

Dear student,

# Welcome to English 21: English Fundamentals!!

Below you'll find information that will be valuable for you to gain the knowledge and skills you need from this English 21 class. Be sure to read it carefully, and consult it throughout the semester. Remember that the information is subject to change, so you must keep up with any changes by coming to class regularly and staying in touch with your classmates and me. The syllabus begins with the best ways to stay in touch with me—my email address, office phone number, office location and visiting hours:

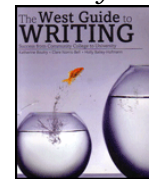
<b>Instructor:</b> Clare Norris <b>Email:</b> <a href="mailto:instructornorris@gmail.com">instructornorris@gmail.com</a> <b>Office:</b> GC280C <b>Office Visiting Hours:</b> Tues 11:00-12:00, Thurs 11:00-1:00 or make an appointment <b>Phone:</b> 310-287-4590 <b>Classroom:</b> GC230	<b>Important Dates:</b> <u>LAST DAY TO</u> Add/Audit Traditional Classes            Sept 6 Drop a Class w/ no Fee                    Sept 6 Drop a Class w/ no W                      Sept 6 Drop w/ a W                                  Nov 15  <u>CAMPUS CLOSED</u> Labor Day                                      Sept 2 Veterans Day                                 Nov 11 Thanksgiving                                 Nov 28 - Dec 1
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**Course Description:** English 21 is a reading and writing course that gives students practice in developing clear compositions as they respond to a variety of reading materials.

Students end up in English 21 by either taking the assessment test, and the results show that they need two classes (English 21 and English 28) to prepare for College Reading and Composition (English 101) or students successfully complete English 20A and advance into English 21. West LA College's reading and composition classes are designed to bolster your reading and composition skills to make sure you are prepared to succeed in other college-level courses, which require extensive reading and writing.

## Required Texts & Materials

- *After the Fire: A True Story of Friendship and Survival* Robin Gaby Fisher 978-0316066228
- *The West Guide to Writing: Success through the Sequence From Community College to University* Boutry, Bailey-Hofmann, and Norris-Bell (ME ☺)
- 3-ring binder for Portfolio
- Dividers for Portfolio
- Bright (red, pink, green, etc) colored pen for revising compositions
- Loose-leaf paper and blue/black pens
- STAPLER
- Three green books from the WLAC bookstore
- At least two different colored highlighters



**Syllabus:** This syllabus contains our schedule of assignments, so bring it with you every day to class. **To succeed in this class, you must consult this syllabus regularly.** The syllabus is also available our course ETUDES site. Go to this site to log in: <http://www.wlac.edu/online/logininfo.asp>.

**Instructor Responsibilities:** Here is what you can count on me to do this semester:

Be on time to class and dismiss class on time.	Hold you accountable for your learning.
Respond to your email within 24 hours.	Create a safe learning environment.
Be available during regular office visiting hours.	Expect you to succeed.

**English 21 Student Learning Outcomes:** SUCCESSFUL STUDENTS LEARN.

At end of the course, the successful student will be able to do the following:

- Argue a point and support it (in writing). - **Official English 21 Course Learning Outcome.**
- Compose and support an explicit thesis statement using relevant, appropriate examples including evidence from texts and personal experience or knowledge.
- Eliminate grammar and punctuation errors that obstruct meaning.
- Use new, college-level terms correctly in writing
- Read and comprehend college-level texts

**Office Visiting Hours and Contacting the Instructor:** SUCCESSFUL STUDENTS STAY IN

TOUCH. I provide office hours to discuss your performance on any particular assignment, your performance in the course, and/or any relevant personal situations. You are also welcome to email me anytime, and I will respond. PLEASE CONTACT ME; I WANT TO HEAR FROM YOU!!!

**Helpful Resources:** SUCCESSFUL STUDENTS UTILIZE RESOURCES. On the bottom floor of West LA's HLRC (Library building), you will find the Learning Center. The Center provides **complimentary tutoring** for West LA students. You can call the Writing Lab at (310) 287-4450. Check out the lab's web site: <http://library.wlac.edu/writinglab.html>. Take advantage of this service! The tutors are there for you!!

Check out Purdue University's Online Writing Lab here: <http://owl.english.purdue.edu/>. It is full of useful information on writing, grammar, punctuation, and research.

