Learn to Work in an Online Classroom at WLAC:
If you have never worked inside an online classroom at WLAC, please learn how to (a) equip your computer with the correct browser and (b) work inside our online classroom.
2. Click on the Online/Hybrid Classes link in the upper right corner.
3. In the top menu, click on Course Login Info.
4. Scroll down the screen to the tutorials.
5. View/read the tutorials, as appropriate.

Instructor & Class Information

Course: English 21, Section 0940
Semester: Fall 2014, September 2, 2014 - December 21, 2014
Instructor Name: Nuala Lincke-Ivic, Associate Professor
Instructor E-Mail: lincken@wlac.edu
Class Hours & Location: General Classroom Building, Room 230, Mondays and Wednesdays, from 11:10 - 12:35 PM

Office Location, Hours & Telephone: My office is in the General Classroom Building, in 210-D. My office hours are from 8:30 - 9:30 on M, T, W, Th. If you need to see me during office hours, private message me for an appointment so that I will make sure I am in my office; sometimes I use office hours to help students resolve problems, so I am in different locations on the West campus. My telephone number is (310) 287-4544. My college email is lincken@wlac.edu. The best way to reach me is via Private Messages inside this classroom. Please do not email me about classroom business; Private Message me so we have a readily accessible record of all communications between you and me.

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.

Course Description
ENGLISH 21, ENGLISH FUNDAMENTALS (3) NDA
Prerequisite: Appropriate placement level demonstrated through the English assessment process.
"This 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 on readings. The course prepares students for transfer-level English and technical/vocational courses." (English Course Descriptions)

Course Learning Outcomes
"At end of the course, the successful student will be able to compose and support an explicit thesis statement by citing evidence in a multi-paragraph essay.

At end of the course, the successful student will be able to write an accurate, well-organized summary of a text, and effectively integrate ideas from a text into his/her own written composition.

At end of the course, the successful student will be able to compose a variety of effective sentences incorporating English usage rules and concepts."

Student Learning Objectives
After successfully completing this course, you will be able to...

1. Write a convincing, well-organized essay of 1-3 pages;
2. Successfully incorporate English usage rules into sentences and compositions;
3. Use basic textual support in a composition; and
4. Read actively (annotate).

Institutional Course Outcomes
English 21 will also help students meet these Institutional Student Learning Outcomes:
A. "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.
B. "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.
C. "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.
D. "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.
F. "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.

