



**Division:** Language Arts

**Course name:** EN 103: Composition and Critical Thinking

**Section:** 7721 / **Semester:** Fall 2014

**Course Theme:** "Do You Speak American?": Exploring American English in the Classroom

**Instructor:** S. Lyons-Burns (Mrs. Burns)

**Meeting Days:** Online Only; No Class Meetings

**Online Site:** <http://myetudes.org>

**Instructor E-Mail:** [lyonsbsm@wlaac.edu](mailto:lyonsbsm@wlaac.edu)

**Session Dates:** 9/29/2014 – 12/21/2014

*This syllabus may be changed by the instructor.*

*An updated syllabus will be posted in the syllabus section on the class site.*

#### **Course Description:**

This course, which meets the transfer critical thinking requirement, is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 101. The course will focus on the development of logical reasoning and analytical and argumentative writing skills.

#### **Course Prerequisite:**

*Grade of C or higher in English 101*

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

- Boutry, Katherine, Clare Norris-Bell and Holly Bailey-Hofmann. *The West Guide to Writing: Success from Community College to University*. Dubuque, Iowa: Kendall Hunt, 2013.
- A flash drive or an online file saving device such as dropbox.com to save your assignments
- Note: the links to the readings are in the course schedule at the end of the syllabus.

#### **Student Learning Outcome:**

At the end of the course, the successful student will be able to research, evaluate, and cite outside sources for use in the student's own writing.

#### **Institutional Student Learning Outcomes:**

English 103 will also help students meet these Institutional Student Learning Outcomes:

1. "Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences." *In essays and class discussions, analyze arguments.*
2. "Communication: Effectively communicate thought in a well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings." *In writings and class discussions, share ideas about what makes an argument effective.*
3. "Cultural Diversity: respectfully engage with other cultures in an effort to understand them." *In writings and class discussion, analyze literature from a multi-cultural perspective.*

4. "Ethics: practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work." *Submit writings in which words other than your own are documented in MLA format.*
5. "Aesthetics: Use multiple modes of inquiry and approaches to experience and to engage with the art and nature; develop and express personal creative visions throughout all aspects of one's life." *In writings and discussions, demonstrate recognition of literature as art-especially works of non-fiction.*

### Technical Requirements:

Please carefully review the ETUDES system requirements located at: <https://etudes-ng.fhda.edu/portal/site/!gateway/page/4243c7b4-9b68-45fc-0016-148ad08653aa>. Make sure you have configured your computer correctly before the course starts.

### Assignment Guidelines:

On Monday of every week a new module will open, and it will remain open so that you can review it at any time. Make sure that you begin each module during the week that it opens in order to remain in chronological order, and so that you can complete the assignments that coincide with the module before the due date.

### Quizzes

Quizzes will be given regularly to ensure that you are keeping up with the readings and logging into the class site regularly.

### Assignments

After you read each module, you will be led to the Assignments, Tests, and Surveys section (ATS) to put your knowledge of that module into practice by completing an assignment. It is your responsibility to make sure all of the assignments are submitted before the due dates. Make sure that you save all of your assignments for your own records and read the opened module(s) before completing the work. All of the instructions will be in the ATS for every assignment.

If you have any questions about an assignment, please post it in Questions forum on the discussion board—NOT on the page where you submit your assignment.

Also, do NOT send any assignments to my email address or to my personal messages unless you have trouble submitting an assignment in the ATS. If you believe an assignment did not go through, or if you are having technical difficulties, please send me a PM or email with the assignment attached *before it is due*.

### Due Dates

All of the assignments are due according to the dates on the Assignments, Tests, and Surveys (ATS) section. You will have a one-day grace period after the due date of the assignments, so assignments can be submitted up to one day after the due date without any penalty. However, after that grace period, assignments will NOT be received. If you have an extenuating circumstance and need me to be more lenient in regards to the due dates for the assignments, please let me know in a timely fashion, and I will consider giving you an extension.

### Course Policies:

#### Dropping the course

If you decide to drop the course, be sure to do so at the Admissions and Business Offices. Otherwise, the grade drops to a "D" or "F" and cannot be removed. If you do not drop the course, then you may automatically get a failing grade. If you do not login to the class for more than 7 days, then you may be excluded from the class, so make sure that you login regularly.

## Email/Personal Message (PM) Correspondence

In order to get in contact with me, you can either send me a Personal Message (PM) from the class site or send me an email at lyonsbsm@wlac.edu. I believe that email and personal message correspondence is an excellent opportunity to improve your netiquette and written communication skills, so make sure that you practice proper netiquette when sending me a message or I may comment on it and have you redo the message. Module 1 contains a PowerPoint lesson on email etiquette.

If you send me a message and you do not receive a reply from me within 24 hours, please send me another message. It is NOT necessary to send a message through both the class site and email in order to get a response. If it is the weekend, then you may not get a response to your email until Monday.

