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Etudes Tutorials

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1. Go to www.wlac.edu.
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 28, Section 0959

Semester: Fall 2014, September 2 - December 21, 2014

Instructor Name: Nuala Lincke-Ivic, Associate Professor

Instructor E-Mail: lincken@wla.edu

Class Hours & Location: General Classroom Building, Room 160, on Mondays and Wednesdays from 9:35 AM - 11:00 AM

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@wla.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.

[portrait_nuala.jpg](#)

Course Description

ENGLISH 28, INTERMEDIATE READING AND COMPOSITION (3) NDA

Prerequisite: Appropriate placement level demonstrated through the English assessment process or successful completion of English 21.

English 28 gives students practice in paragraph construction and writing short essays (3-5 pages), with an emphasis on English usage skills as well as critical thinking and critical reading of non-fiction essays and books (Schedule of Classes). English 28 also

introduces students to Modern Language Association (MLA) format, and prepares students for success in English 101, College Reading and Composition I, the "research paper" class.

Course Student Learning Outcome

"Argue a point and support it (in writing) with multiple examples and limited outside sources."

Institutional Course Outcomes

English 28 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.*

G. "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.*

H. "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.*

I. "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.*

Student Learning Objectives

At end of the course, the successful student will be able to...

1. Support an explicit thesis statement by citing three or more of these types of evidence: facts, expert opinions, relevant anecdotes, and descriptions of situations and events.
2. Incorporate English usage rules into sentences and compositions; and
3. Read actively (annotate).

Assignments/Grading

1. Papers 1, 2 and 3 – 45 point total

For all papers:

In-Class Draft 1: 5 points

In-Class Draft 2: 5 points

Portfolio Draft 3: 5 points

2. Workshop-ing the Essay Process: 15 points total

For Papers 1, 2 and 3: 3 @ 5 points each

3. Quizzes: 15 points total

3 textbook exercises assignments & sentences @ 5 points each

4. Summaries: 4 @ 5 points each = 20 points total

Each summary assignment will consist of one-paragraph summaries of several classroom texts.

5. Final: Self-Evaluation of Writing Process: 5 points total

Total Points: 100 points

Class Texts

Overview: In English 28, we will write three 3-5 page papers—metamorphosed into one 9-15 page paper via the magic of transitions—about your *The Hero's Journey*: how you have encountered, confronted and transcended obstacles in your path to personal, academic and professional success, and how you plan to do so in the future. We will quote from or paraphrase at least three class readings in each paper. All of our class readings are (yay!) free online, and they are listed below.

Paper 1 Content for Your *The Hero's Journey*

- Ordinary World
- Call to Adventure
- Refusal of the Quest
- Accepting the Call

Paper 2 Content for Your *The Hero's Journey*

- Entering the Unknown

- Supernatural Aid
- Talisman
- Allies/Helpers
- Tests and the Supreme Ordeal

Paper 3 Content for Your *The Hero's Journey*

- Reward and the Journey Home
- Master of Two Worlds/Restoring the World

Free Class Readings Online

1. FBI Hate Crime Statistics
<http://www.fbi.gov/news/stories/2013/november/annual-hate-crime-statistics-show-slight-decrease/annual-hate-crime-statistics-show-slight-decrease>
2. LAPD Hate Crime Statistics
http://www.lapdonline.org/get_informed
3. LAPD: Gangs
http://www.lapdonline.org/get_informed/content_basic_view/1396
4. U.S. Department of Health and Human Services: 2013 Poverty Guidelines
<http://aspe.hhs.gov/poverty/13poverty.cfm#guidelines>
5. U.S. Census Bureau: Poverty Rates for Selected Detailed Race and Hispanic Groups by State and Place: 2007–2011 (ACSB/11-17)
<https://www.census.gov/hhes/www/poverty/publications/acsbr11-17.html>
6. "The Rising Cost of Not Going to College"
Pew Research Center
<http://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college/>
7. "Transfers show community colleges' rising reputation" by Carla Rivera
The Los Angeles Times, April 21, 2014
<http://articles.latimes.com/2014/apr/21/local/la-me-college-transfers-20140422>
8. "Whoa... WHAT Did Michele Bachmann Just Say About Undocumented Immigrants?"
Latina, Cristina Arreola • August 8, 2014 • 11:06am
<http://www.latina.com/lifestyle/politics/michele-bachmann-proposes-tax-undocumented-immigrants>
9. "Schools to Be Flooded with Immigrant Children"
Townhall.com, Katie Pavilich, August 12, 2014
<http://townhall.com/tipsheet/katiepavilich/2014/08/12/schools-to-be-flooded-with-illegal-immigrant-children-n1877702>
10. "Poverty in Central American and Mexico"