Weekly Lesson Plans

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Activities</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 1:</td>
<td>Syllabus Detailed</td>
<td>Read by Monday, September 8, 2014: &quot;The Cask of Amontillado&quot; (1846) by Edgar Allan Poe (Google the short story or click on the URL in &quot;Class Texts&quot; in the Syllabus.)</td>
</tr>
<tr>
<td>Labor Day</td>
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<td>Sept. 2-5</td>
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<tr>
<th>Week 2</th>
<th>Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Syllabus Questions?</td>
<td>Quiz 1 is due in Assignments,</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Due</strong></td>
</tr>
<tr>
<td>Sept. 15-19</td>
<td>“The Cask of Amontillado” (1846) by Edgar Allan Poe Grading English 21 Essays According to the English 21 Rubric</td>
<td>Quiz 1 sentences, #1-#5, are due in ATS by 11:59 PM on Sunday.</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Due</strong></td>
</tr>
<tr>
<td>Sept. 22-26</td>
<td>“The Cask of Amontillado” (1846) by Edgar Allan Poe Grading English 21 Essays According to the English 21 Rubric</td>
<td>Corrections to Quiz 1 sentences, #1-#5, are due in ATS by 11:59 PM on Sunday. Summary of “The Cask of Amontillado” (1846) by Edgar Allan Poe is due in ATS by 11:59 PM on Sunday.</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Due</strong></td>
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<tr>
<td><strong>Week 6</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Due</strong></td>
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<tr>
<td>Oct. 6-10</td>
<td>Paper 1, Draft 1 Evaluation Process continues. “Stem Cell Information” National Institutes of Health</td>
<td>Quiz 2 sentences, #1-#5, are due in ATS by 11:59 PM on Sunday.</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Due</strong></td>
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<tr>
<td>Week</td>
<td>Activities</td>
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<tr>
<td><strong>Week 8</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Due</strong></td>
</tr>
<tr>
<td>Oct. 20-24</td>
<td>Paper 1, Draft 2 in-class writing</td>
<td>Quiz 2 sentences, #6-#10, are due in ATS by 11:59 PM on Sunday.</td>
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<tr>
<td></td>
<td>Paper 1, Draft 2 process begins.</td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Due</strong></td>
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<tr>
<td>Oct. 27-31</td>
<td>Paper 1, Draft 2 Evaluation Process continues.</td>
<td>Corrections to Quiz 2 sentences, #6-#10, are due in ATS by 11:59 PM on Sunday.</td>
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<td></td>
<td>&quot;Algebra: Basic Definitions&quot;</td>
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<tr>
<td><strong>Week 10</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Due</strong></td>
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<tr>
<td>Nov. 3-7</td>
<td>Paper 1, Draft 2 Process finishes.</td>
<td>Quiz 3 sentences, #1-#5, are due in ATS by 11:59 PM on Sunday.</td>
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<tr>
<td></td>
<td>&quot;Why Do Americans Stink at Math?&quot;</td>
<td>Summarys (one paragraph each) of &quot;Why Do Americans Stink at Math&quot; and &quot;Six Myths Stink at Math&quot; are due in ATS by 11:59 PM on Sunday.</td>
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<td>&quot;Six Myths in the New York Times Math Article by Elizabeth Green&quot;</td>
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<tr>
<td><strong>Week 11</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Due</strong></td>
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<tr>
<td>Nov. 10-14</td>
<td>&quot;Is Algebra Necessary?&quot;</td>
<td>Corrections to Quiz 3 sentences, #1-#5, are due in ATS by 11:59 PM on Sunday.</td>
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<tr>
<td></td>
<td>&quot;Yes, Algebra Is Necessary&quot;</td>
<td>Summarys (one paragraph each) of &quot;Is Algebra Necessary,&quot; &quot;Yes, Algebra is Necessary,&quot; and &quot;The Nation's Report Card&quot; are due in ATS by 11:59 PM on Sunday.</td>
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<td></td>
<td>&quot;The Nation's Report Card&quot;</td>
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<td>Visit by West Math Professors</td>
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<tr>
<td><strong>Week 12</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Due</strong></td>
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<tr>
<td>Nov. 17-21</td>
<td>Paper 2, Draft 1 in-class writing</td>
<td>Quiz 3 sentences, #6-#10, are due in ATS by 11:59 PM on Sunday.</td>
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<td>Paper 2, Draft 1 process begins.</td>
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<tr>
<td><strong>Week 13</strong></td>
<td><strong>Activities</strong></td>
<td><strong>Due</strong></td>
</tr>
<tr>
<td>Nov. 27-30: Thanksgiving</td>
<td>Paper 2, draft 1 process finishes.</td>
<td>Corrections to Quiz 3 sentences, #6-#10, are due in ATS by 11:59 PM.</td>
</tr>
</tbody>
</table>
Assignments and Grading

1. PAPERS
   Paper 1
   Draft 1 - 5 points
   Draft 2 - 5 points
   Draft 3 - 10 points (FINAL)
   20 Points Total

   Paper 2
   Draft 1 - 5 points
   Draft 2 - 5 points
   Draft 3 - 10 points (FINAL)
   20 Points Total

2. QUIZZES
   Quizzes 1, 2 & 3 and Related Sentence-Writing
   3 @ 5 points each = 15 points total

3. PAPER EVALUATIONS
   Paper 1 & 2 *Workshop-ing the Essay* Evaluation Process
   2 @ 10 points each = 20 points

4. SUMMARIES
   Summaries of Class Texts:
   5 @ 5 points each = 25 points total

   1. “The Cask of Amontillado” (1846) by Edgar Allan Poe
      http://www.literature.org/authors/poe-edgar-allan/amontillado.html

   2. ‘Stem Cell Information’
      National Institutes of Health
      http://stemcells.nih.gov/Pages/Default.aspx

   3.
“Chart of the Week: The literacy–productivity connection” by Drew Desilver
Pew Research Center, October 11, 2013
http://www.pewresearch.org/fact-tank/2013/10/11/chart-of-the-week-the-literacy-productivity-connection/

