The following books are REQUIRED for this class. They will be used during most class meetings. Therefore, it is important that you obtain them immediately to avoid falling behind. See me if you cannot purchase the books.

Articles, Chapter Excerpts and YouTube clips:

- Chapter 2 “The Student Fear Factor” from *The College Fear Factor*
- Chapter 2 from *Pedagogy of the Oppressed* by Paolo Freire
- “Learning to Read and Write” by Frederick Douglass
- “Who Gets to Graduate” by Paul Tough
- “Do You Really Have to Go to College?” by Dale Stephens
- “Sorry Strivers, Talent Matters” by David Hambrick and Elizabeth Meinz
- “Multiple Intelligences” by Howard Gardner
- TEDTalk by Angela Duckworth: Grit
- TEDxTalk by Dale Stephens: Hacking Your Education

You will also need the following:

- 1 three ring binder
- 8 ½ x 11 notebook paper (plenty)
- 4 Green Composition Books (WLAC bookstore)
- 2 Scantrons (Form 882-E)
- #2 pencils, blue or black pens, and highlighters
- Package of manila envelopes
- A stapler
- A flash drive and/or DropBox.com account
Student Learning Outcomes

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

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

B. Produce detailed and specific support

C. Analyze college-level texts, and develop paraphrases and summaries.

D. Write essays that are research-based, and demonstrate critical thinking.

E. Write essays that are organized, logical and provocative and demonstrate mastery of standard English free of errors in grammar, syntax and spelling and possess clarity of purpose.

F. Revise drafts of essays for style and content.

G. Attribute and cite sources to avoid plagiarism, and employ MLA style.

This course will also facilitate the following Institutional 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.

B. Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.

C. Self-awareness/Interpersonal Skills: Apply self-assessment and reflection strategies to interpersonal, work, community, career, and educational pathways.

D. Technical Competence: Utilize the appropriate technology effectively for informational, academic, personal, and professional needs.

E. Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.

F. Ethics: Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Essays (4)</td>
<td>400</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Synthesis Quizzes (4)</td>
<td>100</td>
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<td>Blog Responses (10)</td>
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<td>Journal Responses (10)</td>
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<tr>
<td>Presentation</td>
<td>50</td>
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<tr>
<td>Plagiarism Activity</td>
<td>25</td>
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<tr>
<td>Educational Autobiography</td>
<td>25</td>
<td></td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
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You can calculate your percentage by dividing your total number of points by the total number of points possible (1000).

Grading Scale

100-90 = A  
89-80 = B  
79-70 = C  
59 – below = F
Coursework
Refer to the Academic Integrity statement on page four of this syllabus.

Blog Responses
You are required to post weekly responses to various topics related to the class and the world around us on the class blog. Blog Responses should be at least 3-4 complete sentences. Support your ideas. State your point and back them with facts or personal anecdotes. Keep in mind comments will be read by me and others in class. Therefore, refrain from making any deeply personal, sensitive, revealing, private and inappropriate comments. NOTE: If you don’t have internet access at home, there are computer labs on campus. If accessing the class blog proves difficult, see me immediately. DO NOT WAIT until the day a response is due to seek help or explain your situation. Alternate plans can be arranged with notice.

Synthesis Quizzes
For each unit of reading we do, you will have an in-class writing assignment that requires you to apply what you read to your own experience. These quizzes will help you draw connections between the readings and prepare to write the formal essays. Missed quizzes cannot be made up, even if you arrive late to class.

Essays
Essays provide you the opportunity to practice and demonstrate skills learned in class. Previous drafts must be attached to final essays. NOTE: All writing assignments, except those designated as in class writing assignments, must be typed. Grading rubrics will be attached to final essays.

*Note About the Evaluation of Essays
Students are responsible for proofreading their own papers. The instructor evaluates essays and makes suggestions for improvement in terms of organization, thesis formulation, use of evidence, critical thinking, and style. Poorly written essays will be returned ungraded.

Late Assignments
Each student is allowed one late essay assignment. It must be submitted within a week from the original due date to receive credit. You must also attach the late paper pass included at the end of this syllabus. DO NOT e-mail me your essays and other typed assignments. They will NOT be accepted. Other late assignments will not be accepted.

Other assignments, as listed on the preceding page, will occur in class and serve to reinforce learning.

Class Policies
Absences
Because class discussions and group work are an integral part of this course, attendance is mandatory. Up to 3 absences are allowed. After that, you could be dropped. Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Excessive absenteeism will lower your grade, as will walking in and out of class. 3 tardies = 1 absence. Students may be dropped from class for excessive tardiness, or for failure to attend class the first day or during the entire first week of the class. I do not distinguish excused from unexcused absences.

