	<p>Bring Chapter 3 to class with you on Monday; we'll work on it in groups.</p> <p>Workshop-<i>ing</i> the Essay Evaluation process for Paper 1, Draft 2.</p>	<p>Post Online Journal 7 in Class Discussion by 11:59 PM on Friday: Answer your instructor's questions on the first screen about <i>The Heart Is a Lonely Hunter</i>, Part One, Chapters 1-2. Respond to at least one classmate's posting by 11:59 PM on Sunday.</p>

		Complete evaluations of two classmates' Paper 1, Draft 2 online in Etudes in Class Discussion forum PAPER 1, DRAFT 2 by Sunday, 3/27.
Week 8: 3/28 – 4/1 Cesar Chavez Day: Mar 31	Workshop-ing the Essay Evaluation process for Paper 1, Draft 2.	Post Online Journal 8 in Class Discussion by 11:59 PM on Friday: Answer your instructor's questions on the first screen about <i>The Heart Is a Lonely Hunter</i> , Part One, Chapters 1-2. Respond to at least one classmate's posting by 11:59 PM on Sunday.
Week 9: 4/4 – 8	Spring Break: April 1 - April 8	
Week 10: 4/11 - 15	Paper 2 Discussion: "How can a person be educated not to be racist?" <i>Syllabus Texts to read/view before discussion begins at beginning of the week: Bill Lowe and Jeanne Tobey; Perez v. Sharp, 1948; Loving v. West Virginia, 1967; Slavery.</i> Chapter 7 Work Timeline Discussed Quote Groups	Post Online Journal 9 in Class Discussion by 11:59 PM on Friday: Answer your instructor's questions on the first screen about <i>The Heart Is a Lonely Hunter</i> , Part One, Chapters 1-2. Respond to at least one classmate's posting by 11:59 PM on Sunday.

<p>Week 11: 4/18 -22</p>	<p>Paper 2 Discussion: “How can a person be educated not to be racist?” <i>Syllabus Texts to read/view before discussion begins at beginning of the week: Bill Lowe and Jeanne Tobey; Perez v. Sharp, 1948; Loving v. West Virginia, 1967; Slavery.</i></p> <p>Quote Groups</p> <p>In-Class Writing: Paper 2, Draft 1</p>	<p>Post Online Journal 11 in Class Discussion by 11:59 PM on Friday: Answer your instructor’s questions on the first screen about <i>The Heart Is a Lonely Hunter</i>, Part One, Chapters 1-2. Respond to at least one classmate’s posting by 11:59 PM on Sunday.</p>
<p>Week 12: 4/25 - 29</p>	<p>Workshop-<i>ing</i> the Essay Evaluation process for Paper 2, Draft 1.</p>	<p>Post Online Journal 12 in Class Discussion by 11:59 PM on Friday: Answer your instructor’s questions on the first screen about <i>The Heart Is a Lonely Hunter</i>, Part One, Chapters 1-2. Respond to at least one classmate’s posting by 11:59 PM on Sunday.</p> <p>Check progress on Chapter 7 Work on Wednesday.</p>
<p>Week 13: 5/2 – 6</p>	<p>Workshop-<i>ing</i> the Essay Evaluation process for Paper 2, Draft 1.</p>	<p>Post Online Journal 13 in Class Discussion by 11:59 PM on Friday: Answer your instructor’s questions on the first screen about <i>The Heart Is a Lonely Hunter</i>, Part One, Chapters 1-2. Respond to at least one classmate’s</p>

