Etudes Tutorials

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 28, Section 0959
Semester: Fall 2014, September 2 - December 21, 2014
Instructor Name: Nuala Lincke-Ivic, Associate Professor
Instructor E-Mail: lincken@wlac.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@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 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

2. LAPD Hate Crime Statistics
   http://www.lapdonline.org/get_informed

3. LAPD: Gangs
   http://www.lapdonline.org/get_informed/content_basic_view/1396

   http://aspe.hhs.gov/poverty/13poverty.cfm#guidelines


6. "The Rising Cost of Not Going to College"
   Pew Research Center

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 • 11:00am

9. "Schools to Be Flooded with Immigrant Children"
   Townhall.com, Katie Pavlich, August 12, 2014

10. "Poverty in Central American and Mexico"
    Courtney Taglauer, Fairfield High School, Iowa, 2005

Spring 2011 Issue of West Online Magazine

11. "I Thought That All of México Was One Big Ranch" by Enrique Reyes

12. "Acting the Part: My Journey As an Aspiring Actress in Hollywood" by Jamie Freiburghouse

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/mcdoughtery.html

14. "Not Just Black & White" by Angelea Awolola

15. "The Ultimate Challenge of Being a Christian in College Today" by Janice Cooper

16. "How Never to Be Dying, No Matter What" by Rakesha Reed

17. "I Remember" by Ronnie Williams

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**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Sept. 1: Labor Day</td>
<td>Syllabus Detailed</td>
<td></td>
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<tr>
<td>Sept. 2-5</td>
<td>Quiz 1 is open in Assignments, Tests and Surveys (ATS), and is due 9/14</td>
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<tr>
<th>Week 2</th>
<th>Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Sept. 11: Veteran’s Day</td>
<td>Syllabus Questions?</td>
<td>Quiz 1 is due in Assignments, Tests and Surveys (ATS) by 11:59 PM on Sunday.</td>
</tr>
<tr>
<td>Sept. 8-10 &amp; 12</td>
<td>Grading English 28 Essays According to the English 28 Rubric</td>
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<tr>
<th>Week 3</th>
<th>Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Sept. 15-19</td>
<td>Readings</td>
<td>Quiz 1 sentences, #1-#5, are due in ATS in online Etudes classroom by 11:59 PM on Sunday.</td>
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<tr>
<td></td>
<td>Grading English 28 Essays According to the English 28 Rubric</td>
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<tr>
<th>Week 4</th>
<th>Activities</th>
<th>Due</th>
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<tr>
<td>Week 5</td>
<td>Activities</td>
<td>Due</td>
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<tr>
<td>Sept. 29-Oct. 3</td>
<td>Readings</td>
<td>Quiz 2 is due in ATS in online Etudes classroom by 11:59 PM on Sunday. Paper 1, Draft 1 Workshop-ing the Essay process concludes in Class Discussion in online Etudes classroom by 11:59 PM on Sunday.</td>
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<tr>
<th>Week 6</th>
<th>Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Oct. 6-10</td>
<td>Paper 1, Draft 2 in-class writing</td>
<td>Quiz 2 sentences, #1-#5, are due in ATS in online Etudes classroom by 11:59 PM on Sunday.</td>
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<tr>
<th>Week 7</th>
<th>Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Oct. 13-17</td>
<td>Readings</td>
<td>Corrections to Quiz 2 sentences, #1-#5, are due in ATS in online Etudes classroom by 11:59 PM on Sunday. Summaries # 2 Due in ATS in online Etudes</td>
</tr>
</tbody>
</table>

Any necessary corrections to Quiz 1 sentences, #1-#5, are due in ATS in online Etudes classroom by 11:59 PM on Sunday.

Summaries # 1 Due in ATS in online Etudes classroom: readings to be summarized to be announced (TBA) in class.
### Week 8

<table>
<thead>
<tr>
<th>Oct. 20-24</th>
<th>Activities</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Paper 2, Draft 1 in-class writing</td>
<td>Quiz 2 sentences, #6-#10, are due in ATS in online Etudes classroom by 11:59 PM on Sunday.</td>
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<tr>
<td></td>
<td>Paper 2, Draft 1 Workshop-ing the Essay process begins in class and in Etudes classroom in Discussion</td>
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<td></td>
<td>Quiz 3 is open in Assignments, Tests and Surveys (ATS) by 11/2.</td>
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</table>

### Week 9

<table>
<thead>
<tr>
<th>Oct. 27-31</th>
<th>Activities</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Readings</td>
<td>Corrections to Quiz 2 sentences, #6-#10, are due in ATS in online Etudes classroom by 11:59 PM on Sunday.</td>
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<tr>
<td></td>
<td></td>
<td>Quiz 3 is due in ATS in online Etudes classroom by 11:59 PM on Sunday.</td>
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<tr>
<td></td>
<td></td>
<td>Paper 2, Draft 1 Workshop-ing the Essay process concludes in Class Discussion in online Etudes classroom by 11:59 PM on Sunday.</td>
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</table>

