



**Division:** Language Arts  
**Course name:** English 28: Intermediate Reading and Composition  
**Section:** 0953 Semester Fall 2013

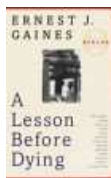
**Instructor:** A. Crum **Email:** [cruma@lahc.edu](mailto:cruma@lahc.edu)  
**Day:** Monday/ Wednesday **Time:** 8:00-9:35 a.m.  
**Office Hours:** M. W. 9:40 – 10:00 a.m. **Place:** CE 219  
**Website:** <http://profacrum.wordpress.com/>

**Prerequisites:** Completion of English 21 with a grade of "C" or better or appropriate placement level demonstrated through the English assessment process.

**Course Description:** This is an intermediate course in written composition and critical thinking. It is a prerequisite for English 101. The course emphasizes academic writing based primarily on critical reading. Seven compositions of 500-750 words are required.

**Required Text:**

- Cohen, Samuel. *50 Essays: A Portable Anthology* 3<sup>rd</sup> Edition. Boston: Bedford St. Martins, 2011. Print ISBN:9870312609658
- Gaines, Earnest J. *A Lesson Before Dying*. Print ISBN: 9780375702709
- Hacker, Diana. *A Pocket Style Manual*. Boston: Bedford St. Martins, 2012. Print ISBN: 97880312542542
- Webster's Collegiate Dictionary and Thesaurus: <http://www.dictionary.com/>



**Materials:** 2 large blue/green books (10x8), college ruled loose leaf notebook paper, 3 ring notebook folder, blue or black ink for all written assignments, red ink for corrections, and a yellow highlighter for annotations.

**All students must have access to a computer. Note: West Los Angeles College has computer labs and a writing center for all enrolled students to use during the course of the semester.**

**Student Objectives:**

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

- A. Identify and restate an author's thesis or main idea, whether it is stated or implied, and identify an author's main support points and organizing features.
- B. Evaluate the quality and reliability of support.
- C. Explain the author's tone and how it functions in the text.
- D. Recognize connections between two or more authors' ideas.
- E. Demonstrate mastery of subject/verb agreement and other common grammar and punctuation errors including: subject/verb agreement, past participle and illogical shifts in verb tense, punctuation (comma, semi-colon, and apostrophe), pronoun agreement, case, and reference.
- F. Compose essays that respond effectively to a topic based on one or more assigned readings.
- G. Prepare essays of 500-750 words that include clearly stated thesis statements and detailed support.
- H. Assemble essays that have clearly organized introductions, bodies and conclusions, and develop well-supported arguments.
- I. Employ vocabulary specific to convey intended ideas, as well as references to one's own experiences, ideas and observations.
- J. Differentiate rhetorical features such as compare-contrast, definition, description and argument, and analyze effective arguments.
- K. Employ MLA style and revise writing for content and mechanics.
- L. What campus resources can promote academic success and facilitate transfer to four-year colleges and universities.

**Institutional Learning Outcomes:**

**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.

### **Multicultural Statement:**

This course teaches students to read and write critically about a myriad of subjects that represent and reflect culturally diverse issues and problems. Further, writing assignments are designed to help students understand and respect diverse cultural perspectives and to show how these perspectives contribute to the development and growth of society. In addition, instructional methods are used to accommodate the various learning styles of students, thus promoting self-confidence and student success.

### **Teaching Philosophy:**

I believe in a learning centered classroom where students and teachers are collaborators who work together toward academic excellence. I believe that all students should have a quality education and that it is the collective responsibility of both teacher and student to reach this goal.



### **Course Policy**

1. *Keep the Classroom Neat and Clean:*
  - Please do not eat in the classroom. This includes gum.
  - You may drink water only.
2. *Maintain a Distraction Free Zone Class:*
  - Be respectful and courteous to everyone in the class by turning off all cell phones. This includes Ipods and any other electronic device.
  - Students who are caught texting during class will receive an automatic reduction of 5 discussion points for each in-class texting offense.
  - Students may talk during small group instruction, but students who disrupt the lecture will be asked to leave the class.
3. *Be on Time:*
  - Punctuality and attendance are mandatory in this class because each lesson builds on the previous lesson taught.
  - Arrive on time. Students who arrive late disrupt the lecture.
  - If you are more than 15 minutes late, do not enter the classroom.
  - Excessive tardies will reduce your participation points.
  - Remember an absence is an absence. There are no excused absences.
  - It is the student's responsibility to notify the instructor of any absence.
  - **The college's policy states that students who are absent in excess of 10% of total class hours are subject to drop. Students who are absent during the course add period are subject to drop. Certain academic and career technical education areas may have stricter attendance requirements.**
  - In other words, students who are absent more than 4 times this course will be dropped from the class.