“The Nation’s Report Card”
2013 Mathematics and Reading
Source: National Assessment of Educational Progress (NAEP)
http://www.nationsreportcard.gov/reading_math_2013/#/

4. “Why Do Americans Stink at Math?”
By ELIZABETH GREEN JULY 23, 2014
The New York Times

“Six Myths in the New York Times Math Article by Elizabeth Green”
Tom Loveless | August 7, 2014 9:00am

The New York Times
http://www.nytimes.com/2012/07/29/opinion/sunday/is-algebra-necessary.html?pagewanted=all

“Yes, Algebra Is Necessary” by Daniel Willingham, July 30, 2012
The Washington Post
http://www.washingtonpost.com/blogs/answer-sheet/post/yes-algebra-is-necessary/2012/07/30/gJQAr6xMKX_blog.html

Grading Scale
A = 100 - 90 points
B = 89 - 80 points
C = 79 - 70 points
D = 69 - 60 points
F = 59 - 0 points
NOTE: There are no plus (+) or minus (-) grades in the LACCD system. For this reason, I will offer three (3) extra credit points at the end of the semester so that students may change grades that would be a B+, C+ and D+ into an A, B, and C. However... fulfillment of extra credit assignments does not guarantee that extra credit will be awarded; all extra credit assignments must be of superior quality.

Class Texts
Paper 1: The Hero’s Journey – How to Understand What You Read So That You Can Write About It

NOTE: You’ll write this paper three times: Draft 1 for 5 points, Draft 2 for 10 points, and Draft 3 for 15 points (a total of 30 points). In the process of writing this paper, you will discuss the texts below with your instructor and peers and also write summaries of each text.

1. **Annotating a text – YouTube**
   ![15:02](http://www.youtube.com/watch?v=pf9CTJj9dCM)
   Jul 26, 2013 - Uploaded by HaynesEnglish
   You need Adobe Flash Player to watch this video. Download it .... AP Language and Composition
   Annotating ...

2. **Annotating Text lesson – YouTube**
   ![10:33](http://www.youtube.com/watch?v=jrly3EtT8I)
   Nov 12, 2009 - Uploaded by EndOfTheHall2008
... video is unavailable. You need Adobe Flash Player to watch this video. ... Mix - Annotating Text lesson by ...

- **Annotating a Non-Fiction Text - YouTube**
  - 2:40
  - [www.youtube.com/watch?v=puvXEZ602BU](http://www.youtube.com/watch?v=puvXEZ602BU)
  - Jan 15, 2012 - Uploaded by Kelly Lock
  - You need Adobe Flash Player to watch this video. Download it .... How to Annotate and Highlight a Text by ...

2. "The Cask of Amontillado" (1846) by Edgar Allan Poe
   - [http://www.literature.org/authors/poe-edgar-allan/amontillado.html](http://www.literature.org/authors/poe-edgar-allan/amontillado.html)

3. "Stem Cell Information"
   - National Institutes of Health
   - [http://stemcells.nih.gov/Pages/Default.aspx](http://stemcells.nih.gov/Pages/Default.aspx)

4. "Chart of the Week: The literacy-productivity connection" by Drew Desilver
   - Pew Research Center, October 11, 2013

5. "The Nation’s Report Card"
   - 2013 Mathematics and Reading
   - Source: National Assessment of Educational Progress (NAEP)

6. "How Does Your Community College Stack Up?"
   - CNN
   - Spring 2014

Paper 2: The Hero’s Journey: Learning to Like—and Pass!—Your Math Courses

**NOTE:** You'll write this paper three times: Draft 1 for 5 points, Draft 2 for 10 points, and Draft 3 for 15 points (a total of 30 points). In the process of writing this paper, you will discuss the texts below with your instructor and peers and write summaries of each text.

1. **How to Reduce Math Anxiety - Professor ... - YouTube**
   - 3:53
   - [www.youtube.com/watch?v=xIl7rLMLZSY](http://www.youtube.com/watch?v=xIl7rLMLZSY)
   - Mar 22, 2011 - Uploaded by mathprofessor1
   - ... about basic math, algebra, study skills, math anxiety, learning styles and more. ... You need Adobe Flash ...

