

## **Instructor & Class Information**

**Course:** English 21, Section 0940

**Semester:** Fall 2013, August 26-December 15, 2013

**Instructor Name:** Nuala Lincke-Ivic, Associate Professor

**Instructor E-Mail:** [lincken@wlac.edu](mailto:lincken@wlac.edu)

**Class Hours & Location:** Online

**Office Location, Hours & Telephone:** My office is in the General Classroom Building, in 210-D. My office hours are from 12:45 - 1:45 PM on Mondays and Wednesdays. My telephone number is (310) 287-4544.

### **The Best Way to Contact Me:**

Private Message me if you need to discuss a private issue, one that involves just the two of us; never use a public forum such as a discussion or Questions to communicate with me about a private issue.

Public forums such as discussions and Questions are appropriate only for information that concerns the class as a whole. For example, you can ask a question about an assignment in Questions, and you can post your response to discussion questions in a discussion.

Please do not use my college email to reach me; we keep all class business inside this classroom so that we have a readily accessible record of what we discussed. Use the appropriate means to contact me: either Private Messages or Questions.

## **Course Description**

ENGLISH 21, ENGLISH FUNDAMENTALS (3) NDA

*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." (English Course Descriptions)

### **Course Learning Outcome**

"At end of the course, the successful student will be able to Argue a point and support it (in writing)."

### **Student Learning Objectives**

After successfully completing this course, you will be able to...

1. Write a convincing, well-organized essay of 1-3 pages;
2. Successfully incorporate English usage rules into sentences and compositions;
3. Use basic textual support in a composition; and
4. Read actively (annotate).

### **Institutional Course Outcomes**

English 21 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.*

### **Purpose, Assignments & Grading**

Welcome to English 21, English Fundamentals!

In this English 21 class, you will learn how to write 1-3 page college-level essays. You will also learn or review key aspects of grammar and mechanics (spelling and punctuation). The aim of English 21 is to

prepare you for academic success in English 28, *Intermediate Reading and Writing*. English 28 is the reading/writing course that prepares you for academic success in English 101, *College Reading and Composition I*. English 101 is an extremely important course; think of it as the "research paper class" that will prepare you for success in all courses that require you to write lengthy essays, term papers, and research papers.

Often students make the mistake of waiting until the last semester or two to take English 28 and English 101, so they don't earn the kind of grades they could (A and B grades) in courses that require them to write longer papers. For this reason, students frequently begin to feel overwhelmed academically-because they are not earning the grades they hoped to, and they cannot graduate and transfer before they take required English courses. Of course...if students also delay taking required math courses, then this feeling of being overwhelmed academically intensifies.

To make your time at West Los Angeles a pleasant and stress-free experience, I advise you to take English 21, 28, and 101-as well as your required math courses-before taking other courses. Acquire the reading/writing and math skills you need to succeed academically. And...if you wish to transfer, you should take English 102 and 103 the semester after you take English 101. Most importantly...you should visit an academic counselor to make sure you take the courses you need to complete your program of study. If you have not visited an academic counselor, please call the Counseling Center at (310) 287-7242 to make an appointment, or go to [www.wlac.edu/counseling/counselor.html](http://www.wlac.edu/counseling/counselor.html).

Now...let me tell you what we'll be doing specifically in this English 21 class:

1. Five Papers:
- 2.

Paper 1: 5 Points  
Paper 2: 5 Points  
Paper 3: 10 Points  
Paper 4: 10 Points

Paper 5: 10 Points  
40 Points Total

Papers 1/3 will be about this topic: Does literature with violent/unpleasant themes qualify as "art"?  
Paper 3 will be a re-write of Paper 1.

Papers 2/4 will be about this topic: Are the Kardashians a positive or negative societal influence?  
Paper 4 will be a re-write of Paper 2.

Paper 5, the final, will be about this topic: Will surrogates (women who earn money by bearing children for other people) change the meaning of motherhood in a positive or negative way? You will have only one opportunity to write this paper.

2. Three Discussions: 10 Points Total
3. Five Paper Evaluations: 5 Points Each/25 Points Total
4. Five textbook homework assignments & quizzes: 5 Points Each/25 Points Total  
The five textbook homework assignments will involve grammar and mechanics (spelling and punctuation), and each will include a quiz.