## Grading:

Assignment Category	# of Assign.	Points Per Assignment	Total Points	% of Total Grade
Quizzes, Assignments, and Discussion Posts	Approx. 20	10 - 50	300	30%
Essays	3	200	600	60%
Timed Essays (Pre-test and Post-test)	2	50	100	10%
<b>Grand Total</b>	<b>Approx. 24</b>	<b>-</b>	<b>1000</b>	<b>100%</b>
900 - 1000 = <b>A</b>	800 - 899 = <b>B</b>	700 - 799 = <b>C</b>	600 - 699 = <b>D</b>	599 and below = <b>F</b>

## 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 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.

## 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

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).

### Other Resources

Online Student Helpdesk: <http://usdegreeonline.wlac.edu/helpdesk>

Course Login: <http://usdegreeonline.wlac.edu/pages/168.asp>

Technical Requirements: <https://etudes-ng.fhda.edu/portal/site/!gateway/page/4243c7b4-9b68-45fc-0016-148ad08653aa>

ETUDES FAQ: <http://www.wlac.edu/online/etudesfaq.asp>

WLAC Online Homepage: <http://usdegreeonline.wlac.edu/pages/104.asp>

WLAC Online Counseling: <http://www.wlac.edu/online/counselingonline.asp>

WLAC Online Tutoring: <http://www.wlac.edu/online/tutoring.asp>

Netiquette: <http://www.albion.com/netiquette/corerules.html>

Strategies for Online Learners: <http://www.uidaho.edu/eo/dist8.html>

Be a Successful Online Student:

<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp>

Tips for Online Success: <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/tips.asp>

### Frequently Asked Questions

#### 1. How can I contact you?

I am available to you online via email, private messages (PMs), and the discussion board. I do not hold a physical (offline) office hours for online students. For the quickest response, send me a PM or post the question on the discussion board if it's not too personal.

#### 2. I submitted an assignment before the end of the grace period, but it shows as "late." I thought you had a one-day grace period after the due date. Does this mean I won't get credit for this assignment?

Yes, you will get credit for that assignment. It's just that if you submit an assignment after the due date, the system will mark it as "late," but you will NOT be penalized for it. As long as you're able to submit the assignment, then it's not completely "late." Now, if you try to submit an assignment after

the grace period then the computer won't let you do that. So, as long as you can submit the assignment, then you're okay.

**3. Will we ever have to meet in class?**

No. This class is completely online. We will not meet in class any time during the session. So, feel free to travel during the session if you'd like. It should not be a problem as long as you have access to the Internet and your books.

**4. How many hours are we supposed to participate online, and do we have to sign in so you can keep track of who is in?**

The amount of time that you spend online is up to you. It's important that you log in at least once every other day to check announcements and messages on the discussion board.

**Important Dates**

<b>Fall 2014: 8 Week Session #1</b>		<b>Session #2</b>
Applications Accepted	Year Round	Year Round
<b>DATES</b>	Sept 2 - Oct 26	Oct 27 - Dec 21
<b>LAST DAY TO</b>		
Apply Online		
Apply In-Person	1st Day of Class	1st Day of Class
Add Classes	Aug 31 (online) Sept 8 (in-person)	Oct 26 (online) Oct 31 (in-person)
Drop a Class w/o a Fee	Sept 8	Oct 31
Drop a Class w/o a W	Sept 8	Oct 31
Drop a Class w/a W	Oct 10	Dec 5
File Pass / No Pass	Sept 8	Oct 31
<b>CAMPUS CLOSED</b>	Labor day, Sept 1	Veteran's Day, Nov 11 Thanksgiving Nov 27 - Nov 30

## English 103 Course Schedule

This syllabus may be modified by the instructor. If this happens, you will be given proper notification. Detailed assignment guidelines will be given in the Assignments, Tests, and Surveys (ATS) section of the site.