Courtney Taglauer, Fairfield High School, Iowa, 2005

https://www.worldfoodprize.org/documents/filelibrary/images/youth_programs/research_papers/2005_papers/FairfieldHighSchool_89F7DC9A8EFA1.pdf

Spring 2011 Issue of *West Online Magazine*

11. "I Thought That All of México Was One Big Ranch" by Enrique Reyes
<http://www.wlac.edu/westmagazine/2011spring/essays/reyes.html>
12. "Acting the Part: My Journey As an Aspiring Actress in Hollywood" by Jamie Freiburghouse
<http://www.wlac.edu/westmagazine/2011spring/essays/freiburghouse.html>

Fall 2011 Issue of *West Online Magazine*

13. "Joseph McDaughtery and the Name Tattooed on the Area of Skin Just Above His Eyelids"
<http://www.wlac.edu/westmagazine/2011fall/interviews/mcdaughtery.html>
14. "Not Just Black & White" by Angelea Awolola
<http://www.wlac.edu/westmagazine/2011fall/essays/awolola.html>
15. "The Ultimate Challenge of Being a Christian in College Today" by Janice Cooper
<http://www.wlac.edu/westmagazine/2011fall/essays/cooper.html>
16. "How Never to Be Dying, No Matter What" by Rakesha Reed
<http://www.wlac.edu/westmagazine/2011fall/essays/reed.html>
17. "I Remember" by Ronnie Williams
<http://www.wlac.edu/westmagazine/2011fall/essays/williams.html>

Spring 2012 Issue of *West Online Magazine*

18. "Living Out" by Bruce Heller
<http://www.wlac.edu/westmagazine/2012spring/essays/heller.html>
19. "My Evolution As a Critical Thinker" by Lauren Kay
<http://www.wlac.edu/westmagazine/2012spring/essays/kay.html>
- 20.

"Stories to Tell" by Giovanna Tringali
<http://www.wlac.edu/westmagazine/2012spring/essays/tringali.html>

Fall 2012 Issue of West Online Magazine

21.
 "My Mother's Story" by Karla Lopez
<http://www.wlac.edu/westmagazine/2012fall/essays/lopez.html>

22.
 "Little Leah" by Bracha Schefres
<http://www.wlac.edu/westmagazine/2012fall/essays/schefres.html>

23.
 "William Diaz and Brandon Jackson, Former Gang Member-Turned-Writer and Victim of Gang Violence"
<http://www.wlac.edu/westmagazine/2012fall/interviews/diaz-jackson.html>

Spring 2013 Issue of West Online Magazine

24.
 "My Father's Story" – Du'Ron Fisher
<http://www.wlac.edu/westmagazine/2013spring/essays/fisher.html>

25.
 "Through the Eyes" – Jaison Bradley
<http://www.wlac.edu/westmagazine/2013spring/essays/bradley.html>

26.
 "A Mindset That Was in Shackles" by Martha Miranda
<http://www.wlac.edu/westmagazine/2013spring/essays/miranda.html>

27.
 Free Online Textbook: *The Beginning Writer's Toolbox* (Resources, left menu, 8th item down)

Weekly Lesson Plans

Week 1	Activities	Due
Sept. 1: Labor Day Sept. 2-5	Syllabus Detailed Quiz 1 is open in Assignments, Tests and Surveys (ATS), and is due 9/14	
Week 2	Activities	Due
Sept. 11: Veteran's Day Sept. 8-10 & 12	Syllabus Questions? Grading English 28 Essays According to the English 28 Rubric	Quiz 1 is due in Assignments, Tests and Surveys (ATS) by 11:59 PM on Sunday.
Week 3	Activities	Due
Sept. 15-19	Readings Grading English 28 Essays According to the English 28 Rubric	Quiz 1 sentences, #1-#5, are due in ATS in online Etudes classroom by 11:59 PM on Sunday.
Week 4	Activities	Due