### Weekly Lesson Plans

<b>Week 1</b>	Activities	Due
<b>Aug. 26-30</b>	Quiz 1 is open in Assignments, Tests and Surveys (ATS).	Print out this Syllabus, and study it carefully! Private Message me in

		Discussion and Private Messages if you have any questions or concerns.
<b>Week 2</b>	Activities	Due
<b>Sept. 2-6 Labor Day: Sept. 2</b>	Paper 1 discussion begins; directions are in Assignments, Tests and Surveys (ATS).  Paper 1 assignment is open in ATS.	
<b>Week 3</b>	Activities	Due
<b>Sept. 9-13</b>	Paper 1 Discussion	Quiz 1 due at 11:59 PM on Sunday.
<b>Week 4</b>	Activities	Due
<b>Sept. 16-20</b>	Quiz 2 is open in Assignments, Tests and Surveys (ATS).  Paper 1 Discussion	
<b>Week 5</b>	Activities	Due
<b>Sept. 23-27</b>	Paper 1 Discussion	Quiz 2 due at 11:59 PM on Sunday.

<b>Week 6</b>	Activities	Due
<b>Sept. 30-Oct. 4</b>	<p>Quiz 3 is open in Assignments, Tests and Surveys (ATS).</p> <p>Peer Evaluation 1 is open in ATS.</p>	Paper 1 is due at 11:59 PM on Sunday.
<b>Week 7</b>	Activities	Due
<b>Oct. 7-11</b>	<p>Paper 2 discussion begins; directions are in Assignments, Tests and Surveys (ATS).</p> <p>Paper 2 assignment is open in ATS.</p>	Peer Evaluation 1 is due at 11:59 PM on Sunday.
<b>Week 8</b>	Activities	Due
<b>Oct. 14-18</b>	<p>Paper 2 Discussion</p> <p>Quiz 4 is open in Assignments, Tests and Surveys.</p>	Quiz 3 is due at 11:59 PM on Sunday.
<b>Week 9</b>	Activities	Due
<b>Oct. 21-25</b>	<p>Paper 2 Discussion</p> <p>Paper 2 Evaluation is open in ATS.</p>	Quiz 4 is due at 11:59 PM on Sunday.
<b>Week 10</b>	Activities	Due

<b>Oct. 28—Nov. 1</b>	Quiz 5 is open in Assignments, Tests, and Surveys.	Paper 2 is due at 11:59 PM on Sunday.
<b>Week 11</b>	Activities	Due
<b>Nov. 4-8</b>	Paper 3 discussion begins; directions are in Assignments, Tests and Surveys (ATS).  Paper 3 assignment is open in ATS.	Quiz 5 is due Sunday at 11:59 PM.  Paper 2 Evaluation is due at 11:59 PM on Sunday.
<b>Week 12</b>	Activities	Due
<b>Nov. 11-15</b> <b>Veteran's Day:</b> <b>Nov. 11</b>	Discussion 3	
<b>Week 13</b>	Activities	Due
<b>Nov. 18-22</b>	Discussion 3  Peer Evaluation 3 is open in ATS.	Paper 3 is due at 11:59 PM on Sunday.
<b>Week 14</b>	Activities	Due
<b>Nov. 25-29</b>	Final: Re-write Papers 1 and 2—They	Peer Evaluation 3 is due



<b>Thanksgiving: Nov. 28-Dec. 1</b>	count as Papers 4 and 5; they are due 12/16 with Self-Evaluations 4 and 5. Both Papers 4 and 5 and Self-Evaluations 1 and 2 are open in ATS.	at 11:59 PM on Sunday.
<b>Week 15</b>	Activities	Due
<b>Dec. 2-6</b>	Work on Papers 4 and 5 (which are re-writes of Papers 1 and 2) and Self-Evaluations 1 and 2.  Extra Credit Assignment (optional) open in ATS, due 6/3.	
<b><u>Week 16</u> FINALS WEEK</b>	Finals Week	Due
<b>Dec. 9-15 (Monday – Saturday)</b>	Work on Final: Papers 4 & 5 and Self-Evaluations	Papers 4 and 5 and Self-Evaluations 1 and 2 are due at 11:59 PM on 12/15.