2. **Math Anxiety - YouTube**
   - 27:11
   - [www.youtube.com/watch?v=Ow3_7xytvnU](http://www.youtube.com/watch?v=Ow3_7xytvnU)
   - Jan 8, 2013 - Uploaded by Community Colleges of Spokane
   - OVERCOMING MATH ANXIETY Does the thought of going to math class make you sick! ... You need Adobe ...

3. **Math Basics : How to Deal With Math Anxiety - YouTube**
   - 3:20
   - [www.youtube.com/watch?v=KDGWMidND1k](http://www.youtube.com/watch?v=KDGWMidND1k)
   - Sep 29, 2010 - Uploaded by eHowEducation
   - The key to dealing with math anxiety is to have an open mind, time and patience. ... You need Adobe Flash ...

4. **Overcoming Math Anxiety!.. The Best Ways?.. - YouTube**
   - 4:26
   - [www.youtube.com/watch?v=eOeDKKszVOo](http://www.youtube.com/watch?v=eOeDKKszVOo)
   - Nov 23, 2009 - Uploaded by overcominganxiety11
   - You need Adobe Flash Player to watch this video. ... Learn secrets to overcoming math anxiety effectively ...
2. "Algebra: Basic Definitions"
   Math is Fun
   http://www.mathsisfun.com/algebra/definitions.html

3. "Why Do Americans Stink at Math?"
   By ELIZABETH GREEN JULY 23, 2014
   The New York Times

4. "Six Myths in the New York Times Math Article by Elizabeth Green"
   Tom Loveless | August 7, 2014 9:00am

5. "Is Algebra Necessary?" by Andrew Hacker, July 28, 2012
   The New York Times
   http://www.nytimes.com/2012/07/29/opinion/sunday/is-algebra-necessary.html?pagewanted=all

   The Washington Post
   http://www.washingtonpost.com/blogs/answer-sheet/post/yes-algebra-is-necessary/2012/07/30/gJQAr6xMKX_blog.html

   2013 Mathematics and Reading
   Source: National Assessment of Educational Progress (NAEP)
   http://www.nationsreportcard.gov/reading_math_2013/#/

8. In-Class Visit of West Los Angeles College Math Professor(s): Your Mathematics Pathway at West and How to Succeed in Math Courses at West L.A. College

   GRAMMAR/MECHANICS (In a reading/writing class, mechanics means punctuation and spelling)
   Free Online Textbook: The Beginning Writer's Toolbox (Resources, left menu, 8th item down)

Vocabulary Words: "The Cask of Amontillado"
1. **cask**
   a cylindrical container that holds liquids
   EXAMPLE SENTENCE:
   We had passed through walls of piled bones, with *casks* and puncheons intermingling, into the inmost recesses of the catacombs.

2. **injury**
   any physical damage to the body caused by violence or accident or fracture etc.
   EXAMPLE SENTENCE:
   THE thousand *injuries* of Fortunato I had borne as I best could; but when he ventured upon insult, I vowed revenge.

3. **venture**
   proceed somewhere despite the risk of possible dangers
EXAMPLE SENTENCE:
THE thousand injuries of Fortunato I had borne as I best could; but when he ventured upon insult, I vowed revenge.

4. insult
a rude expression intended to offend or hurt
EXAMPLE SENTENCE:
THE thousand injuries of Fortunato I had borne as I best could; but when he ventured upon insult, I vowed revenge.

5. vow
make a vow; promise
EXAMPLE SENTENCE:
THE thousand injuries of Fortunato I had borne as I best could; but when he ventured upon insult, I vowed revenge.

6. revenge
action taken in return for an injury or offense
EXAMPLE SENTENCE:
THE thousand injuries of Fortunato I had borne as I best could; but when he ventured upon insult, I vowed revenge.

7. threat
declaration of an intention or a determination to inflict harm on another
EXAMPLE SENTENCE:
You, who so well know the nature of my soul, will not suppose, however, that I gave utterance to a threat.

8. avenge
take revenge for a perceived wrong
EXAMPLE SENTENCE:
At length I would be avenged, this was a point definitively settled—but the very definitiveness with which it was resolved, precluded the idea of risk.

9. preclude
make impossible, especially beforehand
EXAMPLE SENTENCE:
At length I would be avenged; this was a point definitively settled—but the very definitiveness with which it was resolved, precluded the idea of risk.