Walking In and Out of Class
When you arrive to class, make sure you have used the restroom, had a chance to eat, check your messages, etc. Walking in and out is rude and disruptive. If you need to leave early, or have some other problem, you need to notify me in advance. Any student who makes a habit of walking in and out of class will be asked to leave. This will count against you attendance wise and impact your grade.

Preparedness
You are expected to arrive on time and prepared for each class session. You will have your books, binder, pens/pencils, any work that is due, and you will be prepared to discuss all readings/assignments.

Important Dates!
February 16 = President’s Day (Campus Closed)
February 20 = Last day to withdraw w/ a refund and without a “W” on your transcript
April 4-10 = Spring Break (Campus Closed)
May 8 = Last day to withdraw with a “W”
May 25 = Memorial Day (Campus Closed)
Class Policies continued . . .

Cell Phones, iPods, etc.
Turn them off and put them away when class begins! Although it may not seem possible, you can survive without talking and texting on your cell phone, or listening to your iPod, for a little over an hour. Talking and texting on cell phones not only distract you, but they are a distraction for me and your peers. Distractions interrupt/disrupt the class and I will not tolerate interruptions. You will be asked to leave if this occurs.

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

Contacting Me
E-mail is the best and quickest way to contact me. Thanks to modern technology, my e-mail is linked to my phone. Therefore, excuses such as, “I tried to contact you but, (fill in the blank)” will not work.

If you have a problem, do not let it snowball. Contact me immediately. Students are expected to ask questions and obtain help from instructor via email and/or during office hours.

College Policies
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.

Academic Integrity (Plagiarism)
In accordance with code 9803.28, academic dishonesty is prohibited and will not be tolerated in this class. Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.
- Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college. You will not receive credit for any essay missing previous drafts, citations and/or a Works Cited page.

Recording Devices
State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog).

Campus Resources

Office of Disabled Student Programs and Services (DSP&S) Student Services Building (SSB), Room 320 (310) 287-4450.
DSP&S has been established to provide support services for all verified disabled students. DSP&S students may qualify for: priority registration, registration assistance, special parking, assistive technology and more (WLAC College Catalog).

Tutoring & Writing Lab Library (HLRC) 1st Floor (310) 287-4486
Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with tutoring. (WLAC College Catalog).
English 101 Class Schedule - Spring 2015
11:10 a.m. - 12:35 p.m.

Book Abbreviation Key:  Mindset = none   Outliers = none   A Pocket Style Manual = APSM