Sept. 22-26	<p>Paper 1, Draft 1 in-class writing</p> <p>Paper 1, Draft 1 Workshop-<i>ing</i> the Essay process begins in class and in Etudes classroom in Discussion</p> <p>Quiz 2 is open in Assignments, Tests and Surveys (ATS), and is due 10/5.</p>	<p>Any necessary corrections to Quiz 1 sentences, #1-#5, are due in ATS in online Etudes classroom by 11:59 PM on Sunday.</p> <p>Summaries # 1 Due in ATS in online Etudes classroom: readings to be summarized to be announced (TBA) in class.</p>
Week 5	Activities	Due
Sept. 29-Oct. 3	Readings	<p>Quiz 2 is due in ATS in online Etudes classroom by 11:59 PM on Sunday.</p> <p>Paper 1, Draft 1 Workshop-<i>ing</i> the Essay process concludes in Class Discussion in online Etudes classroom by 11:59 PM on Sunday.</p>
Week 6	Activities	Due
Oct. 6-10	<p>Paper 1, Draft 2 in-class writing</p> <p>Paper 1, Draft 2 Workshop-<i>ing</i> the Essay process begins in class and in Etudes classroom in Discussion</p>	<p>Quiz 2 sentences, #1-#5, are due in ATS in online Etudes classroom by 11:59 PM on Sunday.</p>
Week 7	Activities	Due
Oct.13-17	Readings	<p>Corrections to Quiz 2 sentences, #1-#5, are due in ATS in online Etudes classroom by 11:59 PM on Sunday.</p> <p>Summaries # 2 Due in ATS in online Etudes</p>

		<p>classroom: readings TBA in class.</p> <p>Paper 1, Draft 2 Workshop-<i>ing</i> the Essay process concludes in Class Discussion in online Etudes classroom by 11:59 PM on Sunday.</p>
Week 8	Activities	Due
Oct. 20-24	<p>Paper 2, Draft 1 in- class writing</p> <p>Paper 2, Draft 1 Workshop-<i>ing</i> the Essay process begins in class and in Etudes classroom in Discussion</p> <p>Quiz 3 is open in Assignments, Tests and Surveys (ATS) by 11/2.</p>	<p>Quiz 2 sentences, #6- #10, are due in ATS in online Etudes classroom by 11:59 PM on Sunday.</p>
Week 9	Activities	Due
Oct. 27-31	Readings	<p>Corrections to Quiz 2 sentences, #6-#10, are due in ATS in online Etudes classroom by 11:59 PM on Sunday.</p> <p>Quiz 3 is due in ATS in online Etudes classroom by 11:59 PM on Sunday.</p> <p>Paper 2, Draft 1 Workshop-<i>ing</i> the Essay process concludes in Class Discussion in online Etudes classroom by 11:59 PM on Sunday.</p>
Week 10	Activities	Due
Nov. 3-7	Paper 2, Draft 2 in- class writing	<p>Quiz 3 sentences, #1- #5, are due in ATS in online Etudes</p>

	Paper 2, Draft 2 Workshop- <i>ing</i> the Essay process begins in class and in Etudes classroom in Discussion	classroom by 11:59 PM on Sunday. Summaries #3 Due in ATS in online Etudes classroom: readings TBA in class.
Week 11	Activities	Due
Nov. 10-14	Readings	Corrections to Quiz 3 sentences, #1-#5, are due in ATS in online Etudes classroom by 11:59 PM on Sunday. Summaries #4 Due in ATS in online Etudes classroom: readings TBA in class. Paper 2, Draft 2 Workshop- <i>ing</i> the Essay process concludes in Class Discussion in online Etudes classroom by 11:59 PM on Sunday.
Week 12	Activities	Due
Nov. 17-21	Paper 3, Draft 1 in- class writing Paper 3, Draft 1 Workshop- <i>ing</i> the Essay process begins in class and in Etudes classroom in Discussion	Quiz 3 sentences, #6- #10, are due in ATS by 11:59 PM on Sunday.
Week 13	Activities	Due
Nov. 27-30: Thanksgiving Nov. 24-26	Readings	Corrections to Quiz 3 sentences, #6-#10, are due in ATS in online Etudes classroom by 11:59 PM on Sunday. Summaries #5 Due in ATS in online Etudes classroom: readings TBA in class.

		Paper 3, Draft 1 Workshop- <i>ing</i> the Essay process concludes in Class Discussion in online Etudes classroom by 11:59 PM on Sunday.
Week 14	Activities	Due
Dec. 1-5	Paper 3, Draft 2 in- class writing Paper 3, Draft 2 Workshop- <i>ing</i> the Essay process begins in class and in Etudes classroom in Discussion	
Week 15	Activities	Due
Dec. 8-12	Readings Portfolio: Transitions linking papers 1, 2 and 3 together	Paper 3, Draft 2 Workshop- <i>ing</i> the Essay process concludes in Class Discussion in online Etudes classroom by 11:59 PM on Sunday.
Week 16:	Activities	Due
Dec. 15-21	Final: Self- Evaluation, in- class writing Wednesday, December 17 10:15 a.m. – 12:15	Portfolio—which is Draft 3 of Papers 1, 2 and 3 is due in ATS in online Etudes classroom by 11:59 PM December 15, 2014

Course Essay Rubric

Rubric for English 28 Student Learning Outcomes (SLOs)

Criterion	1. Does not demonstrate SLO adequately	2. Demonstrates SLO adequately	3. Demonstrates SLO more than adequately.
C	1.	1.	1.