10. impunity
exemption from punishment or loss
EXAMPLE SENTENCE:
I must not only punish, but punish with impunity.

11. retribution
the act of correcting for your wrongdoing
EXAMPLE SENTENCE:
A wrong is unredressed when retribution overtakes its redresser.

12. wont
an established custom
EXAMPLE SENTENCE:
I continued, as was my wont, to smile in his face, and he did not perceive that my smile now was at the thought of his immolation.

13. **virtuoso**
   having or revealing supreme mastery or skill
   EXAMPLE SENTENCE:
   Few Italians have the true virtuoso spirit.

14. **imposture**
   pretending to be another person
   EXAMPLE SENTENCE:
   For the most part their enthusiasm is adopted to suit the time and opportunity—to practise imposture upon the British and Austrian millionaires.

15. **accost**
   speak to someone
   EXAMPLE SENTENCE:
   He accosted me with excessive warmth, for he had been drinking much.

16. **motley**
   consisting of a haphazard assortment of different kinds
   EXAMPLE SENTENCE:
   The man wore motley.

17. **surmount**
   be on top of
   EXAMPLE SENTENCE:
   He had on a tight-fitting parti-striped dress, and his head was surmounted by the conical cap and bells.

18. **impose**
   impose something unpleasant
   EXAMPLE SENTENCE:
   "My friend, no; I will not impose upon your good nature.

19. **insufferable**
   used of persons or their behavior
   EXAMPLE SENTENCE:
   The vaults are insufferably damp.

20. **imposed**
   set forth authoritatively as obligatory
   EXAMPLE SENTENCE:
   You have been imposed upon.

21. **abscend**
   run away; usually includes taking something or somebody along
   EXAMPLE SENTENCE:
   There were no attendants at home; they had absconded to make merry in honor of the time.
22. **explicit**
   precisely and clearly expressed or readily observable; leaving nothing to implication
   EXAMPLE SENTENCE:
   I had told them that I should not return until the morning, and had given them explicit orders not to stir from the house.

23. **insure**
   make certain of
   EXAMPLE SENTENCE:
   These orders were sufficient, I well knew, to insure their immediate disappearance, one and all, as soon as my back was turned.

24. **gait**
   a person's manner of walking
   EXAMPLE SENTENCE:
   The gait of my friend was unsteady, and the bells upon his cap jingled as he strode.

25. **gleam**
   a flash of light (especially reflected light)
   EXAMPLE SENTENCE:
   "It is farther on," said I; "but observe the white web-work which gleams from these cavern walls."

26. **precious**
   held in great esteem for admirable qualities especially of an intrinsic nature
   EXAMPLE SENTENCE:
   "Come," I said, with decision, "we will go back; your health is precious.

27. **repose**
   lie when dead
   EXAMPLE SENTENCE:
   "I drink," he said, "to the buried that repose around us."

28. **azure**
   of a deep somewhat purplish blue color similar to that of a clear October sky
   EXAMPLE SENTENCE:
   "A huge human foot d'or, in a field azure; the foot crushes a serpent rampant whose fangs are imbedded in the heel."

29. **rampant**
   unrestrained and violent
   EXAMPLE SENTENCE:
   "A huge human foot d'or, in a field azure; the foot crushes a serpent rampant whose fangs are imbedded in the heel."

30. **fang**
   hollow or grooved tooth of a venomous snake; used to inject its poison
   EXAMPLE SENTENCE:
   "A huge human foot d'or, in a field azure; the foot crushes a serpent rampant whose fangs are imbedded in the heel."

31. **recess**
an enclosure that is set back or indented
EXAMPLE SENTENCE:
We had passed through walls of piled bones, with casks and puncheons intermingling, into the inmost recesses of the catacombs.

32. gesticulation
a deliberate and vigorous gesture or motion
EXAMPLE SENTENCE:
He laughed and threw the bottle upwards with a gesticulation I did not understand.

33. grotesque
distorted and unnatural in shape or size; abnormal and hideous
EXAMPLE SENTENCE:
He repeated the movement—a grotesque one.

34. comprehend
get the meaning of something
EXAMPLE SENTENCE:
"You do not comprehend?" he said.