*Titles of various articles, YouTube clips, etc. are listed

NOTE: This syllabus and class schedule is subject to change if circumstances warrant it (e.g. student performance, etc.). Expect revisions and divergences.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>In Class Topics</th>
<th>Assignment (Due Next Class Meeting)</th>
</tr>
</thead>
</table>
| 1    | Mon. 2/9 | • Welcome & Introduction  
• Review syllabus and course policies  
• Time Management and class reading strategies  
• Outcomes  
• Habits of Mind |
|      |        |                                                                                   | • Purchase books and materials  
• Blog sign on and practice topic  
• Read “Learning to Read and Write” (on class blog)  
• Review “Habits of Mind/Mindset” handout  
• Blog Response #1  
• What is grit? |
|      | Wed. 2/11 | • Discuss readings from Monday and view TEDTalk on Grit  
• Reading Apprenticeship Concepts: Think Aloud, Talking to the Text, Golden Lines  
• Scavenger Hunt  
• Brief introduction to MLA style  
• Introduce Educational Autobiography |
|      |        |                                                                                   | • Purchase books and materials Read “The Student Fear Factor” (on the class blog) |
| 2    | Mon. 2/16 | • President’s Day – No Class  
(But, the wise student knows this is not a day of rest.) |
|      |        |                                                                                   | • Use the day to catch up or get ahead on reading. Also, use this time to brainstorm ideas regarding upcoming assignments! |
|      | Wed. 2/18 | • Discuss “Student Fear Factor”  
• Review of grammar & punctuation basics  
• Commonly confused words  
• Paragraph analysis and transitions  
• “The Essay Part I” Pre-writing and Basic Structure |
|      |        |                                                                                   | • Read Chapter 2 from Pedagogy of the Oppressed (on the class blog)  
• Review Writing Basics Packet  
• Blog Response #2 |
| 3    | Mon. 2/23 | **Educational Autobiography Due!**  
• Discuss Chapter 2 from Pedagogy of the Oppressed  
• Introductory Paragraphs  
• Forming & Supporting A Thesis  
• Essay Analysis: Examples of Good Essays |
|      | Books Needed Today! |                                                                                   | • Plagiarism Activity  
• Read: Mindset: Ch.1 “The Mindsets” (pages 3-14) |
|      | Wed. 2/25 | • Intro. to Dweck and Mindset  
• Discuss Mindset: Ch.1 “The Mindsets”  
• Group Activity - Identifying Thesis Statements  
• “The Argumentative/Persuasive Essay: Crafting a Good Argument”  
• Synthesis Quiz #1  
• Essay #1 handout |
|      |        |                                                                                   | • Read: Mindset: Ch.2 “Inside the Mindsets” (pages 15-54)  
• Blog Response #3  
• Begin work on Essay #1 (bring in draft of 2-3 pages) |
| 4    | Mon. 3/2 | • Support/Developmental Paragraphs  
• “Intro. to peer Editing”  
• Peer edit Essay #1 (3 copies) |
|      |        |                                                                                   | • Read: Mindset: Ch.3 “The Truth About Ability and Accomplishment” (pages 55-81)  
• Finish Essay #1 |
|      | Wed. 3/4 | • Discuss Mindset: Ch.2 “Inside the Mindsets” & Ch.3 “The Truth About Ability and Accomplishment”  
• Brief discussion on libraries and research/ “Basic Research Methods”  
• Essay #1 Final Draft Due!! |
|      |        |                                                                                   | • Read: Mindset: Ch.4 “Sports: The Mindset of A Champion” (pages 82-107)  
• Blog Response #4 |
<table>
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<tr>
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<tr>
<td>5</td>
<td>Mon. 3/9</td>
<td>Library Orientation (tentative)</td>
<td>Read: Mindset: Ch.5 “Business: Mindset and Leadership” (pages 106-143)</td>
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<td>Wed. 3/11</td>
<td>Discuss <em>Mindset</em>: Ch.4 “Sports: The Mindset of A Champion” &amp; Ch.5 “Business: Mindset and Leadership”</td>
<td>Finish reading <em>Mindset</em>: Ch.5 “Business: Mindset and Leadership” (pages 106-143) Blog Response #5</td>
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<td>Mon. 3/16</td>
<td>Finish discussing Ch.5 “Business: Mindset and Leadership” (pages 106-143)</td>
<td>Read: Mindset: Ch.6 “Relationships: Mindsets in Love (or Not)” (pages 144-172) Essay #2 draft</td>
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<td>Wed. 3/18</td>
<td>Group Work Session</td>
<td>Read: Mindset: Ch.7 “Parents, Teachers, and Coaches: Where Do Mindsets Come From?” (pages 173-212) Finish Essay #2</td>
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<td>6</td>
<td>Mon. 3/23</td>
<td>Discuss <em>Outliers</em>: Essay #2 Final Draft Due!!</td>
<td>Read: Mindset: Ch.8 “Changing Mindsets” (pages 213-245) Blog Response #6</td>
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<td>Wed. 3/25</td>
<td>Mastering Timed Writing</td>
<td>Catch up with reading, if you’re behind Midterm Exam Study Guide</td>
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<td>Mon. 3/30</td>
<td>Recap of <em>Mindset</em></td>
