



WEST LOS ANGELES COLLEGE

Spring 2015: February 9 to April 3

Course # + Title:	English 101: College Reading and Composition (3 units)
Instructor:	Luis Cordova
Section Number:	8526 (Hybrid / 8 wks)
Meeting Days:	Thursday
Lectures Times:	3:30– 6:35pm / 3:15hrs online weekly meeting
Meeting Room:	GC 240
Office Hours:	Thursday 2:30-3:30pm
E-Mail:	cordovla@wlaac.edu
Course website:	www.cordovla.weebly.com

I. REQUIRED TEXT:

Title of Text: *Geeks and Geezers*, Bennis, Warren
What Matters in America, Goshgarian, Gary

II. Course Description: This course will enable students to write college-level essays in response to reading and analyzing college-level texts. Students will be required to write analytically and read texts that reflect cultural diversity and/or texts that focus on contemporary issues or classical ideas. Full length non-fiction works will be included. Students will be required to write a series of research-based essays in which they accurately, clearly and coherently synthesize ideas and information from a variety of sources and points of view. English 101 is the composition course that transfers to four-year colleges and universities. Accordingly, the assignments in essay writing, rhetorical analysis and critical reading are rigorous. This course will prepare students to expand their ability to speak, read, and write more fluently and confidently. This class incorporates an interactive and communicative approach to learning English.

III. Course Prerequisites: English 28

IV. Student Learning Outcome: upon successful completion of this course, students will be able to argue a point and support it (in writing) using extensive evidence from outside sources.

Course Objectives:

- Read effectively and critically for gathering information, for meaning, for cultural understanding and enjoyment.
- Write effectively for a variety of audiences, using the conventions of Standard English, a clear focus, appropriate support/evidence and logical organization with few errors (grammar, punctuation, spelling, sentences).
- Collect and organize research data, using credible sources to write a convincing/persuasive document.
- Use appropriate MLA citations/works cited.
- Analyze, synthesize and evaluate information to assess the validity and usefulness of an argument.

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.

V. Grading:

Your final grade will be assessed according to your performance on the following assignments:

Assignments

5 Discussion assignments (WMIA)	100 points
Online Homework	100 points
5 Summary and Response Journals	50 points
Report on Research	100 points
Essay 1	100 points
Essay 2	100 points
Essay 3	100 points
Final Exam	100 points
Attendance and Participation	50 points
<u>Writing Lab participation (+7hr or more)</u>	<u>Bonus</u>
TOTAL Possible points	800 points

Please note: There will be NO extra credit or make-up assignments. Your grade will be determined solely on your performance on the assignments listed above. Your final grade is based on the points you earned. All assignments are due on the date indicated and late assignments will NOT be accepted. All assignments must be typed.

I will uphold the college policy on academic integrity. I will not tolerate plagiarism or any other form of academic dishonesty. ANY form of plagiarism will be reported. Please read the college policy on academic integrity in the current WLAC catalogue.

VI. Grading Scale: Letter grades: A=89.5-100%. B=79.5-89.4%. C=69.5-79.4%. D=59.5-69.4%. F=below 59.4%.

VII. Course Requirements:

- A. Attend all class meetings. If an absence is anticipated, please inform me ahead of time. Students with more **than three absences will be dropped from the course.** Leaving class early or arriving late frequently will count as an absence. Please follow dropping deadlines carefully as stated in the college schedule of classes.
- B. Participate in all classroom activities and demonstrate commitment towards course. **Participation and attendance is a course requirement and is part of your final grade.**
- C. Maintain an organized notebook (binder) with all class handouts, notes, and Reading Log and bring it to every class meeting.
- D. Do not miss any assignments, as it will drastically affect your overall class grade. All essays must be submitted to pass the course.
- E. **Turn off cell phones:** no text messaging or answering phone calls allowed in class. Please place your phones on silent and off your desk. They assist in removing the focus from your learning.