**Disabilities:** If you feel that you may need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Also contact the Disabled Student Programs and Services in SSB 320 or at (310) 287-4450 to coordinate reasonable accommodations if you know you have a documented disability. Here is the office web site: <http://www.wlac.edu/dsps/dsps.htm>.

**Classroom Conduct - English 21 Ground Rules:**

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**Plagiarism and Cheating:** SUCCESSFUL STUDENTS DO THEIR OWN WORK. You probably know that plagiarism is basically presenting another person's work as your own. If someone else is doing your assignments for you, or if you are copying someone else's work or copying and pasting from the internet, you are not learning or improving your writing. Your purpose here is to learn and improve your reading and writing skills, so **don't plagiarize**. If any student turns in an assignment that contains plagiarism or cheats on a test or assignment, **that assignment will earn 0 credit, and the student will be reported to the Dean of Support Services.**

**Attendance and Tardy Policy: SUCCESSFUL STUDENTS ATTEND EVERY CLASS.**

1. Any student who is absent from the first two class sessions will be dropped from the course.
2. **Attending class is critical for your learning and achieving the course outcomes. As a result, if your unexcused absences add up to more than three, YOU RISK BEING DROPPED FROM THE COURSE. You are responsible for keeping track. Please contact me if you accumulate 2 absences.**
3. You will have a reading assignment or sentence skill assignment due for almost every class session, and you will write a journal entry for the first ten minutes of almost every class meeting. If you are late or absent, you will miss those journal points. If you know you will be absent or late ahead of time, you may make arrangements to write the journal entry early.
4. If you stop attending, you are responsible for dropping the class to avoid receiving an "F" in the course.

**Late Assignment Policy:** Each student is allowed one late out-of class composition/essay assignment. It will only be accepted by the following class meeting, and it will be marked off ten percent.

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**ASSIGNMENTS: SUCCESSFUL STUDENTS SUBMIT ALL ASSIGNMENTS!**

**The following assignments will give you the opportunity to practice and demonstrate what you are learning in English 21.**

**Compositions:** Students will type two compositions outside of class based on reading assignments. These assignments **must be typed in MLA format**. You will turn in required multiple typed drafts of each composition.

**In-Class Compositions:** You will complete two timed, in-class writing assignments during the semester. You must be present for these in-class writing assignments to demonstrate your "off the cuff" writing skills.

**End-of –Semester Essay:** Your last writing assignment of the semester will be a 5-6 paragraph essay. You will complete one hand-written draft in class, which will be graded. Then, you will type a new draft in MLA format covering more extensively one of topics of your previous compositions.

**Writing Improvement Journal:** You will reflect on every writing assignment that you submit and that is returned to you by responding to specific questions that I will pose. You will write these journal entries in a blue or green book and turn it in with each essay and again on the day the essay is returned to you.

**Reading Logs and Journal entries:** You will complete twenty reading assignments during the semester. See pp. 6-7 of this syllabus. You will complete a homework assignment with each reading. **COMPLETING EACH READING AND HOMEWORK ASSIGNMENT SHOULD TAKE YOU 2-3 HOURS, SO PLAN ACCORDINGLY.** You will also complete a **required** five-point journal entry to demonstrate your completion, comprehension, and contemplation of each reading assignment. Each student will be expected to participate in discussions about the readings. All Reading Logs must **be turned in with the journal entries**.

**Reading Assignment Presentations:** You will also be divided into groups, and each group will present and lead a discussion on one of the reading assignments. This will be a fun way for you to show off what you're learning.

**Sentence Skill Homework Assignments and Quizzes:** You will complete 5-10 Sentence Skill assignments this semester from the book *The West Guide to Writing* to give you practice correcting common grammatical and mechanical errors that students make in their writing. This practice will help you master the English 21 outcomes. These homework assignments may be hand written in the book, on photocopies of the pages in the book, or on a separate sheet of paper. You will take a quiz to show that you have mastered each skill we cover.

**Sentence Skill and Vocabulary Components of Writing Assignments:** Each of your writing assignments will contain a sentence skill and vocabulary component. Every assignment must include at least two vocabulary words from the text, and you will earn points by must showing your mastery of certain sentence skills we cover in class.