<td>Study for Midterm</td>
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<td>Wed. 4/1</td>
<td>Midterm Exam (Blue or Green Book &amp; Scantron REQUIRED!)</td>
<td>Start Reading <em>Outliers: The Story of Success</em></td>
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<td>7</td>
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<td>Spring Break: April 4 - April 10 (Have fun, be safe and read/study) 😊</td>
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<td>Mon. 4/13</td>
<td>Review of grammar, sentence construction and essay writing basics</td>
<td>Read <em>Outliers</em>: Ch.1 “The Matthew Effect” (pages 15-34) and begin reading Ch.2 “The 10,000 Hour Rule” (pages 35-68)</td>
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<td>Wed. 4/15</td>
<td>Discuss <em>Outliers</em>: Ch.1 “The Matthew Effect” and group activity</td>
<td>Essay #3 draft</td>
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<td>Synthesis Quiz #3</td>
<td>Blog Response #7</td>
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<td>Essay #3 handout</td>
<td>Read <em>Outliers</em>: Ch.2 “The 10,000 Hour Rule” (pages 35-68) and “Sorry Striver’s Talent Matters” (on class blog) begin reading Chapters 3 &amp; 4 “The Trouble with Geniuses-Parts I and II” (pages 69-90, 91-115)</td>
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<td>9</td>
<td>Mon. 4/20</td>
<td>Discuss <em>Outliers</em>: Ch.2 “The 10,000 Hour Rule”, “What It Takes to Be Great” and “Sorry Striver’s, Talent Matters”</td>
<td>Begin thinking of research paper ideas (sources will most likely be given) Read “Multiple Intelligences”</td>
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<td>Start conversation on geniuses</td>
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<td>Peer edit Essay #3; draft (2-3 pages w/citations)</td>
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<td>Week</td>
<td>Date</td>
<td>In Class Topics</td>
<td>Assignment (Due Next Class Meeting)</td>
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</table>
| 10   | Wed. 4/22 | • Discuss *Outliers*: Ch.2 “The 10,000 Hour Rule”, “What It Takes to Be Great” and “Sorry Striver’s, Talent Matters”  
• Start conversation on geniuses  
• Discuss research paper prospectus & Essay #4 handout (formal research paper)  
• Essay #3 Final Draft Due!! | • Read “Do You Really Have to Go to College?”  
• Read *Outliers*: Chapters 3 & 4 “The Trouble with Geniuses-Parts I and II” (pages 69-90, 91-115) |
| 11   | Mon. 4/27 | • Watch TEDxTalk: “Hacking Your Education”  
• Discuss “Do You Really Have to Go to College?” and *Outliers*: Chapters 3 “The Trouble with Geniuses-Parts I & II  
• Research Paper Prospectus Due!! | • Read *Outliers*: Ch. 8 “Rice Paddies and Math Tests” and “Graduation”                  |
|      | Wed. 4/29 | • Discuss *Outliers*: Ch. 8 “Rice Paddies and Math Tests”  
• Fine Tuning Your Essay  
• Synthesis Quiz #4  
• Work on Essay #4 Intro. and annotated bibliography in class | • Read *Outliers*: Ch. 9 “Marita’s Bargain” and “Who Gets to Graduate”  
• Blog Response #8  
• Work on Essay #4 |
| 12   | Mon. 5/4  | • Discuss *Outliers*: Ch. 9 “Marita’s Bargain” and “Who Gets to Graduate”  
• Annotated Bibliography Due!!  
• Peer edit Essay #4 | • Read *Outliers*: Epilogue “A Jamaican Story” (pages 270-285)  
• Continue working on Essay #4 |
|      | Wed. 5/6  | • Discuss *Outliers*: Epilogue “A Jamaican Story” (pages 270-285)  
• Brief discussion on reading  
• Peer edit Essay #4 | • Blog Response #9  
• Work on presentations |
| 13   | Mon. 5/11 | • Presentations | • Work on presentations |
|      | Wed. 5/13 | • Presentations | • Work on revised essay |
| 14   | Mon. 5/18 | • Presentations | • Work on research paper |
|      | Wed. 5/20 | • Presentations  
• You may submit Essay #4 today if you choose. | • Work on research paper  
• Final Exam Study Guide |
| 15   | Mon. 5/25 | • Memorial Day-No Class  
(But, the wise student knows this is not a day of rest.) | • Use the day to catch up or get ahead on reading and writing. |
|      | Wed. 5/27 | • Semester recap: themes & Connections Between *Outliers* & the other readings  
• Semester recap & Final Exam review  
• Essay #4-Research Paper Final Draft Due!! | • Blog Response #10  
• Study for the Final Exam |
| 16   | Mon. 6/1  | Final Exam: Monday, June 1st from 11:30 a.m.-1:30 p.m.  
(Blue or Green Book & Scantron REQUIRED!)  
**NOTE: The date and time for the Final Exam could change. You will be notified well in advance if this is the case.** |
You’re off the hook just this one time regarding the submission of a late paper. Attach this to one paper you wish to turn in late without penalty, courtesy of your kind instructor.

Although you will not incur any penalties, your late paper must be submitted within a week of its original due date.

This pass may only be used only once, for a paper and not any other assignment. This pass cannot stand as a substitute for any missed assignment. *Any missed/skipped assignment voids this pass.*

This pass:
- Provides flexibility to those who may need it by allowing you to submit one late paper, no later than a week after the original due date.
- Cannot be used for the last essay (Essay #4/Research Paper)
- Rewards those who turn in all assignments and keep up with deadlines.