Welcome
This semester, you will work to develop your writing, reading, vocabulary, critical thinking and writing skills. The goal is for you to be a better reader, thinker and more confident writer by the end of this course. This course will teach you not only how to construct your own well reasoned and presented arguments, but also empower you to constructively discuss, analyze and critique the arguments of others. The skills you learn here will help you succeed both in and out of class. However, your education is ultimately YOUR responsibility. YOU determine your level of success. Successful college students are self-motivated, and they ask questions. Successful college students understand the importance of studying the material, coming to class prepared and practicing skills learned. YOU CAN DO IT, and I’m here to help.

English 101 Course Description:
This is a college-level freshman composition course which focuses on expository writing and argumentation and requires the writing of a minimum of 6000 words in essays and a research paper. Students study a variety of texts written at the college level, including literature, that reflect current academic concerns relating to issues of language, ethnicity, class, gender, identity, psychology, and cultural studies. The course is intended for students who plan to transfer to a four-year college or university.

Required Texts
Inform students how to acquire material not found in the bookstore. List required textbook and readings.

Title: Reefer Madness By Eric Schlosser
Publisher: Mariner Books, 2004

Title: Do What you Love and Other Lies About Happiness and Success by Miya Tokumitsu
Publisher: Regan Arts. (August 11, 2015)
Required Materials

- Required Books
- Regular access to the internet.

Course Objectives: (use COR / ECD approved objectives)

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

1. Apply critical reading strategies to college-level texts in order to understand the writer’s rhetorical intent and method of organization: inductive or deductive.
2. Read and evaluate college-level material from a variety of sources, ideally representing a multicultural perspective.
3. Evaluate the validity and soundness of arguments, and distinguish fact from opinion in reading, class discussion, and writing.
4. Develop skills needed for close reading and effective writing, such as attention to word choice and word placement.
5. Write college-level essays that argue a position in response to readings.
6. Produce essays that demonstrate analysis, and that are organized, logical and provocative.
7. Research and identify credible and relevant print and electronic sources to summarize, quote and paraphrase in essays without plagiarism.
8. Write essays that are evidence-based, using detailed and specific support from credible sources.
9. Quote from a variety of sources that are formatted in different ways: poetry, drama, short stories, novels, non-fiction books, biographies, articles, essays, journals, publications attributed to organizations and corporations, and publications with and without publication dates.
10. Draft, write, revise and proofread an essay that supports a thesis and counters a convincing antithesis by citing facts, expert opinions, relevant anecdotes, and descriptions of situations and events.
11. Use appropriate MLA citations/works cited.
12. Demonstrate continued development in writing correct and sophisticated college-level English prose.
13. Demonstrate mastery of English grammar, syntax and spelling through writing assignments.
14. Write full-length essays (four to six pages in length), in-class midterm and final as well as a research essay of six to eight pages.

Course Content and Scope

This course requires active reading of challenging texts to develop critical thinking skills

Writing the Essay
--Developing detailed supporting paragraphs
--Organizing critical essays
--Employing specific vocabulary
--Structuring an argument
--Evaluating evidence: Types and Sources
--Identifying the effective use of evidence in written published work. Using effective evidence in student writing.
--Identifying reliable research sources.
--Library research skills taught either at the college library or using the library website’s databases.
--Drafting, writing and revising the essay
--The Conventions of MLA Style
--Audience analysis; identifying interpretive communities
--Conventions of academic writing
--Recognizing the importance of appropriate tone and style
--Correct usage and grammar
--Addressing multicultural perspectives through writing, reading, and class discussion

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO)</th>
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Institutional SLOs:
A. Critical Thinking
B. Communication

Program SLOs:
At the end of the course a successful student will be able to:

1. Write effectively, using the conventions of standard English, with a clear focus, using appropriate support/evidence and logical organization.

2. Collect and organize research data, using credible sources to write a convincing/persuasive document.

3. Analyze, synthesize and evaluate information to assess the validity and usefulness of an argument.

4. At the end of the course, the successful student will be able to argue a point and support it in writing using extensive evidence from outside sources.

Assessment of SLOs:
Students will write several essays (25 pages of formal student writing during the semester). All essays will support strong thesis statements and will require the student to collect, analyze, and synthesize evidence from different sources, as well as to argue a thesis in an organized and persuasive manner.

Two of these essays will be an in-class or on-line timed essay.

At least one of these essays will require research.

Essays will be free of logical fallacies and grammatical and spelling errors.

Student Learning Objectives
Upon exit English 101 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. 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.
Course Requirements and assignment guidelines

Discussion Board Responses
You are required to post weekly responses to various topics related to the class and the world around us on the weekly discussion board. Discussion Board Responses should be at least 4-5 complete sentences. Support your ideas. State your point and back them with facts, evidence from the text or personal anecdotes. Stay on topic. Respond to each other’s comments in a respectful manner. Keep in mind comments will be read by me and others in class. Therefore, refrain from making any deeply personal, sensitive, revealing, private and inappropriate comments.

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. Quizzes and any other assignments will be found under the ‘Assignments, Tests, and Surveys’ tab on ETUDES.

Essays
Essays provide you the opportunity to practice and demonstrate skills learned in class.

Other assignments, as listed below, will occur in class and serve to reinforce learning:
- Discussion Questions and Other Short Responses
- Exams: Timed Midterm and Final

Late Assignments
Each student is allowed a three day grace period on all assignments other than timed exams and quizzes. After this period, no late work will be accepted.