**Office Visit:** You are required to visit Ms. Norris in her office at least one time during the semester.

**Portfolio:** You must maintain and bring your portfolio binder to every class meeting. Your portfolio will be checked five times during the semester. You will not necessarily know when the check days will occur, so bring your binder to every class meeting. There is a hole punch available for you to use at the circulation desk in the library and hole punches are available to purchase in the campus book store.

Your portfolio should be divided into five sections and include the following:

1. **Reading Logs and Journal Entries:** Students will complete 20 reading assignments over the course of the semester. Along with completing the reading, you will complete homework assignments related to each reading. (See pp. 6-7 of this syllabus.) You will turn in these homework assignments along with the corresponding journal entries on their due dates and in your portfolio at the end of the semester.
2. **Sentence Skill Assignments and Quizzes:** You will complete 5-10 sentence skill assignments from your textbook, *The West Guide to Writing*, over the course of the semester. You will submit these assignments along with the corresponding quizzes on their due dates and in your portfolio at the end of the semester.
3. **All Graded Compositions and Drafts:** All graded compositions and drafts should be included in the portfolio.
4. **Writing Improvement Journal:** Punch holes in your Writing Improvement Journal, and include it in your portfolio
5. **All other Classwork and Notes:** Place any extra work or activities from class in this section.

<b>TRACK YOUR GRADES: SUCCESSFUL STUDENTS KEEP TRACK OF THEIR PROGRESS.</b>				
<b>Assignment:</b>	<b>Due Date:</b>	<b>Percentage of Final Grade</b>	<b>Points Possible</b>	<b>Points Earned</b>
Composition 1		5%	50	
In-Class Composition 1		5%	50	
Composition 2		10%	100	
In-Class Composition 2		10%	100	
Essay Draft (In Class)		5%	50	
Final Essay		15%	150	
Sentence Skill Components		5%	50	
Sentence Skill Homework		5%	50	
Reading Presentations		5%	50	
Sentence Skill Quizzes		5%	50	
Reading Journal Entries		10%	100	
Reading Logs		10%	100	
Portfolio		2.5%	25	
Writing Improvement Journal		5%	50	
Office Visit		2.5%	25	
<b>Total</b>		<b>100%</b>	<b>1000</b>	

**Final grade score:** 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, Less than 60%=F

**OK, so now that you've read four pages of information about the course, you're ready for some specifics. On the next four pages you'll find the schedule of activities and assignments for the semester. You'll also see the list of your Reading Log assignments. On page 10 of the syllabus you'll see a sample of the rubric I will use to grade your compositions. That should help you understand my expectations of you and areas where your writing can improve. I am looking forward to working with you!! Please feel free to come to me with questions. Enjoy the semester!**

**Your English 21 Instructor,**

**C. Norris**

West Los Angeles College - Fall 2013  
English 21 Section 0938  
Tuesdays and Thursdays 9:35-11:00  
**English 21 Class Reading Strategies**

**Sentence Skill Homework Assignments**

1. First Two Uses for The Comma: *The West Guide* pp. 56-61 or 353-57; Read the pages, and complete all exercises (any place where the instructions tell you to write something).
- 2.
- 3.
- 4.
- 5.