- If you are absent on the day the assignment is due and cannot turn in the assignment, it is late. I will not accept any late work; however, early work is always accepted.
  - If you are absent on the day the assignment is given, it is your responsibility to contact your class partner for any information missed.
4. If you are absent due to work or illness, it is the student's responsibility to notify the instructor at
  5. *Be Respectful of Others:*
    - All students must adhere to the Student Conduct Code which can be found in your 2013 schedule of classes.
  6. *Be Responsible:*
    - Books and supplies must be brought to each class meeting.
    - All assignments are due according to the dates noted on the Academic Calendar or indicated by the instructor.
    - Any form of cheating is not acceptable and will be dealt with according to the rules and policies of this college.
    - **Actively read the assigned reading before coming to class.**
    - **Turn your work in on time because late work will not be accepted.**
  7. *Participate in Teacher/Student Conferences:*
    - Student/Teacher conferences are mandatory and all students must schedule an appointment with the instructor. A sign-up sheet will be given to the class.

### **Late Work**

All assignments are due according to dates noted on the syllabus or indicated by the instructor. Late work will not be accepted unless prior arrangements have been made with the instructor **before** the assignment is due.

### **Assessments/Exams**

All exams must be taken in-class. An instruction sheet will be given for each exam. Students are expected to complete all exams. Remember a C or higher is considered passing. Grades may be checked periodically throughout the semester either before or after class. Final Exam Time will be announced one to two weeks prior to the exam.

### **Library Orientation**

All students must participate in the library orientation scheduled for this semester. This orientation is essential to understanding how to research a topic. The date of the orientation will be announced to the class. The minimum word count for this assignment is 650 and must cover a current controversial issue. The research paper must be uploaded to Turnitin.com, and a hard copy must be given to me. A research syllabus and calendar will be given to all students. This syllabus will contain all the information needed to write a successful research paper. **All students must participate in library orientation. The research paper must be uploaded to Turnitin. Knowing how to research ideas is a critical component to passing this assignment. The day and time will be announced in class.**



### **Mini Research Project/Papers**

**Papers** are due at the beginning of class. **Late papers will not be accepted. All students must complete and turn in all assigned papers.** An instruction sheet will be given with specific guidelines and due dates. Students must follow the guidelines given for each paper. All out of class papers must be uploaded to the [www.turnitin.com/](http://www.turnitin.com/) before turning in a hard copy to the instructor. Why? Turnitin is a program designed to help students, so please take advantage of the opportunity.

**Note:** Students will be given access to the class account. All students must provide a current email address and must check their emails regularly for updates and/or announcements. Grademark will be applied to all papers and it is the students' responsibility to correct and revise the first draft before submitting the final draft. All papers must be within the approval percentage range indicated by the Turnitin program.



### Writing Assignments/Papers

All students will use the writing process to complete their assignments. Students will brainstorm their ideas, cluster their thought, write a draft, revise their draft, and submit their paper. A guideline, rubric and evaluation form will be given for each paper. Students must complete the minimum word count for each paper assignment. Papers will be graded based on grammar and content; 50 points for grammar and 50 points for content.

<u>Content</u>	<u>Grammar</u>
45-50 = A	45-50 = A
40-44 = B	40-44 = B
35-39 = C	35-39 = C
30-34 = D	30-34 = D
25-29 = F	25-29 = F

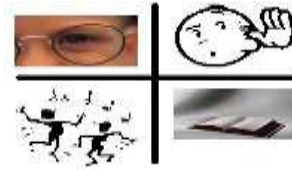
The grammar points will reflect the grammar exercises covered in class before the assignment is due. For the peer review and final draft, all papers must be typed: Times New Roman, 12 point font and double spaced. See the guideline for more details.

**NOTE: I reserve the right to adjust and modify all guidelines. Late papers will not be accepted. If you are caught plagiarizing on any written exercise, you will receive a zero for that assignment.**

### Writing Reflections/Reading Response

- Students will write 4 writing reflections.
- Each writing reflection will be in response to the novel *A Lesson Before Dying*.
- Students must revise their reflection before turning it into the instructor. .

- Writing assignments will be given sporadically throughout the course.
- Each reflection is worth 25 points.