**Class Texts**

Paper 1. Argue that the kind of literature represented below—*stories about the probable rape of a minor and someone being buried alive*—does or does not enlighten readers and provoke beneficial thought and discussion.

- 1.

Joyce Carole Oates' short story "Where Are You Going, Where Have You Been?" (1966):  
<http://www.usfca.edu/jco/whereareyougoing/>

2.  
Edgar Allan Poe's "The Cask of Amontillado" (1846):  
<http://poestories.com/read/amontillado>

Key Words for Google Search: What is art? / literary canon

Paper 2. Argue that the Kardashian women are or are not positive role models for women.

1.  
Oprah: The Kardashian Family: Part 1  
<http://www.oprah.com/own-oprahs-next-chapter/Oprahs-Next-Chapter-The-Kardashian-Family-Part-1>

2.  
Oprah: The Kardashian Family: Part 2  
<http://www.oprah.com/own-oprahs-next-chapter/First-Look-The-Kardashian-Family-Part-2-Video>

3.  
Kim Kardashian: The Art of Reality  
[http://www.wmagazine.com/celebrities/2010/11/kim\\_kardashian\\_queen\\_of\\_reality\\_tv](http://www.wmagazine.com/celebrities/2010/11/kim_kardashian_queen_of_reality_tv)

4.  
Elle: Justin Bieber and Kim Kardashian's Island Escape  
<http://www.elle.com/pop-culture/celebrities/justin-bieber-kim-kardashians-island-escape-463628>

5.  
Mail Online: "What a cutie! Kanye West reveals first picture of his and Kim Kardashian's baby daughter

North on granny Kris's chat show" (2013)

<http://www.dailymail.co.uk/tvshowbiz/article-2400957/Kim-Kardashian-baby-photo-Kanye-West-reveals-pictures-North-West-Kris-Jenner-show.html>

Key Words for Google Search: Kardashian + New York Times / Kardashian + L.A. Times / Kardashian + Huffington Post

Paper 3: Argue that surrogacy should or should not be legal.

1.

The New York Times: "India Nurtures the Business of Motherhood"  
by Amelia Gentleman - March 10, 2008

<http://www.nytimes.com/2008/03/10/world/asia/10surrogate.html>

2.

ABC News: "Serial Surrogates Have Birthed More Babies for Others Than Themselves." by Juju Chang, Marc Dorian and Sara Holmberg - Dec. 31, 2008

<http://abcnews.go.com/Health/story?id=6543833&page=1>

3.

The New York Times Magazine: "Her Body, My Baby"  
By Alex Kuczynski - November 28, 2008

<http://www.nytimes.com/2008/11/30/magazine/30Surrogate-t.html>

4.

Medical News Today: "The New York Times Examines Infertility, Surrogacy" 2008

<http://www.medicalnewstoday.com/releases/131464.php>

5. CNN: "Surrogate Offered \$10,000 to Abort Baby" 2013

<http://www.cnn.com/2013/03/04/health/surrogacy-kelley-legal-battle>

Key Words for Google Search: Surrogacy + traditional motherhood / surrogacy + society  
Purdue University has an excellent MLA Online Writing Lab (OWL):  
<https://owl.english.purdue.edu/owl/resource/747/01/>

### **Grading Scale**

A = 100 - 90 points  
B = 89 - 80 points  
C = 79 - 70 points  
D = 69 - 60 points  
F = 59 - 0 points

NOTE: There are no plus (+) or minus (-) grades in the LACCD system. For this reason, I will offer three (3) extra credit points at the end of the semester so that students may change grades that would be a B+, C+ and D+ into an A, B, and C. However... fulfillment of extra credit assignments does not guarantee that extra credit will be awarded; all extra credit assignments must be of superior quality.

### **Course Essay Rubric**

Rubric for Papers
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<b>Rubric for English 21 Student Learning Outcomes (SLOs)</b>
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<b>Criterion</b>	<b>1. Does not demonstrate SLO adequately</b>	<b>2. Demonstrates SLO adequately</b>	<b>3. Demonstrates SLO more than adequately.</b>
<b>C O N T E N T</b>	1. Lacks clear thesis/focus and persuasive purpose, and may be off topic. 2. Does not support thesis adequately.	1. Has thesis/focus and persuasive purpose. 2. Provides sufficient, but minimal support for thesis.	1. 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.
<b>O R G A N I Z A T I O N</b>	1. Lacks some necessary and appropriate transitions between sentences and paragraphs, and essay may be one paragraph. 2. Orders ideas and support for thesis randomly.	1. Contains sufficient transitions between sentences and paragraphs. 2. Orders ideas and support for thesis logically.	1. Contains sufficient and appropriate transitions between sentences and paragraphs, so paper seems stylistically superior. 2. Orders ideas and support for thesis thoughtfully and logically, allowing reader to comprehend content easily.