- F Adherence to District and Campus Rules of Conduct, including academic honesty and plagiarism regulations, as stated in the College Catalog
- G. Enroll in the writing lab and see a tutor regularly on a weekly basis. Tutoring is one way to increase your grade and it is FREE, so I urge you to take advantage of it early in the semester, and not wait till the third quarter to see a tutor. To receive bonus points, you must do a total 7 or more hours by the end of the semester
- H. Enjoy the class!

VIII. Disability Accommodation Statement: Students with a verified disability who may need a reasonable accommodation(s) for this class are encouraged to notify the instructor early and contact the Office of Disabled Student Programs and Services in HLRC 121 at 310-287-4450 as soon as possible. All information will remain confidential.

IX. District Academic Dishonesty Policy: 9803.28 Academic Dishonesty. 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.

X. Basic Skills Enrollment Limitation: Title 5, California Code of Regulations, limits student from taking more than 30 units of “remedial” course work, which is defined as “nondegree-applicable basic skills courses.” For more information on the limit and alternative noncredit courses that provide basic skills services, please contact a college counselor.

XI. Writing Lab: I encourage students to visit the Writing Lab, located on the first floor of the library, to get help in writing their papers or online at <http://library.wlac.edu/writinglab.html>. Writing tutors can help you in sharing your response to the instructor’s assignment. They do not, however, proofread or edit your writing. They also expect you to bring in clear directions for the essay assignment.

XII. Semester schedule of topics and assignments: This schedule may be subject to change depending on performance and interests; if changes occur, I will notify you ahead of time. Follow the schedule below promptly so that you complete all assignments in a timely fashion. In other words, *Do not leave what you can do today for tomorrow.*

TENTATIVE SCHEDULE

WMIA = What Matter in America

GG=Geeks and Geezers

WEEK	TOPICS	READINGS & ASSIGNMENTS
1. Feb 12	Introductions: syllabus, writing assessment Mastering Writing: What Research Shows What is Writing? And Etudes?	HW: Read WMIA p.1-22 HW: Typed quote assignment
2. Online	The Essay and its Parts: Thesis Introduction, Support Paragraph and Conclusion	HW: Read WMIA p. 22-29 Reading Assignment #1 (thesis) Due
3. Feb 19	WMIA, Ch.1; “Is Internet Changing Our Lives?”	HW: Read WMIA p. 30-37

Reading Analysis, group activity, discussion
Introduce Summary /Response Journal for HTWN

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|------------|---|---|
| 4. Online | Sentence Fragments, Run-ons, Comma Splice
The Comma, WMIA
HW: Read GG, Ch1 | Discussion #1 due on Reading
Grammar HW due |
| 5. Feb 26 | Argumentation
Introduce Essay 1/TED, Proquest
Argumentation (con't) /Review Samples | Summary & Response Journal 1 due Ch.1
Read WMIA p.38-62 |
| 6. Online | WMIA, "Faceless on Facebook"
Essay 1 Draft due: revising and editing exercise
(send responses via email) | HW: Read GG, Ch. 2
<u>Essay 1 Draft due</u>
Discussion #2 Due |
| 7. Mar 5 | Unity: Precise and Concise
WMIA, "I Tweet.." | Summary & Response Journal 2 due Ch. 2
HW: Read WMIAp.100-146 |
| 8. Online | WMIA
"Killing us Softly"
MLA | HW: Read GG Ch. 3
Discussion # 3 Due |
| 9. Mar 12 | WMIA, "..Deal About Immigration?"
Introduce Essay 2 | Summary & Response Journal 3 Due Ch. 3
Essay 1 Due |
| 11. Online | Essay 2 Draft Due: revising and editing
WMIA, "..Media Promote a Culture..." | Essay 2 Draft due
HW: Read GG, Ch. 4 |
| 12. Mar 19 | The Analytical Research Paper
The Research Model / Geeks and Geezers
Introduce Essay 3 (Research Paper) | Summary & Response Journal 4 due Ch. 4
Essay 2 Due |
| 13. Online | Geeks and Geezers Analysis and Discussion
WMIA "Is Fast Food Responsible..?" | HW: Read GG, Ch. 5-6 |
| 14. Mar 26 | Essay 3 Draft due: revising and editing exercise
Sign up for Reports
WMIA | Essay 3 Draft Due