35. jest
act in a funny or teasing way
EXAMPLE SENTENCE:
"You jest," he exclaimed, recoiling a few paces.

36. recoil
spring back; spring away from an impact
EXAMPLE SENTENCE:
"You jest," he exclaimed, recoiling a few paces.

37. cloak
a loose outer garment
EXAMPLE SENTENCE:
"Be it so," I said, replacing the tool beneath the cloak, and again offering him my arm.

38. arch
(architecture) a masonry construction (usually curved) for spanning an opening and supporting the weight above it
EXAMPLE SENTENCE:
We passed through a range of low arches, descended, passed on, and descending again, arrived at a deep crypt, in which the foulness of the air caused our flambeaux rather to glow than flame.

39. descend
move downward and lower, but not necessarily all the way
EXAMPLE SENTENCE:
We passed through a range of low arches, descended, passed on, and descending again, arrived at a deep crypt, in which the foulness of the air caused our flambeaux rather to glow than flame.

40. crypt
a cellar or vault or underground burial chamber (especially beneath a church)
EXAMPLE SENTENCE:
At the most remote end of the crypt there appeared another less spacious.

41. remote
located far away spatially
EXAMPLE SENTENCE:
At the most remote end of the crypt there appeared another less spacious.

42. spacious
(of buildings and rooms) having ample space
EXAMPLE SENTENCE:
At the most remote end of the crypt there appeared another less spacious.

43. colossal
so great in size or force or extent as to elicit awe
EXAMPLE SENTENCE:
It seemed to have been constructed for no especial use in itself, but formed merely the interval between two of the colossal supports of the roof of the catacombs, and was backed by one of their circumscribing walls of solid granite.

44. vain
unproductive of success
EXAMPLE SENTENCE:
But to these words I hearkened in vain for a reply.

45. endeavor
attempt by employing effort
EXAMPLE SENTENCE:
It was in vain that Fortunato, uplifting his dull torch, endeavored to pry into the depths of the recess.

46. pry
to move or force, especially in an effort to get something open
EXAMPLE SENTENCE:
It was in vain that Fortunato, uplifting his dull torch, endeavored to pry into the depths of the recess.

47. termination
a place where something ends or is complete
EXAMPLE SENTENCE:
Its termination the feeble light did not enable us to see.

48. feeble
pathetically lacking in force or effectiveness
EXAMPLE SENTENCE:
Its termination the feeble light did not enable us to see.

49. extremity
the outermost or farthest region or point
EXAMPLE SENTENCE:
In an instant he had reached the extremity of the niche, and finding his progress arrested by the rock, stood stupidly bewildered.
50. **niche**
a small concavity
EXAMPLE SENTENCE:
In an instant he had reached the extremity of the **niche**, and finding his progress arrested by the rock, stood stupidly bewildered.

51. **fetter**
restrain with fetters
EXAMPLE SENTENCE:
A moment more and I had **fettered** him to the granite.

52. **astound**
affect with wonder
EXAMPLE SENTENCE:
He was too much **astounded** to resist.

53. **resist**
withstand the force of something
EXAMPLE SENTENCE:
He was too much astounded to **resist**.

54. **implore**
call upon in supplication; entreat
EXAMPLE SENTENCE:
Once more let me **implore** you to return.

55. **mortar**
used as a bond in masonry or for covering a wall
EXAMPLE SENTENCE:
Throwing them aside, I soon uncovered a quantity of building stone and **mortar**.

56. **indication**
something that serves to indicate or suggest
EXAMPLE SENTENCE:
The earliest **indication** I had of this was a low moaning cry from the depth of the recess.

57. **obstinate**
tenaciously unwilling or marked by tenacious unwillingness to yield
EXAMPLE SENTENCE:
There was then a long and **obstinate** silence.

58. **cease**
put an end to a state or an activity
EXAMPLE SENTENCE:
The noise lasted for several minutes, during which, that I might hearken to it with the more satisfaction, I **ceased** my labors and sat down upon the bones.

59. **subside**
wear off or die down
EXAMPLE SENTENCE:
When at last the clanking *subsided*, I resumed the trowel, and finished without interruption the fifth, the sixth, and the seventh tier.