Grading

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th># of Assign.</th>
<th>Points Per Assignment</th>
<th>Total Points</th>
<th>% of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>5</td>
<td>20</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Board Responses</td>
<td>10</td>
<td>10</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Short Assignments</td>
<td>5</td>
<td>20</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Essays</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Analytical Essays (1000-1500 Words)</td>
<td>2</td>
<td>100</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Research Essay and Components (2500-3000 Words)</td>
<td>1</td>
<td>300</td>
<td>300</td>
<td>30%</td>
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<tr>
<td>Mid-Term (Timed Essay) (1000-1500)</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Final (Timed Essay) (1000-1500)</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>34</td>
<td>-</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

900 - 1000 = A  800 - 899 = B  700 - 799 = C  600 - 699 = D  599 and below = F

Class Policies

Attendance/ Regular Log In
New assignments and Modules will opening very regularly, especially since this is an accelerated course. Because of this regular log into ETUDES-NG Monday-Thursday is mandatory and essential for success in this course. If you fail to log onto the course for a full week, you will be in danger of being dropped. Because this is an accelerated course, expect to spend about 6.5 hours per week on modules, discussion boards and short assignments. This is how many hours per week we would meet in a traditional classroom. In addition to this expect to spend time on assigned reading and essay assignments. This course is focused and intense. Think of it as English boot camp! Because the course is so accelerated, plan for the extra time you will need for successful completion of assignments. Please note: If you decide not to continue with the class, it is your responsibility to drop the class to avoid a failing mark at the end of the term.

**Preparedness**
You are expected complete the assigned modules, assignments and course reading EVERY week! If you don’t do this, you will fall be behind. This will have an extremely negative effect in such a short course. Keep in mind, that we are fitting a 16-week course into 8 weeks. Please plan ahead in order to always be prepared. You can do it!

**“Netiquette” and “Civilogue”**
The term “netiquette” is a combination of the words internet and etiquette. The term “civilogue” is a combination of the words civil and dialogue. Both terms, as well as the words used to create them, are essential to the class. You may not agree with the views and opinions expressed by your peers, but you don’t have the right to be disrespectful. Personal attacks, profanity, vulgarity and comments that are not productive additions to the conversation will be deleted and you will not receive credit for the assignment.

**Contacting Me**
E-mail is the best and quickest way to contact me. Thanks to modern technology, my e-mail is linked to my phone. Therefore, excuses such as, “I tried to contact you but (fill in the blank)” will not work. **If you have a problem, do not let it snowball. Contact me immediately.** Students are expected to ask questions and obtain help from instructor via email. I will respond to your email within 24 hours. Please note that I do not check email regularly over the weekend.

**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. You will not receive credit for any essay missing previous drafts, citations and/or a Works Cited page.
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).

Campus Resources
As stated earlier in this syllabus, if you are having problems, don’t let them snowball. Contact me as soon as you think you might be running into trouble, and check out some of the campus resources available to you.

Office of Disabled Student Programs and Services (DSP&S)
Student Services Building (SSB) 320 | (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
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).

English 101 Class Schedule – Spring 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Course topics</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The Way We Speak v. Formal Writing</td>
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</table>

Book Abbreviation Key:  
Reefer Madness  =  EF
Do What You Love  =  DWYL

NOTE: This syllabus and class schedule is subject to change if circumstances warrant it. Expect revisions and divergences.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 11/04-15/04 | Welcome & introduction  
Review syllabus and course policies  
What is reading and critical thinking?  
What is an Argument?  
Where do we encounter arguments?  
How can we begin to recognize and think critically about arguments?  
Purchase books and materials  
Get familiar with the ETUDES Platform  
Read Week 1 modules  
Advertisement Exercise  
Discussion Board Topics |
| 18/04-22/04 | Discuss topics brought up in reading.  
Begin to analyze and understand Schlosser’s argument.  
Thesis statement and essay structure.  
Essay # 1 Topic  
Week 2 Discussion Boards  
Reading in RF (See Module for page numbers)  
Essay structure Quiz # 1  
Begin writing Essay # 1 |
| 25/04-29/04 | Discuss assigned Reading  
Essay # 2 Topic  
Considering argument in the media  
Essay # 1 Due  
Week Three Discussion Boards  
Reading in RF  
Grammar Review Quiz #2 |
| Mon. 02/05-06/05 | Discuss and analyze assigned reading.  
Review and reflect in preparation for the midterm  
Week Four Discussion Boards  
Reading in No Logo (See module for page numbers)  
Quiz (On Assigned Reading)# 3  
Midterm timed essay |
| 09/05-13/05 | Review research Methods  
Discuss reading  
Review Logical Fallacies  
Credible sources and Researching  
Constructing a researched argument  
Week five Discussion Boards  
Essay #2 Due  
Read in DWYL and EIAA (See module for page numbers)  
Quiz # 4 (Research practices)  
Brainstorm exercises |
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity 1</th>
<th>Activity 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>16/05-20/05</td>
<td>Discuss readings</td>
<td>Read in <em>DWYL</em> (See module for page numbers)</td>
</tr>
<tr>
<td></td>
<td>Constructing an effective extended argument</td>
<td>Week Six Discussion Boards</td>
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<tr>
<td></td>
<td>Avoiding research and argument pitfalls</td>
<td>Brainstorm for research essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz # 5 (Sources)</td>
</tr>
<tr>
<td>23/05-27/05</td>
<td>Discuss reading</td>
<td>Week Seven Discussion Boards</td>
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<tr>
<td></td>
<td>Outline research Essay</td>
<td>Finish <em>DWYL</em></td>
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<tr>
<td></td>
<td></td>
<td>Outline of research Essay Due</td>
</tr>
<tr>
<td>Mon. 30/05-03/06</td>
<td>Wrap up</td>
<td>Research Essay Due</td>
</tr>
<tr>
<td></td>
<td>YOU made it! Well done!!</td>
<td>Final Exam</td>
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<tr>
<td></td>
<td></td>
<td>Final Discussion Board</td>
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</table>