Summary & Response Journal 5 due Ch. 5-6 |
| 15. Online | WMIA / GG Discussion | |
| 16. Apr 2 | Reports on Research / Final | Final Essay Due |
| 17. Online | Goodbye's ☺ | |

XII. VERY Important:

Class format:

Students are expected to arrive to class on time with the necessary materials and **having completed the assigned reading** and/or writing in advance of class. Classroom activities will include discussion of assigned readings, in-

class writing and peer editing of student drafts. A considerable portion of a student's grade will depend on class attendance and performance. In addition to quizzes on the assigned reading, students will also do short writing assignments, which may form the basis of the major essays.

Group Work:

We will be doing lots of small group work in this course. Participating actively in the small groups as well as in larger classroom discussion is essential! To do so well, please read, study and think about the assigned material *before* coming to class. Participation in these activities counts towards the participation/attendance portion of your grade. Participation means you are actively contributing to the class, not just showing up.

Discussions:

For this exercise, you will conduct short research on different topics from our texts and elaborate on them; then you will respond to each other's work online. This will provide you an opportunity to synthesize readings and ideas covered in class and/ or permit you to research further on issues that interest you. At the same time, the blog will uphold your reading responsibilities. You will need to print each blog and submit for credit.

Reports on Research:

Towards the end of the semester, you will provide a brief report on your final research paper. It behooves you to present as early as possible since the feedback you receive will help you to solidify your final paper.

Responses to Essays:

For your peer responses, you will assist two students through the process of writing their paper and provide formative and summative evaluation. Then, you will send your responses to the student and me via email. This will count toward your essay grade. Detailed instructions will be provided.

XIII. Best wishes: I hope to make this class the best learning experience of your educational career. I am committed not only to building confidence and motivation in your reading and writing skills but also to providing exciting material that is relevant to a diverse population, creating a comfortable environment where communication is constant, and challenging you towards higher-academic thinking. Feel free to contact me whenever if you have questions or interest about class topics and discussions.

"Our destiny is not written for us, but by us" - Barack Obama

"Successful people are not gifted; they just work hard, then succeed on purpose."-G.K. Nielson

Evaluation of Assignments

Your instructor does not CORRECT essays. I may point out errors and patterns that need attention, but English 101 students should be able to find their own errors. This means that students are responsible for proofreading their own papers. The instructor evaluates essays and makes suggestions for improvements in organization, use of evidence, thesis formulation, critical thinking and style. You also have the benefit of peer evaluations for which you need to bring 2 copies of your essay to class. You will also have the opportunity to consult with tutors in class and in the Writing Lab.

*Please keep *all* your graded essays.

CLARITY: In any assignment you turn in for a grade, the first and final element I look for is clarity – both clarity of expression and clarity of argument. The first set of criteria, typically referred to as the “surface” level of composition, contains the following aspects:

1. Mechanics – refers to conventions such as manuscript format, format for quotations, underlining/italics, capitalization, spelling, hyphenation and use of the apostrophe.
2. Syntax – refers to basic sentence grammar and structure. Mistakes in Syntax include faulty word order, errors in verb tense and subject-verb agreement, dangling modifiers, in other words, unacceptable use of language.
3. Punctuation is considered to be an aspect of syntax which helps to shape your meaning.
4. Usage indicates the degree of formality or informality of vocabulary or syntax.
5. Style refers to choices of words and sentence patterns. It also is part of your “voice” as a writer.