<b>G R A M M A R / M E C H A N I C S</b>	<p>1. Contains simple vocabulary and sentence structure.</p> <p>2. Features many different kinds of distracting errors that stop reader from focusing on content: grammar, spelling, punctuation, wrong words, awkward/garbed phrasing.</p>	<p>1. Contains some college-level vocabulary and sentences with more than one clause.</p> <p>2. Has some English usage errors, but these errors do not distract reader from focusing on content.</p>	<p>1. Contains appropriate college-level vocabulary and a variety of sentences that help essay to read well and seem stylistically superior.</p> <p>2. May have some English usage errors, but these errors are minor and do not distract reader from focusing on content.</p>
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**Discussion Rubric**

Rubric for Discussions

Well = Superior performance  
 Adequate = Meets minimum standards  
 Inadequate - Does not meet minimum standards

**A:** Fulfills all criteria well.  
**B:** Fulfills most criteria well, but 1-2 adequately.

**C:** Fulfills 1-2 criteria well, but most criteria adequately.

**D:** Fulfills one or two criteria well or adequately, but fulfills most criteria inadequately, and too many distracting errors stop reader from focusing on content.

**F:** Fulfills all criteria inadequately, and/or too many distracting errors stop reader from focusing on content.

*Discussion Criteria:*

1. Read and/or view discussion texts, as appropriate, before the discussion begins.
2. Read each discussion contribution before posting your own discussion contribution.
3. Answer each set of questions the instructor asks, but stay focused on the current set of questions the instructor asks. Do NOT attempt to answer questions from a previous week or weeks.
4. Offer your own thoughts/ideas about the instructor's questions and discussion texts; do not simply parrot others' thoughts/ideas or agree with their opinions.
5. Dialogue with one or two peers regarding their thoughts/ideas about instructor questions/discussion texts.
6. Run a spell/grammar check on all discussion postings, and use font Times-New Roman, size 12, in black type.

## **Classroom Environment**

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.

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

**Fall Semester 2013: Traditional Semester**

**LAST DAY TO**

Apply In-Person	All Year
Determine Residency	Aug 25
Add Traditional Classes	Aug 25 online Sept 6 in-person
Drop a Class w/o a Fee	Sept 6
Drop a Class w/o a W	Sept 6
Drop w/ a W	Nov 15
File Pass/No Pass	Sept 6

**GRADUATION PETITION ACCEPTED**

Apr 29 - Nov 15

**CAMPUS CLOSED**

Labor Day, Sept 2  
 Veteran's Day, Nov 11  
 Thanksgiving Nov 28 - Dec 1

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

**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.

1. Go to [www.wlac.edu](http://www.wlac.edu).
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.

### **Resources**

Please go to <http://www.wlac.edu/studentlife/index.html> to learn about what campus resources are available to you: tuition waivers, book vouchers, academic counseling, tutoring, and additional services. Be aware that WLAC has a Writing Lab on the ground floor of the library--and it offers online help. For library computer-assisted instruction information, please see the Class Schedule.

**Writing Lab:** [http://www.wlac.edu/library/info/lab\\_writing.html](http://www.wlac.edu/library/info/lab_writing.html)

### **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," and

write the changes on the whiteboard in class. It is your responsibility to become aware of these changes.

### **Learning Disabilities**

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 notstupid 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

[dsps@wlac.edu](mailto:dsps@wlac.edu)

Hours

Monday-Thursday: 8:30 a.m. 4:30p.m.

Friday: 9 a.m.-1 p.m.

Saturday: CLOSED

### **Plagiarism (Cheating)**

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, quoting or paraphrasing that person (or people) without indicating that quoting or paraphrasing is occurring. Second, a student has someone else

write his or her work. Every semester I seem to catch students cheating; I don't enjoy catching cheaters. Please do NOT cheat.

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.