O N T E N T	<p>Lacks clear thesis/focus and persuasive purpose, and may be off topic.</p> <p>2. Does not support thesis adequately.</p>	<p>Has thesis/focus and persuasive purpose.</p> <p>2. Provides sufficient, but minimal support for thesis.</p>	<p>Has clear thesis/focus and persuasive purpose.</p> <p>2. Supports thesis with 2-3 or all of these types of evidence: facts, expert opinions, relevant anecdotes, and descriptions of situations and events.</p>
O R G A N I Z A T I O N	<p>1. Lacks some necessary and appropriate transitions between sentences and paragraphs, and essay may be one paragraph, and lack conclusion.</p> <p>2. Orders ideas and support for thesis randomly, and essay may not be required 3-5 pages.</p>	<p>1. Contains sufficient transitions between sentences and paragraphs, and essay has adequate conclusion.</p> <p>2. Orders ideas and support for thesis logically, and essay is required 3-5 pages.</p>	<p>1. Contains sufficient and appropriate transitions between sentences and paragraphs, so paper seems stylistically superior, and essay has effective conclusion.</p> <p>2. Orders ideas and support for thesis thoughtfully and logically, allowing reader to comprehend content easily, and essay is required 3-5 pages.</p>
G R A M M A R / M E C H	<p>1. Contains simple vocabulary and sentence structure.</p> <p>2. Features many different kinds of distracting errors that stop reader from focusing on content:</p>	<p>1. Contains some college-level vocabulary and sentences with more than one clause.</p> <p>2. Has some English usage errors, but these errors do not</p>	<p>1. Contains appropriate college-level vocabulary and a variety of sentences that help essay to read well and seem stylistically superior.</p>

A N I C S	grammar, spelling, punctuation, wrong words, awkward/garbed phrasing. 3. Does not use MLA format, or uses it incorrectly.	distract reader from focusing on content. 3. Uses basic MLA format, but may have a few errors.	2. May have some English usage errors, but these errors are minor and do not distract reader from focusing on content. 3. Uses sophisticated MLA format, but may have a few errors.
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General Essay Requirements

1. No Cheating/Plagiarism: The Syllabus contains a definition of plagiarism; read this definition very carefully. If your paper is plagiarized in whole or in part, then your paper will receive an "F" grade and the Dean of Student Services will be notified.
2. Length of Papers: All papers must be 3-5 pages.
3. Number of Sources: This word refers to the expert and/or relevant individuals, organizations and statistics you will quote/refer to in your paper. In your paper, you must quote from all the texts (written works) we read.
4. Paper Format: All papers must apply Modern Language Association (MLA) format. MLA format determines how your paper looks visually, and how you integrate and identify sources in your paper. (Sources: People/organizations you refer to in a paper to support the thesis.)

Purdue University has an excellent MLA Online Writing Lab (OWL):
<https://owl.english.purdue.edu/owl/resource/747/01/>

Classroom Environment and Campus/Online Resources

Classroom Environment and Useful Campus/Online Resources

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.

- Writing Lab: www.wlac.edu/library/info/lab_writing.html
 Online Tutoring: www.wlac.edu/online/owl.asp
 WLAC Library: www.wlac.edu/library/index.html
 Learning Skills Classes: www.wlac.edu/library/info/classes_learning.html

Important Dates: Last Day to Add, Drop...

Fall Semester 2014:	
Traditional Semester	
SESSION PERIOD	Classes start Sept 2 Sept 1 - Dec 21
APPLICATIONS ACCEPTED BEGINNING	Tues, Apr 2
REGISTRATION BEGINS	

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

Cheating/Plagiarism Warning

Cheating/Plagiarism

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, which is called plagiarism. Second, a student has someone else complete his or her work.

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.

Learning Disabilities (LDs)

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:
dsp@wac.edu

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

Instructor Changes to Syllabus

Instructor 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." It is your responsibility to become aware of these changes.

Late Assignments

Late Assignments

In this accelerated course, I do NOT accept late assignments—unless you have a verifiable emergency situation.