The second set of criteria, pertaining to argumentation, is referred to as the “global” level of composition:

1. Introductory paragraph: The introduction ideally generates interest in your topic, establishes the tone, touches in brief on the points you will cover and suggests a method of development of your main topic. It can generally be thought of as an upside-down triangle.
2. Thesis statement (controlling purpose, main claim): The thesis formulates the point and direction of your paper; it typically occurs as the final sentence of the introductory paragraph. For the sake of this class, all theses will be argumentative, that is an assertion to be logically examined/argued through critical thinking, adequate explanation and support for the points you are making.
3. Topic sentences and paragraph unity. Topic sentences announce the topic for a new paragraph and generally make a claim (subclaim) in support of the thesis or main claim. All sentences in a paragraph are devoted to demonstrating that claim.
4. Transitions: Transitions are essential to effective written communication. They direct the reader’s attention to shifts in thought; transitions lead the reader from sentence to sentence and paragraph to paragraph.
5. Evidence: Strong and credible evidence is vital for the demonstration of your supporting claims and may take the form of expert testimony, historical precedence, analogy, facts or statistics, plus sound reasoning with support.
6. Conclusion: In the conclusion, the writer draws out the implications of the argument as well as highlights the significance of the subject for the audience. Conclusions generally make the leap of universalizing, that is, reopening the tightly circumscribed focus of the essay back to the reader’s world at large.
7. Audience appreciation: The writer demonstrates a perceptive awareness of audience needs. In the case of the academic audience, the writer establishes an ethos of working from within a discourse community. Quoted material is introduced, contextualized and commented on so as to draw

connections between the quotations and the writer's argument. The evidence is sufficient to persuade an educated audience.

Grading Criteria

“A” – work is exceptional in quality, well organized and demonstrates a sensitive and resourceful use of language. It gracefully and effectively presents details, evidence and examples to prove its thesis. It responds to the assignments in its focus and scope. The writing uses lively, well-chosen and precise vocabulary. It contains almost no errors in usage and spelling. It demonstrates technical proficiency (grammar, punctuation, spelling, in-text citations and so on), which enhances meaning rather than makes the essay hard to read.

“B” – The paper may be less thorough and graceful than A work, is technically proficient (in grammar, usage, spelling, etc.) AND outstanding in some aspect of style, premise and/or presentation.

“C” –The paper is acceptable. It is clearly organized, coherent, shows technical competence and meets the assignment as to content. It usually repeats accurate but commonplace ideas. It contains few serious errors in usage and spelling.

“D” – The paper is barely adequate. Although it may be confusing, it shows some effort to engage the topic. It is usually full of serious errors.

“F” – Paper is not acceptable. It is confusing, chaotic, full of errors in thought and usage. Plagiarism is F work.

Final Grade is based on instructor evaluation of **all** written work as well as meaningful participation in class; therefore, it is important not only to attend class as often as possible but to come prepared to discuss the readings and to write in class. Each essay assignment through the semester earns increasingly more points, based on the assumption that, over the semester and with practice, your writing/thinking/research will sharpen and improve. For this required class for transfer, research from credible sources and in-text citations which use correct MLA Style are incorporated into/required of all writing assignments as this is expected and required at 4-year colleges and universities. Quizzes and other assignments as specified also earn points toward your final grade, and, in general, cannot be made up.

Spring 2015: 8 Week	Session #1	Session #2
Session Period	Feb 9 - April 3	April 13 - June 7
Applications Accepted	Year Round	Year Round
LAST DAY TO		
Apply In-Person	1st Day of Class	1st Day of Class
Recency Petitions	Jan 23	Jan 23
Third Attempt Petitions	Jan 23	Jan 23
Add / Audit Classes	ONLINE: Feb 8 in-person: Feb 12	ONLINE: Apr 12 in-person: Apr 20
Drop classes with a refund/no fee owed	Feb 12	Apr 20
Drop classes w/o a W	Feb 12	Apr 20
Drop classes w/a W	Mar 20	May 22
File Pass / No Pass	Feb 12	Apr 20
CAMPUS CLOSED	Presidents' Day: Feb 13 - Feb 16 Cesar Chavez Day: Mar 31 Spring Break: April 4 - April 10	Memorial Day: May 25