		<p>posting by 11:59 PM on Sunday.</p> <p>Post your new Paper 2, Draft 2 online in Etudes in Class Discussion forum PAPER 2, DRAFT 2 by Sunday, 5/8.</p> <p>Check progress on Chapter 7 Work on Wednesday.</p>
<p>Week 14: 5/9 – 13</p>	<p>Paper 3 Discussion: “How is the U.S. doing today in terms of racial relations?” <i>Syllabus Texts to read/view before</i></p> <p><i>discussion begins at beginning of the week: “I Have a Dream” speech; L.A. Homicide Blog (you’ll need to Google it to read the latest blog); “Young black men killed by US police at highest rate in year of 1,134 deaths”</i></p> <p>Portfolio: Transitions linking three papers together and overall introduction and conclusion</p> <p>Quote Groups</p>	<p>Complete evaluations of two classmates’ Paper 2, Draft 2 online in Etudes in Class Discussion forum PAPER 2, DRAFT 2 by Sunday, 5/15.</p> <p>Check progress on Chapter 7 Work on Wednesday.</p>
<p>Week 15: 5/16 – 22</p>	<p>Paper 3 Discussion: “How is the U.S. doing today in terms of racial relations?” <i>Syllabus Texts to read/view before</i></p> <p><i>discussion begins at beginning of the week: “I Have a Dream” speech; L.A.</i></p>	<p>STUDENT EVALUATION FORUM FOR PAPER 3, DRAFT 1 In Class Discussion—due by 11:59 PM on Sunday. <i>Post your Paper 3, Draft 1.</i></p>

	<p><i>Homicide Blog (you'll need to Google it to read the latest blog); "Young black men killed by US police at highest rate in year of 1,134 deaths"</i></p> <p>Portfolio: Transitions linking three papers together and overall introduction and conclusion</p> <p>Quote Groups</p>	<p>Check progress on Chapter 7 Work on Wednesday.</p>
<p>Week 16 5/23 – 27</p>	<p>Paper 3 Discussion: "How is the U.S. doing today in terms of racial relations?" <i>Syllabus Texts to read/view before</i></p> <p><i>discussion begins at beginning of the week: "I Have a Dream" speech; L.A. Homicide Blog (you'll need to Google it to read the latest blog); "Young black men killed by US police at highest rate in year of 1,134 deaths"</i></p> <p>Portfolio: Transitions linking three papers together and overall introduction and conclusion</p>	<p>STUDENT EVALUATION FORUM FOR PAPER 3, DRAFT 1 In Class Discussion—<i>give two classmates feedback on their Paper 3, Draft 1 by 11:59 PM on Sunday, 5/29.</i></p> <p>Check progress on Chapter 7 Work on Wednesday.</p>
<p>FINALS WEEK 5/30 – 6/6</p> <p>Memorial Day: May 30</p>	<p>Final: Paper 3, "How is the U.S. doing today in terms of racial relations?"</p> <p>FINAL DAY, TIME & LOCATION:</p>	<p>Portfolio due in PORTFOLIO FORUM by 11:59 PM on 6/6.</p>

 [Working TLB Preface & Chapter 1.pdf](#)

Classroom Environment

In this classroom, all students must work together with me to create a safe, pleasant and productive learning environment. Please see <http://www.wlac.edu/studentlife/index.html> for WLAC policies about creating this kind of environment. This URL contains other useful information for students. Please click on it, and read the information.

Changes to Syllabus

I may make changes to the Syllabus, if they seem appropriate and/or necessary. If I do, then I'll announce the changes on the home page, on the right side of the screen, under "Announcements," and write the changes on the whiteboard in class. It is your responsibility to become aware of these changes.

Learning Disabilities

If you have a learning disability (LD), then you learn things differently than most students do-and you usually learn at a different speed. In other words, you "process" information differently. For this reason, you might need more time to complete an assignment. An LD is not a shameful thing-LOTS of intelligent people have LD's. You are *not* stupid if you have an LD! Let me know immediately if you have an LD-or think that you might, okay? We'll need to make sure that DSP&S documents your LD; if it's not documented, then I will not be able to give you additional time to complete assignments.

Location

Student Services Building (SSB 320)

Telephone

(310) 287-4450

Department Email

dsps@wla.edu

Hours

Monday-Thursday: 8:30 a.m. 4:30p.m.

Friday: 9 a.m.-1 p.m.

Saturday: CLOSED