Date	<b>SCHEDULE OF ASSIGNMENTS</b>
Week 1 Aug 27	Welcome; Introductions (Scavenger hunt); Reading 1: <i>West Guide pp. 3-8</i> ; Time Management; Outcomes
Aug 29	<b>Due: Reading 1 (See p. 7-9 in this syllabus.); Time Management Table; Add due dates to Reading Homework Assignments on pp. 6-7 in the syllabus.</b> Metacognitive Reading Log for Reading 1 & Journal; Preview Reading 2; CERA?
Week 2 Sept 3	<b>Due: Reading 2 Log (See p. 7 of syllabus)</b> Reading 2 Journal; CERA?; Reading Apprenticeship Concepts: Think Aloud, Golden Lines, Class Reading Strategies; Mini Campus Tour
Sept 5	<b>Due: Reading 3 Log; Bring the last essay you wrote</b> Reading 3 Journal; English 21 Ground Rules; Diagnostic Writing/Reading; Preview "Reading" 4 & Sentence Skill 1 (The Comma)
Week 3 Sept 10	<b>Due: Reading 4 Log; Sentence Skill 1 Assignment; Portfolio-FIRST CHECK!</b> Sentence Skill 1 Quiz; Reading 4 Journal; Preview Reading 5; Composition 1 Assignment
Sept 12	<b>Due: Reading 5 Log</b> Reading 5 Journal; Composition 1 Assignment; Preview Reading 6
Week 4 Sept 17	<b>Due: Reading 6 Log; Thinking and Prewriting Composition 1</b> Reading 6 Journal; Preview Reading 7; Discuss Voting and Ballot Initiatives
Sept 19	<b>Due: Reading 7 Log; Composition 1 Topic Sentence;</b> Reading 7 Journal; Reading 7 Presentation; Discuss Composition 1
Week 5 Sept 24	<b>Due: Reading 8 Log; Composition 1 Outline</b> Reading 8 Journal; Preview Sentence Skill 2; Grade Calculation
Sept 26	<b>Due: Composition 1 TYPED First Draft</b> Sentence Skill 2 Quiz; More on Composition 1 (Bring your draft to my office hours!)
Week 6 Oct 1	<b>Due: Sentence Skill 2 Assignment</b> Discuss Composition 1 Draft; conferences
Oct 3	<b>Due: Composition 1 Final Draft;</b> In-Class Composition Assignment ;Preview <i>After the Fire</i> ;
Week 7 Oct 8	<b>Due: In-Class Composition Prewriting and Topic Sentence; Reading 9 Homework</b> Reading 9 Journal and Presentation; Discuss In-Class Comp Summarizing
Oct 10 <b>MEET WITH YOUR GROUP.</b> Class does not meet.	<b>Due on Etudes: Sentence Skill 3 Assignment</b> In the appropriate Discussion, you will post group pictures on Etudes, one at 9:35 and one at 11:00. <ol style="list-style-type: none"> <li>1. Read the first five pages of Chapter 3 of <i>After the Fire</i> with your groups. Think aloud and choose a golden line with your group members. Start the Metacognitive Reading Log together.</li> <li>2. Complete the Sentence Skill 3 Assignment with your group members, and submit it on Etudes by 11:59 pm. If you hand-write it, take a picture and upload it. You may also type the assignment.</li> <li>3. Work on your In-Class Composition Outline with your group members. You will bring your outline to class on Tuesday and use it to write the in-class composition. Discuss the in-class composition assignment with your group. Email me with questions.</li> </ol>
Week 8 Oct 15	<b>Due: Reading 10 Log; In-Class Composition Outline</b> IN-CLASS COMPOSITION; Reading 10 Journal and presentation; Composition 2 Assignment
Oct 17	<b>Due: Reading 11 Log; Composition 2 Prewriting and Topic Sentence;</b> Reading 11 Journal and Presentation; Preview Reading 12; Discuss Composition 2 Outline
Week 9 Oct 22	<b>Due: Reading 12 Log; Composition 2 Outline</b> Reading 12 Journal and Presentation; Discuss Composition 2; Preview Reading 12
Oct 24	<b>Due: Composition 2 Typed Draft; Sentence Skill4 Assignment</b> Sentence Skill 3 Quiz; Discuss Composition 2 Drafts; Preview Reading 12; In-Class Reading; (Draft to office hours)
Week 10 Oct 29	<b>Due: Reading 13 Log</b> Reading 13 Journal and Presentation; Draft Discussion; Preview Reading 14; In-Class Reading;