**All of the assignment due dates are in the ATS section on the class site.**

Modules	Readings and Major Assignments	Due Dates
Module 1	<p>“Watch Your Language” by Carmen Fought:  <a href="http://www.pbs.org/speak/speech/reveal/">http://www.pbs.org/speak/speech/reveal/</a>                      “Americans are Ruining English” by John Algeo:  <a href="http://www.pbs.org/speak/ahead/change/ruining/">http://www.pbs.org/speak/ahead/change/ruining/</a>                      “They Speak Really Bad English Down South and in New York City” by Dennis R. Preston:  <a href="http://www.pbs.org/speak/speech/prejudice/attitudes/">http://www.pbs.org/speak/speech/prejudice/attitudes/</a></p> <p style="text-align: center;"><b>Timed Essay Due (Pre-Test)</b></p>	Sunday, October 5 <sup>th</sup> at 11:45 PM
Module 2	<p>“The Power of Slang” by Tom Dalzell:  <a href="http://www.pbs.org/speak/words/sezwho/slang/">http://www.pbs.org/speak/words/sezwho/slang/</a>                      “Born in the USA” by Jannis Androustopoulos:  <a href="http://www.pbs.org/speak/words/sezwho/globalslang/">http://www.pbs.org/speak/words/sezwho/globalslang/</a>                      “Hip Hop Nation” by H. Samy Alim:  <a href="http://www.pbs.org/speak/words/sezwho/hiphop/reprint/">http://www.pbs.org/speak/words/sezwho/hiphop/reprint/</a></p>	Sunday, October 12 <sup>th</sup> at 11:45 PM
Module 3	<p><b>Essay # 1 Due</b></p>	Sunday, October 19 <sup>th</sup> at 11:45 PM
Module 4	<p>“Standard American English”:  <a href="http://www.pbs.org/speak/seatosea/standardamerican/">http://www.pbs.org/speak/seatosea/standardamerican/</a>                      “Talk the Talk?” By Jack Chambers:  <a href="http://www.pbs.org/speak/ahead/mediapower/media/summary/">http://www.pbs.org/speak/ahead/mediapower/media/summary/</a>                      “Do You Speak Presidential?” by Anna Marie Trester:  <a href="http://www.pbs.org/speak/seatosea/standardamerican/presidential/">http://www.pbs.org/speak/seatosea/standardamerican/presidential/</a></p>	Sunday, October 26 <sup>th</sup> at 11:45 PM
Module 5	<p>“Sounds of the South” by Guy Bailey and Jan Tillery:  <a href="http://www.pbs.org/speak/seatosea/americanvarieties/southern/sounds/">http://www.pbs.org/speak/seatosea/americanvarieties/southern/sounds/</a>                      “Rful Southern” by John Fought:  <a href="http://www.pbs.org/speak/seatosea/americanvarieties/southern/">http://www.pbs.org/speak/seatosea/americanvarieties/southern/</a>                      “Dahling” by William Shetter:  <a href="http://www.pbs.org/speak/seatosea/americanvarieties/southern/dahling/">http://www.pbs.org/speak/seatosea/americanvarieties/southern/dahling/</a></p>	Sunday, November 2 <sup>nd</sup> at 11:45 PM
Module 6	<p>“Hooked on Ebonics” by Dennis Baron:  <a href="http://www.pbs.org/speak/seatosea/americanvarieties/AAVE/hooked/">http://www.pbs.org/speak/seatosea/americanvarieties/AAVE/hooked/</a>                      “When Worlds Collide” by Walt Wolfram and Benjamin Torbert:  <a href="http://www.pbs.org/speak/seatosea/americanvarieties/AAVE/worldscollide/">http://www.pbs.org/speak/seatosea/americanvarieties/AAVE/worldscollide/</a>                      “Obama’s English” by H. Samy Alim and Geneva Smitherman:  <a href="http://www.nytimes.com/2012/09/09/opinion/sunday/obama-and-the-racial-politics-of-american-english.html?pagewanted=all">http://www.nytimes.com/2012/09/09/opinion/sunday/obama-and-the-racial-politics-of-american-english.html?pagewanted=all</a></p>	Sunday, November 9 <sup>th</sup> at 11:45 PM
Module 7	<p><b>Essay # 2 Due</b></p>	Sunday, November 16 <sup>th</sup> at 11:45 PM
Module 8	<p>“Viva Spanglish!” by Lilly Gonzalez:  <a href="http://www.pbs.org/speak/seatosea/americanvarieties/spanglish/viva/">http://www.pbs.org/speak/seatosea/americanvarieties/spanglish/viva/</a>                      “The Distinctive Dialect of Chicano English” by Carmen Fought:  <a href="http://www.pbs.org/speak/seatosea/americanvarieties/chicano/">http://www.pbs.org/speak/seatosea/americanvarieties/chicano/</a>                      “East L.A. Speaks from Its Heart” by Hector Becerra:  <a href="http://articles.latimes.com/2011/oct/24/local/la-me-eastla-accent-20111025">http://articles.latimes.com/2011/oct/24/local/la-me-eastla-accent-20111025</a></p>	Sunday, November 23 <sup>rd</sup> at 11:45 PM

Module 9	<i>Happy Thanksgiving! No readings and discussions. Work on Essay # 3.</i>	Sunday, November 30 <sup>th</sup> at 11:45 PM
Module 10	<b>Essay # 3 Due</b>	Sunday, December 7 <sup>th</sup> at 11:45 PM
Module 11	<p>“California English” by Penelope Eckert and Norma Mendoza-Denton:  <a href="http://www.pbs.org/speak/seatosea/americanvarieties/californian/">http://www.pbs.org/speak/seatosea/americanvarieties/californian/</a></p> <p>“Are Dialects Fading?” by Carmen Fought:  <a href="http://www.pbs.org/speak/seatosea/americanvarieties/tv/">http://www.pbs.org/speak/seatosea/americanvarieties/tv/</a></p> <p>“Way Ahead of the Linguistic Currrrve” by Douglas Quenqua:  <a href="http://www.nytimes.com/2012/02/28/science/young-women-often-trendsetters-in-vocal-patterns.html?pagewanted=all">http://www.nytimes.com/2012/02/28/science/young-women-often-trendsetters-in-vocal-patterns.html?pagewanted=all</a></p>	Sunday, December 14 <sup>th</sup> at 11:45 PM
Module 12	<b>Timed Essay Due (Post-test)</b>	Sunday, December 21st at 11:45 PM