60. **resume**
    take up or begin anew
    EXAMPLE SENTENCE:
    When at last the clanking subsided, I *resumed* the trowel, and finished without interruption the fifth, the sixth, and the seventh tier.

61. **succession**
    a following of one thing after another in time
    EXAMPLE SENTENCE:
    A *succession* of loud and shrill screams, bursting suddenly from the throat of the chained form, seemed to thrust me violently back.

62. **shrill**
    having or emitting a high-pitched and sharp tone or tones
    EXAMPLE SENTENCE:
    A succession of loud and shrill screams, bursting suddenly from the throat of the chained form, seemed to thrust me violently back.

63. **noble**
    a titled peer of the realm
    EXAMPLE SENTENCE:
    It was succeeded by a sad voice, which I had difficulty in recognising as that of the noble Fortunato.

64. **aperture**
    a natural opening in something
    EXAMPLE SENTENCE:
    I thrust a torch through the remaining *aperture* and let it fall within.

65. **hasten**
    move fast
    EXAMPLE SENTENCE:
    I *hastened* to make an end of my labor.

66. **rampart**
    an embankment built around a space for defensive purposes
    EXAMPLE SENTENCE:
    Against the new masonry I re-erected the old rampart of bones.

67. **mortal**
    a human being
    EXAMPLE SENTENCE:
    For the half of a century no mortal has disturbed them.

68. **disturb**
    change the arrangement or position of
    EXAMPLE SENTENCE:
    For the half of a century no mortal has *disturbed* them.
## Course Essay Rubric

<table>
<thead>
<tr>
<th>Rubric for Papers</th>
<th>Rubric for English 21 Student Learning Outcomes (SLOs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
<td><strong>1. Does not demonstrate SLO adequately</strong></td>
</tr>
<tr>
<td><strong>C O N T E N T</strong></td>
<td>1. Lacks clear thesis/focus and persuasive purpose, and may be off topic.</td>
</tr>
<tr>
<td></td>
<td>2. Does not support thesis adequately.</td>
</tr>
<tr>
<td><strong>O R G A N I Z A T I O N</strong></td>
<td>1. Lacks some necessary and appropriate transitions between sentences and paragraphs, and essay may be one paragraph.</td>
</tr>
<tr>
<td></td>
<td>2. Orders ideas and support for thesis randomly.</td>
</tr>
<tr>
<td><strong>G R A M A R</strong></td>
<td>1. Contains simple vocabulary and sentence structure.</td>
</tr>
</tbody>
</table>
different kinds of distracting errors that stop reader from focusing on content: grammar, spelling, punctuation, wrong words, awkward/garbed phrasing.

2. Has some English usage errors, but these errors do not distract reader from focusing on content.

help essay to read well and seem stylistically superior.

2. May have some English usage errors, but these errors are minor and do not distract reader from focusing on content.

Discussion Rubric

| A: | Fulfills all criteria well. |
| B: | Fulfills most criteria well, but 1-2 adequately. |
| C: | Fulfills 1-2 criteria well, but most criteria adequately. |
| D: | Fulfills one or two criteria well or adequately, but fulfills most criteria inadequately, and too many distracting errors stop reader from focusing on content. |
| F: | Fulfills all criteria inadequately, and/or too many distracting errors stop reader from focusing on content. |

Discussion Criteria:
1. Read and/or view discussion texts, as appropriate, before the discussion begins.
2. Read each discussion contribution before posting your own discussion contribution.
3. Answer each set of questions the instructor asks, but stay focused on the current set of questions the instructor asks. Do NOT attempt to answer questions from a previous week or weeks.
4. Offer your own thoughts/ideas about the instructor's questions and discussion texts; do not simply parrot others' thoughts/ideas or agree with their opinions.
5. Dialogue with one or two peers regarding their thoughts/ideas about instructor questions/discussion texts.
6. Run a spell/grammar check on all discussion postings, and use font Times-New Roman, size 12, in black type.

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.

