

English 21

Syllabus



Professor Iwamizu

Spring 2015

Section #3934



Division: Language Arts
Course name: English 21: English Fundamentals
Section: 3934 Semester: Spring 2015

Instructor Name: KR Iwamizu

School Website: www.wlac.edu

Class Hours: Tues 6:45-10:00pm

Address: 9000 Overland Ave., Culver City, CA 90230

Class Location: GC 230

Office Hours: Tues 6:15-6:45pm

Instructor E-mail: lwamizkr@wlac.edu

Welcome

This semester, you will work to develop your writing, reading, vocabulary, and editing skills. You will also learn and practice the fundamentals of grammar and mechanics. The goal is for you to be a better reader, thinker and more confident writer by the end of this course. The skills you learn here will help you succeed both in and out of class. However, your education is ultimately YOUR responsibility. YOU determine your level of success. Successful college students are self-motivated. Successful college students understand the importance of studying the material, coming to class prepared and practicing skills learned. YOU CAN DO IT, and I'm here to help. 😊

Course Description:

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.

Required Texts:

Writing First, 5th Ed. by Laurie Kirszner and Stephen Mandell

ISBN-10: 0-312-54307-7 / ISBN-13: 978-0-312-54307-5

Textbook website: <http://bcs.bedfordstmartins.com/writingfirst5e/default.asp>



Recommended Materials:

Dictionary – *Webster's New World College Dictionary* or *American Heritage College Dictionary*
Thesaurus – *American Heritage College Thesaurus* or *Roget's*

Required Materials:

- 1 three ring binder (0.5")
- 8 ½ x 11 lined notebook paper w/ 3-holes
- 2 Blue or Green Composition Exam Books (WLAC Bookstore)
- #2 pencils, blue or black pens, and highlighters
- Sheet protectors
- Divider tabs

Course Objectives:

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

- A. Write convincing, well-organized paragraph compositions (1-2 pages) and brief essays (2-3 pages).
- B. Successfully incorporate English usage rules and concepts into sentences and compositions.
- C. Use textual support in a composition.
- D. Read actively (annotate, identify rhetorical principles in context).
- E. Think critically. Analyze problems by differentiating fact from opinion, and using evidence and sound reasoning to specify multiple solutions and their consequences.
- F. Communicate effectively. Present arguments in a well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.
- G. Respect cultural diversity. Engage with other cultures in an effort to understand them.
- H. Demonstrate ethics. Practice personal and professional integrity, honesty, and fairness, and apply ethical principles in submission of all college work.

Institutional Student Learning Outcomes:

Successful English 21 students will demonstrate the following:

- A. Identify sentence fragments, comma splices, misused commas, fused sentences, misplaced and dangling modifiers, incorrect pronoun case, faulty pronoun reference, pronoun-antecedent disagreement, subject-verb agreement, wrong tenses.
- B. Locate the thesis/proposition, identify types of support (examples, facts, details, reasons, illustrations, anecdotes), indicate shift from general to specific levels of support, identify essay modes (contrast, classification, definition, cause/effect, process, persuasion), summarize content, advocate or challenge the author's opinion.
- C. Indicate functions of characters, plot, setting in relation to themes and development.
- D. Pre-write, write, and rewrite; also compose a rough draft, revise, and resubmit.
- E. Delimit subjects by brainstorming and outlining, organize content (spatially, chronologically, climatically, etc.), compose introductory and concluding paragraphs.
- F. Develop confidence and fluidity in writing.

Notice of Mandatory Course Component:

All English 21 students must also enroll in a section of Learning Skills 50 (LSK 50), a self-paced computer-assisted-instruction software program that requires around twenty hours of lab work. Students must go to the Learning Resource Center (LRC, first floor of the library) on their own time and enroll. Students must present proof of enrollment (a copy of the stamped add slip).

Course Requirements and Assignment Guidelines

Paragraphs

You are required to submit paragraphs to various topics assigned. Topics are related to the class and the world around us. Paragraphs should be one complete page (250 words). Support your ideas. State your point and back them with facts or personal anecdotes.

Quizzes

Quizzes will be given regularly to ensure that you are keeping up with the readings and attending class. 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.

Other assignments, as listed below, will occur in class and serve to reinforce learning:

- In Class Writing: Paragraphs
- Responses to questions from readings
- Exam: Final
- Final Portfolio: a collection of your writing with all drafts of each response/essay; a display of the progression of your skill as a writer.

Late Assignments

Each student is allowed one late essay assignment. It must be turned in by the next class meeting to receive credit and the grade will be reduced by one letter grade. DO NOT e-mail me your essays and other typed assignments. They will not be accepted. Other late assignments will not be accepted.

Grading

Assignment Category	# of Assign.	Points Per Assignment	Total Points	% of Total Grade
Quizzes	10	10	100	10%
Paragraphs	10	10	100	10%
Readings	10	10	100	10%
Final Portfolio	1	100	100	10%
Essays	5	500	500	50%
Final Exam	1	100	100	10%
Grand Total	37	-	1000	100%
900 - 1000 = A	800 - 899 = B	700 - 799 = C	600 - 699 = D	599 and below = F

Class Policies

Attendance

Because class discussions and group work are an integral part of this course, attendance is mandatory. Up to 2 absences are allowed. After that, you could be dropped. Students are expected to attend every class meeting, to arrive on time, and to stay throughout the class period. Excessive absenteeism, as well as walking in and out of class, will lower your grade. 2 tardies = 1 absence. Students may be dropped from class for excessive tardiness or for failure to attend class during the first four weeks.

Walking In and Out of Class

When you arrive to class, make sure you have used the restroom, have eaten, have checked your messages, etc. Walking in and out is rude and disruptive. If you need to leave early, or if you have some other problem, you need to notify me in advance. **Any student who makes a habit of walking in and out of class may be asked to leave.**

Preparedness

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

Cell Phones, iPods, Laptops, etc.