	Grade Calculation
Oct 31 <b>HAPPY HALLOWEEN!</b>	<b>Due: Composition 2 Final Draft; Sentence Skill 5 Assignment</b> Sentence Skill 5 Quiz; Preview Reading 14; In-Class Composition Assignment
Week 11 Nov 5	<b>Due: Reading 14 Log; In-Class Composition Prewriting/Topic Sentence</b> Reading 14 Journal and Presentation; In-Class Composition Prep
Nov 7	<b>Due: In-Class Composition Prep; Reading 15 Log</b> IN-CLASS COMPOSITION 2, Essay Assignment Sheet; Discuss Essay Writing (Handout)
Week 12 Nov 12	<b>Due: Essay Prewriting; Reading 16 Log</b> Reading 15 & 16 Journal and Presentation; Essay work: Thesis statement; Introductions; Preview Reading 17
Nov 14	<b>Due: Essay Thesis, Introduction, and outline; Reading 17 Log</b> Reading 17 Journal and Presentation; Discuss Essays; Sentence Skill 1-5 Review (Presentations)
Week 13 Nov 19	<b>Due: Prep for In-Class Essay Writing; Reading 18 Log;</b> IN-CLASS ESSAY (Required, 50 pts); Preview Reading 19/In-Class Reading
Nov 21	<b>Due: Reading 19 Log</b> Reading 19 Journal and Presentation; Essay Conferences
Week 14 Nov 26	<b>Due: Essay First Typed Draft; Reading 20 Log</b> Reading 20 Journal and Presentation ; Review Drafts; (Essay Draft to Office Hours)
Week 15 Dec 3	<b>Due: <u>Essay Second Typed Draft</u> (Required, Worth Half Credit)</b> Peer Reviews/Evaluate Drafts
Dec 5	<b>Due: <u>Essay Final Draft</u></b> Grade Calculation
Finals Week	<b>Dec. 10 10:15-12:15</b> <b>Due: Portfolio – Final Check</b> Feedback; Grades; Evaluation; Return Essay

### Reading Log Assignments

Below are your reading log assignments for the semester. You will read and complete a log assignment for almost every class meeting. **COMPLETING EACH READING AND LOG ASSIGNMENT SHOULD TAKE YOU 2-3 HOURS, SO PLAN ACCORDINGLY.** You will also write a journal entry at the beginning of almost every class meeting to demonstrate your comprehension of each reading, and you will use your log assignment to help you complete the journal entry. You will participate in discussions about the readings, and you will participate in a group presentation on at least one reading assignment from *After the Fire*. All Reading Logs should be completed using the handout that you will find on Etudes under “Resources” titled “Metacognitive Reading Log” and turned in with the journals. You will turn in these log assignments stapled to your journals on their due dates and again at the end of the semester in the portfolio.

1. **West Guide Chapter 1 pp. 3-8:** After reading pp. 3-8, complete the Time Management Table on p. 7. Every box should be filled in with your daily activities. Due 8/28
2. **West Guide Chapter 1 pp. 8-15:** After reading pp. 8-15, type answers to all questions in Exercise 1 and Complete a Metacognitive Reading Log for these pages. Find the Metacognitive Reading Log handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class reading journal entry. Due \_\_\_\_\_
3. **Course Syllabus:** Complete a Metacognitive Reading Log for the syllabus. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. Include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class reading journal entry. Due \_\_\_\_\_
4. **Angela Duckworth’s TED Talk:**  
[http://www.ted.com/talks/angela\\_lee\\_duckworth\\_the\\_key\\_to\\_success\\_grit.html](http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html)  
Complete a Metacognitive Reading (Watching/Listening) Log for Duckworth’s talk. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete

the in-class reading journal entry. You may have to watch the talk more than once, just as you will sometimes have to read more than once. Due \_\_\_\_\_

5. **West Guide Ch. 16 “MLA Formatting” pp. 258-260**  
or  
**MLA Format Style Guide: <https://owl.english.purdue.edu/owl/resource/747/01/>** After reading the MLA Format Style Guide either from *The West Guide* or from Purdue University’s Online Writing Lab, complete a Metacognitive Reading Log for the reading. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class reading journal entry. Due \_\_\_\_\_
6. **West Guide Chapter 2 pp. 17-23:** Complete the tables on p. 18 and 20 and complete a Metacognitive Reading Log for the section. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
7. **West Guide Chapter 8 pp. 137-147 or 143-153:** Complete Exercises 1 and 4, and complete a Metacognitive Reading Log for the pages. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
8. **West Guide Chapter 9:** Complete a Metacognitive Reading Log for the chapter. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
9. **After the Fire Ch 1-2 pp. 3-24** Complete a Metacognitive Reading Log for the chapters. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
10. **After the Fire Ch 3-6 pp. 25-54** Complete a Metacognitive Reading Log for the chapters. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
11. **West Guide Chapter 10:** Complete a Metacognitive Reading Log for the chapters. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
12. **After the Fire Ch 7-10 pp.55-78:** Complete a Metacognitive Reading Log for the chapters. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
13. **After the Fire Ch 11-14 pp. 79-104:** Complete a Metacognitive Reading Log for the chapters. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
14. **After the Fire Ch 15-17 pp. 105-131:** Complete a Metacognitive Reading Log for the chapters. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
15. **After the Fire Ch 18-20 pp. 133-154:** Complete a Metacognitive Reading Log for the chapters. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as