Important Dates: Last Day to Add, Drop...
<table>
<thead>
<tr>
<th>Traditional Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>SESSION PERIOD</strong></td>
</tr>
<tr>
<td>Classes start</td>
</tr>
<tr>
<td>Sept 2</td>
</tr>
<tr>
<td>Sept 1 - Dec 21</td>
</tr>
<tr>
<td><strong>APPLICATIONS ACCEPTED BEGINNING</strong></td>
</tr>
<tr>
<td>Tues, Apr 2</td>
</tr>
<tr>
<td><strong>REGISTRATION BEGINS</strong></td>
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<tr>
<td>- Priority (EOPS, DSPS, Veterans, Foster Care Youth &amp; CalWORKs)</td>
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<tr>
<td>Begins May 7</td>
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<tr>
<td>- Continuing Students</td>
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<tr>
<td>Begins May 12</td>
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<tr>
<td>- New &amp; Returning Students</td>
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<tr>
<td>Begins May 19</td>
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<tr>
<td>Special Registration Hours</td>
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<tr>
<td>Aug 25 - Sept 12</td>
</tr>
<tr>
<td>Mon - Thur: 8:30a - 7:00p</td>
</tr>
<tr>
<td>Fri 8:30a - 2:00p</td>
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<tr>
<td>closed</td>
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<tr>
<td>Sat/Sun</td>
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<tr>
<td><strong>M-F CLASSES Begin</strong></td>
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<tr>
<td>TUES, SEPT 2</td>
</tr>
<tr>
<td><strong>Sat CLASSES Begin</strong></td>
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<tr>
<td>SAT, SEPT 6</td>
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<tr>
<td><strong>FINALS</strong> (pdf schedule - scroll to pg 2)</td>
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<tr>
<td>Dec 15 - 21</td>
</tr>
<tr>
<td><strong>LAST DAY TO</strong></td>
</tr>
<tr>
<td>Apply In-Person</td>
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<tr>
<td>All Year</td>
</tr>
<tr>
<td>Determine Residency</td>
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<tr>
<td>Aug 15</td>
</tr>
<tr>
<td>File Pre-requisite / Challenge Petition</td>
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<tr>
<td>Aug 15</td>
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<tr>
<td>Add Traditional Classes</td>
</tr>
<tr>
<td>Aug 31 online</td>
</tr>
<tr>
<td>Sept 12 in-person</td>
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<tr>
<td>Drop a Class w/o a Fee</td>
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<tr>
<td>Sept 12</td>
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<tr>
<td>Drop a Class w/o a W</td>
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<tr>
<td>Sept 12</td>
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<tr>
<td>Drop w/ a W</td>
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<tr>
<td>Nov 21</td>
</tr>
<tr>
<td>File Pass/No Pass</td>
</tr>
<tr>
<td>Sept 12</td>
</tr>
<tr>
<td><strong>GRADUATION PETITION ACCEPTED</strong></td>
</tr>
<tr>
<td>Apr 28 - Nov 14</td>
</tr>
<tr>
<td><strong>CAMPUS CLOSED</strong></td>
</tr>
<tr>
<td>Labor Day, Sept 1</td>
</tr>
<tr>
<td>Veteran's Day, Nov 11</td>
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<tr>
<td>Thanksgiving Nov 27 - 30</td>
</tr>
</tbody>
</table>
NOTE: Short-term courses and other accelerated program classes have different deadlines. Please check with your instructor.

Resources

Please go to http://www.wlac.edu/studentlife/index.html to learn about what campus resources are available to you: tuition waivers, book vouchers, academic counseling, tutoring, and additional services. Be aware that WLAC has a Writing Lab on the ground floor of the library—and it offers online help. For library computer-assisted instruction information, please see the Class Schedule.

Writing Lab: http://www.wlac.edu/library/info/lab_writing.html

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
deps@wlac.edu

Hours
Monday-Thursday: 8:30 a.m.-4:30 p.m.
Friday: 9 a.m.-1 p.m.
Saturday: CLOSED

Plagiarism (Cheating)

In most English classes, cheating occurs in two ways. First, a student presents another person's words or ideas (or other people's words and ideas) as his or her own, quoting or paraphrasing that person (or people) without indicating that quoting or paraphrasing is occurring. Second, a student has someone else write his or her work. Every semester I seem to catch students cheating; I don't enjoy catching cheaters. Please do NOT cheat. Students who cheat will be subject to all appropriate academic penalties: They will receive a failing grade on their assignment, and the Dean of Student Services will be notified. If an assignment seems too challenging for you, or if you have an emergency that stops you from completing an assignment, Private Message me. I'll try my best to help you.