ENGLISH 101
Freshman Composition | Professor Iwamizu | Monday/Wednesday 8:00-9:35am

West Los Angeles College Mission Statement
West Los Angeles College provides a transformative educational experience. West fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

Welcome
My mission as an instructor is to foster students’ growth by helping you access your unique strengths so that you can improve beyond your own expectations. My goal is to awaken the voice that students have within and the many ideas that you have in order to help you become independent thinkers who are empowered to express those ideas articulately.

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.

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.

Contact Info
Email: Iwamizkr@wlac.edu
Office Hours: Mon 9:35-10:10am in GC 280

Class Info
Section: 0978
Class Location: GC 230
Meeting Dates:
Feb. 8-June 6, 2016
Final Exam Date: June 1, 2016
8:00-10:00am

School Info
School Website: http://wlac.edu
School Address:
4000 Overland Avenue
Culver City, CA 90230
(310) 287-4000

Important Dates:
Feb. 19: Last day to add or drop w/ full refund or file "pass/no pass"
Feb. 15: President’s Day (no class)
April 1-8: Spring Break (no class 4/4 and 4/6)
May 6: Last day to drop w/ a "W"
May 30: Memorial Day (no class)
Syllabus

Spring 2016

Course Texts

Our textbooks for this course include:

*Rereading America, 9th Edition*
by Colombo, Cullen, and Lisle

*A Writer’s Reference, 7th Edition*
by Diana Hacker

Recommended texts include:
A dictionary
A thesaurus

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
- Divider tabs

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.

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

- Joel Brown
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 101 students will demonstrate the following:

1. Analyze college-level texts.
2. Write college-level essays in response to college-level texts.
3. Write essays that are research-based.
4. Produce essays that demonstrate critical thinking.
5. Write essays that are organized, logical and provocative and demonstrate mastery of Standard English free of errors in grammar, syntax and spelling and possess clarity of purpose.

Course Objectives

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

• Differentiate a topic from a thesis.
• Show support for thesis.
• Evaluate sources for research.
• Demonstrate reading and writing proficiency in English grammar, syntax, and mechanics.
• Read and annotate complex, argumentative texts.
• Recognize logical fallacies and persuasive appeals.
• Identify and write for a specific audience. Identify and use rhetorical strategies.
• Express sophisticated ideas with elegant style, including specific vocabulary and variety in sentence structure.
Responses
Responses to various topics will be assigned. Topics are related to the class and the world around us. Responses should be one complete page (250 words). You can state your points and support your ideas with evidence, like facts or personal anecdotes.

Quizzes
Quizzes will be given regularly to ensure that you are keeping up with the reading and to help me identify areas in which you need help. 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. Please attach previous drafts to final essay submissions. NOTE: All writing assignments, except those designated as in-class writing assignments, must be typed.

Other assignments, as listed on the grade rubric, will serve to reinforce learning. These include:

- In-class activities
- Editing projects
- Final exam
- 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

“If you want something you’ve never had, you must be willing to do something you’ve never done.”

-Thomas Jefferson
POLICIES

Late Assignments
While late assignments are accepted, they are given the lowest grading priority, and they will be returned at the end of the semester. Late assignments are not eligible for revision. Please type your essays and print them so that you may submit them in-class on their due dates.

Attendance
Because class discussions and group work are an integral part of this course, attendance is imperative. Up to 3 absences are allowed. After that, you could be dropped from the course. 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
For the most successful outcome, plan in advance so that you can arrive on time and 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.
To minimize disruptions to your learning environment, please silence all electronic devices and put them away when class begins. Although it may not seem possible, you can survive without talking, texting, Facebooking, IMing, blogging, posting or post-scanning 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 peers. As a successful student, you want to obtain the greatest benefit possible from your class.

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.

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

Academic Integrity (Plagiarism)
In accordance with code 98.03.28, 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 98.03.15, 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.

Student Grievance Process:
The student process for filing complaints is as follows:
1. Consult the instructor for resolution.
2. Confer with the Department Chair as second level of authority if issue is not resolved.
3. Make an appointment with the Dean of the relevant academic department if there is no resolution at Levels 1 or 2.
4. The Dean of the relevant academic department may refer the student to the VP of Academic Affairs if there is no resolution at Level 3.
5. Further referral may be made to the appropriate District office.

“Be the master of your fate not the slave of your problems.”
~Marinela Reka

“Wrong emphasis. The idea is to do well in school without studying.”

~How To Do Well In School Without Studying~ is over there in the fiction section.
**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

- **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).

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“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:

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

# GRADE RUBRIC

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Number of Assignments</th>
<th>Points Per Assignment</th>
<th>Total Points</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric Assignment</td>
<td>1</td>
<td>25</td>
<td>25</td>
<td>2.5%</td>
</tr>
<tr>
<td>Participation</td>
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<td>n/a</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Editing Activities</td>
<td>5</td>
<td>5</td>
<td>25</td>
<td>2.5%</td>
</tr>
<tr>
<td>Responses</td>
<td>10</td>
<td>5</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Editing Projects</td>
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<td>30/20</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Final Portfolio</td>
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<td>50</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Essays</td>
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<td>100</td>
<td>500</td>
<td>50%</td>
</tr>
<tr>
<td>Final Exam</td>
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<td>100</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Final Research Paper</td>
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<td>150</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Total</td>
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<td>1000</td>
<td>1000</td>
<td>100%</td>
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<td>Scale: 100-90=A</td>
<td>89-80=B</td>
<td>79-70=C</td>
<td>69-60=D</td>
<td>59-below=F</td>
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