Turn off all electronic devices 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 several hours. Talking and texting on cell phones not only distracts you, but it serves as a distraction for your instructor and your peers. Distractions interrupt/disrupt the class. **You will be asked to leave if you use your phone in class, and one full absence will be recorded.**

Contacting Me: lwamizkr@wlac.edu

E-mail is the best and quickest way to contact me. **If you have a problem, do not let it snowball. Contact me immediately.** Students are expected to ask questions and obtain help from the instructor via email and/or during office hours.

Refer to the course website/blog for more information on UMOJA policies.

College Policies:

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.

- o **Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college.**

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.

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 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:

As stated earlier in this syllabus, **if you are having problems, don't let them snowball.** Come and talk with me and check out some of the campus resources available to you.

Office of Disabled Student Programs and Services (DSP&S)

Heldman Learning Resources Center (HLRC), Room 119 | (310) 287-4450.

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog).

Instructional Support (Tutoring) & Learning Skills Center

Heldman Learning Resources Center (HLRC) | (310) 287-4486

Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with convenient, self-paced computer-aided courses in the Learning Skills Center. Increase your knowledge and learning success: sign up for tutoring in various college subjects (WLAC College Catalog).

Library Services

Heldman Learning Resources Center (HLRC) | (310) 287-4269 & (310) 287-4486

The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. In addition to a large collection of books, periodicals and videos the WLAC Library has course textbooks which students may use while in the Library. Web access is available in LIRL as well as meeting rooms. The upper floors provide a beautiful view ideal for study (WLAC College Catalog).



A few simple rules:

1. Be prepared.
2. Ask appropriate questions that are relevant to the subject matter.
3. Maintain a positive attitude when communicating w/ others, and avoid being confrontational.
4. Answer questions when asked to respond.
5. Ask questions when you are unsure! I can only help you if I know you need help.
6. Be open-minded and receptive to new ideas. You don't have to believe them; you do have to accept their existence.

Important:

- Instructor is not responsible for handouts uncollected due to absence; students are responsible for receiving assignment information and completing such assignments.
- The following schedule is tentative. Some items and/or dates may be changed to reflect the needs of the class. Assignments will be further explained in class. The only way to be sure of what is due is to regularly attend classes.
- **You must submit the final portfolio and take the final exam as well as show proficiency in essay structure and essay development (including editing and revising), as evidenced in the submission of EVERY essay, in order to earn a passing grade.**

ENGLISH 21 COURSE GUIDE

Day	Topics Covered	Assignments
Week 1		
2/10	Introduction/Overview Intro to MLA format Paragraph format Rhetorical modes Parts of Speech Review Diagnostic Writing Assessment	Paragraph #1
Week 2		
2/17	Rhetorical modes: Definition Paragraph development Steps in Writing: Brainstorming, Clustering Editing: Sentence structure Quiz #1 Academic tone	Reading #1 Paragraph #2 Editing practice
Week 3		
2/24	Rhetorical modes: Definition Discussion of readings Quiz #2 Editing: Sentence structure, Sentence types Paragraph development Academic tone	Reading #2 Paragraph #3 Editing practice
Week 4		
3/3	Rhetorical modes: Exemplification Paragraph development Editing: Sentence types Discussion of readings Quiz #3 Academic tone	Reading #3 Paragraph #4 Editing practice
Week 5		
3/10	Rhetorical modes: Classification Peer editing Editing: Sentence types (cont'd) Quiz #4 Discussion of readings	Reading #4 Paragraph #5 Editing practice
Week 6		

3/17	Rhetorical modes: Cause and Effect Steps in Writing: Thesis Development, Outlining, Editing, Revising Essay Format/Development Editing: Sentence variety, Sentence errors (cont'd) Discussion of readings Quiz #5	Reading #5 Paragraph #6 Editing practice Outline for Essay #1
Week 7		
3/24	Rhetorical modes: Compare and Contrast Editing: Parallelism, Modifiers Essay Format/Structure Unity/Coherence Discussion of readings Mid-semester review Quiz #6	Essay #1 Reading #6 Editing practice
Week 8		
3/31	Rhetorical modes: Process Analysis Discussion of Essay #2 Peer editing Editing: Agreement (P/A), Pronoun case Discussion of readings Quiz #7	Reading #7 Paragraph #7 Editing practice Outline for Essay #2
Week 9		
4/7	SPRING BREAK	SPRING BREAK
Week 10		
4/14	Rhetorical modes: Description Editing: Agreement (S/V), Verb tense Discussion of readings Quiz #8	Essay #2 Reading #8 Editing practice
Week 11		
4/21	Rhetorical modes: Narrative Discussion of Essay #3 Peer editing Editing: Agreement (S/V), Verb tense Discussion of readings Quiz #9	Reading #9 Paragraph #8 Editing practice Outline for Essay #3
Week 12		
4/28	Rhetorical modes: Argument Editing: Punctuation Discussion of readings Quiz #10	Essay #3 Reading #10 Editing practice Outline for Essay #4
Week 13		

5/5	Rhetorical modes: Argument Editing: Spelling, Diction, Usage Timed writing exercise, Essay #4 Discussion of readings	Paragraph #9 Paragraph #10 Editing practice Outline for Essay #5
Week 14		
5/12	Portfolio preparation Editing: Academic tone, jargon Editing: Wordiness, Cliché, Diction	Essay #5
Week 15		
5/19	Student-instructor meetings Editing: MLA format	Make-up day Revisions
Week 16		
5/26	Final portfolio review Writing the Essay Exam Editing: Review, Q+A	Final portfolio
Week 17		
6/2	Final Exam	