### Week 10

<table>
<thead>
<tr>
<th>Nov. 3-7</th>
<th>Activities</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Paper 2, Draft 2 in-class writing</td>
<td>Quiz 3 sentences, #1-#5, are due in ATS in online Etudes</td>
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<tr>
<td>Week</td>
<td>Activities</td>
<td>Due</td>
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<tr>
<td>Week 11</td>
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<tr>
<td>Nov. 10-14</td>
<td>Readings</td>
<td>Corrections to Quiz 3 sentences, #1-#5, are due in ATS in online Etudes classroom by 11:59 PM on Sunday. Summaries #3 Due in ATS in online Etudes classroom: readings TBA in class.</td>
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<tr>
<td>Week 12</td>
<td>Paper 3, Draft 1 in-class writing</td>
<td>Quiz 3 sentences, #6-#10, are due in ATS by 11:59 PM on Sunday.</td>
</tr>
<tr>
<td>Nov. 17-21</td>
<td>Paper 3, Draft 1 Workshop-\textit{ing} the Essay process begins in class and in Etudes classroom in Discussion</td>
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<tr>
<td>Week 13</td>
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<tr>
<td>Nov. 27-30: Thanksgiving</td>
<td>Readings</td>
<td>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.</td>
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<tr>
<td>Nov. 24-26</td>
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</table>
Paper 3, Draft 1 Workshop-ing the Essay process concludes in Class Discussion in online Etudes classroom by 11:59 PM on Sunday.

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Dec. 1-5</td>
<td>Paper 3, Draft 2 in-class writing</td>
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<tr>
<td></td>
<td>Paper 3, Draft 2 Workshop-ing the Essay process begins in class and in Etudes classroom in Discussion</td>
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<tr>
<th>Week 15</th>
<th>Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Dec. 8-12</td>
<td>Readings</td>
<td></td>
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<tr>
<td></td>
<td>Portfolio: Transitions linking papers 1, 2 and 3 together</td>
<td>Paper 3, Draft 2 Workshop-ing the Essay process concludes in Class Discussion in online Etudes classroom by 11:59 PM on Sunday.</td>
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<tr>
<th>Week 16:</th>
<th>Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Dec. 15-21</td>
<td>Final: Self-Evaluation, in-class writing</td>
<td>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</td>
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<td>Wednesday, December 17 10:15 a.m. – 12:15</td>
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**Course Essay Rubric**

**Rubric for English 28 Student Learning Outcomes (SLOs)**

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<td>C</td>
<td>1.</td>
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</table>
| **O N T E N T** | Lacks clear thesis/focus and persuasive purpose, and may be off topic.  
2. Provides sufficient, but minimal support for thesis. | Has clear thesis/focus and persuasive purpose.  
2. Supports thesis with 2-3 or all of these types of evidence: facts, expert opinions, relevant anecdotes, and descriptions of situations and events. |
| **O R G A N I Z A T I O N** | 1. Lacks some necessary and appropriate transitions between sentences and paragraphs, and essay may be one paragraph, and lack conclusion.  
2. Orders ideas and support for thesis randomly, and essay may not be required 3-5 pages. | 1. Contains sufficient transitions between sentences and paragraphs, and essay has adequate conclusion.  
2. Orders ideas and support for thesis logically, and essay is required 3-5 pages. | 1. Contains sufficient and appropriate transitions between sentences and paragraphs, so paper seems stylistically superior, and essay has effective conclusion.  
2. Orders ideas and support for thesis thoughtfully and logically, allowing reader to comprehend content easily, and essay is required 3-5 pages. |
2. Features many different kinds of distracting errors that stop reader from focusing on content: | 1. Contains some college-level vocabulary and sentences with more than one clause.  
2. Has some English usage errors, but these errors do not | 1. Contains appropriate college-level vocabulary and a variety of sentences that help essay to read well and seem stylistically superior. |
<table>
<thead>
<tr>
<th>A</th>
<th>grammar, spelling, punctuation, wrong words, awkward/garbed phrasing.</th>
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</thead>
<tbody>
<tr>
<td>N</td>
<td>distract reader from focusing on content.</td>
</tr>
<tr>
<td>I</td>
<td>2. May have some</td>
</tr>
<tr>
<td>C</td>
<td>English usage errors, but these errors are minor and do not distract reader from focusing on content.</td>
</tr>
<tr>
<td>S</td>
<td>3. Uses sophisticated MLA format, but may have a few errors.</td>
</tr>
</tbody>
</table>

**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**

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](http://www.wlac.edu/library/info/lab_writing.html)

Online Tutoring: [www.wlac.edu/online/owl.asp](http://www.wlac.edu/online/owl.asp)

WLAC Library: [www.wlac.edu/library/index.html](http://www.wlac.edu/library/index.html)

Learning Skills Classes: [www.wlac.edu/library/info/classes_learning.html](http://www.wlac.edu/library/info/classes_learning.html)

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

### Fall Semester 2014: Traditional Semester

<table>
<thead>
<tr>
<th>SESSION PERIOD</th>
<th>Classes start Sept 2</th>
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</thead>
<tbody>
<tr>
<td>APPLICATIONS ACCEPTED BEGINNING</td>
<td>Sept 1 - Dec 21</td>
</tr>
<tr>
<td>REGISTRATION BEGINS</td>
<td>Tues, Apr 2</td>
</tr>
</tbody>
</table>
### 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

**NOTE:** Short-term courses and other accelerated program classes have different deadlines. Please check with your instructor.

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### 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)**

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@wlac.edu

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

**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**

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