you complete the in-class journal entry. Due \_\_\_\_\_

16. **After the Fire Ch 21-22 pp. 155-181:** Complete a Metacognitive Reading Log for the chapters. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
17. **West Guide Chapter 11: Getting Down to Brass Tacks: Writing the Draft or Drafting the Essay: Essential Elements:** Complete a Metacognitive Reading Log for the chapter. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
18. **After the Fire Ch 23-24 pp.183-214:** Complete a Metacognitive Reading Log for the chapters. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
19. **After the Fire Ch 25-27 pp. 215-236:** Complete a Metacognitive Reading Log for the chapters. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. Due \_\_\_\_\_
20. **After the Fire Ch 28-Epilogue pp. 237-256:** Complete a Metacognitive Reading Log for the chapters. Find the handout under “Resources” on Etudes. You may complete it on the computer or hand-write it. You must include at least five unfamiliar words. Then, bring a printed version to class. You will use your log as you complete the in-class journal entry. **Answer the following questions:** What did you like most about the book? What did you like least? What did you learn from the book that you did not know before you read it? Would you recommend *After the Fire* to a friend? Why or why not? Due \_\_\_\_\_

Group Member Contact Information		
Name	Email	Phone
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7.		
8.		

West Los Angeles College - Fall 2013  
 English 21 Section 0938  
 Tuesdays and Thursdays 9:35-11:00  
**SAMPLE Composition Rubric**

Name:

Due Date:

Criteria	Unsatisfactory	Needs Work	Adequate	Good	Excellent
<b>Assignment Fulfillment</b> Does the composition fulfill the required criteria? Does it have an original title? Was it turned in with prewriting, an outline, and two drafts stapled together in the correct order? Did the writer complete a WIJ entry in a green book? Is the composition in MLA format?					
<b>Topic Sentence</b> Does the writer include a clear topic sentence that presents the topic of the composition? Is it free of errors?					
<b>Organization</b> Does the writer focus on <b>one characteristic or action that makes someone a good mother</b> and provide <b>three specific</b> examples of people who possess that trait or take that action? Does every sentence in the composition support the topic sentence? Does the writer use <b>transitions</b> when moving from idea to idea? Is the composition organized in a logical order?					
<b>Development/Support</b> Are the connections between ideas fully explained? Is the composition fully developed with at least three <b>SPECIFIC</b> reasons, illustrations, examples, details, evidence, and/or explanations? Does the writer include at least one example from <i>After the Fire</i> and one from personal experience?					
<b>Closing</b> Does the writer provide a final thought to wrap up his/her composition in an interesting way that makes sense and relates back to the topic sentence?					
<b>Using the Text</b> Does the writer place the book title in italics? Does the writer place quotation marks around words that come directly from the text? When the writer quotes the text, does he/she make clear who is speaking and place the page number in parenthesis at the end of sentences containing quotations?					
<b>Sentence Craft</b> Is the writing fluent, clear, and easy to understand? Does the writer join sentences to show relationships between ideas?					
<b>Vocabulary</b> Does the writer use at least two vocabulary words from <i>After the Fire</i> correctly in the composition?					
<b>Surface Issues/Proofreading</b> Does the writer avoid making errors in grammar, usage, punctuation, and spelling, especially those we have covered in class? (Commas, apostrophes, and capitalization)	More than 7 errors	7 or fewer errors	6 or fewer errors	4 or fewer errors	3 or fewer errors

<b>Grade:</b>  <div style="font-size: 2em; font-weight: bold; margin: 10px 0;">/10</div>	<p><b><u>Sentence Skills</u></b>          We have covered three sentence skills so far this semester: <b>comma use, apostrophe use, and capitalization</b>. The effective demonstration of these sentence skills is worth 10 additional points on Composition 2.</p> <p>Correctly Used Commas _____ Comma Errors _____          Correctly Used Apostrophes _____ Apostrophe Errors _____          Correctly Capitalized Words _____ Capitalization Errors _____</p> <p><b>Sentence Skill Points:</b>                    /10</p>
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