**College Success Activities**

Students are to complete the following student success activity. Each activity is worth 10 points. All success activities must be completed by the third day of class. The following is a list of college success activities to be completed:

- Student Survey
- On-line VARK Questionnaire  
<http://www.varklearn.com/english/page.asp?p=questionnaire/>
- What Is? (Campus Questionnaire)
- Study Schedule (Be sure to include your work and class schedule)

\*Ten bonus points will be given to all students who purchase their books by the end of the first week of classes. Note: CSAs are worth 40 of your participation points.

**In-class Activities and Participation**

All students are expected to participate during in-class discussions and activities. Activities may include vocabulary development, responding to questions, and/or active reading and grammar exercises. Some of the assignments may be completed out of class or online. These assignments must be completed by their due date. More information will be given to each student.

**Quizzes on A Lesson Before Dying**

There will be two quizzes on the novel. Each quiz is worth 25 points.

<b><u>Required Assignments</u></b>	<b><u>Points</u></b>
In-class Writing Assessment	100
2 Quizzes ( <i>A Lesson Before Dying</i> )	50
4 Essays (100 points each)	400
4 Reading Reflections (25 points each)	100
Mini Research Paper	200
Final Assessment (Final Exam)	100
In-class Activities and Participation	<u>200</u>
Total Points Possible	1,200

**Grading Scale:**

A	=	1,100-990
B	=	989-880
C	=	879-770
D	=	769-660
F	=	659-below

All grades are based on the total number of points earned in the class. The grading scale for this course is the standard grading scale of 90% or higher = A, 80% to 89% = B, etc.

## 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.

- **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.**

### 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).

**For more information refer to the attached link:**

[http://www.wlac.edu/academics/pdf/WLAC\\_10-12Catalog\\_Policies.pdf](http://www.wlac.edu/academics/pdf/WLAC_10-12Catalog_Policies.pdf)

## Campus Resources:

**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).

**for more information refer to attached link:**

[http://www.wlac.edu/academics/pdf/WLAC\\_10-12Catalog\\_Services.pdf](http://www.wlac.edu/academics/pdf/WLAC_10-12Catalog_Services.pdf)



## Academic Calendar Fall 2013

Date	Learning Strategies	Weekly Readings	Writing Reflection
Week 1 8-26 8-28	Attendance and Administration <ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Ice-Breaker</li> </ul> <p><b>Theme: America, “the Beautiful”: Who Am I? and Where Am I Going?</b></p> <p>Note: Be prepared to work in groups and share with the class</p> <p><b>In-class Essay (8/28)</b></p>	<p><b>Instructor’s Selection</b></p> <ul style="list-style-type: none"> <li>• Brent Staples, <i>What Adolescents Miss When We Let Them Grow Up in Cyberspace</i></li> </ul> <p>In-class Writing Assessment</p> <p><b>Be sure to bring a Large Blue Book to class.</b></p>	
Week 2 9-2 9-4	Labor Day 9/2 NO CLASS Active Reading <ul style="list-style-type: none"> <li>• How to read critically and actively (handout)</li> </ul> <p>Basic Grammar Review:</p> <ul style="list-style-type: none"> <li>• Sentence Structure (<i>Instructor’s Handout</i>)</li> </ul>	<p><i>Reading Selection</i></p> <ul style="list-style-type: none"> <li>• <b>What’s in a Name</b></li> </ul> <p><i>Topic: Life Changing Event</i></p> <p><b>Instructor’s Selection</b></p> <ul style="list-style-type: none"> <li>• Jean Brandt, <i>Calling Home</i></li> <li>• Trey Ellis, <i>When the Walls Came Tumbling Down</i></li> </ul> <p><b>Be sure to purchase your books this week.</b></p> <p><b>Note: There is a copy of the text books for this course on reserve in the Library.</b></p>	
Week 3 9-9 9-11	Grammar Activity: Sentence Types <ul style="list-style-type: none"> <li>• Compound Sentence</li> <li>• Complex Sentence</li> <li>• Compound/Complex Sentence</li> </ul> <p>(<i>Instructor’s Handout</i>)</p> <p><b>Writing with Description</b></p> <p>Note: Be prepared to work in groups and share with the class</p> <p>Peer Review on 9/11</p>	<p><b>Selected readings from 50 Essays:</b></p> <ul style="list-style-type: none"> <li>• Malcolm X, <i>Learning to Read</i> p. 257</li> <li>• Langston Hughes, <i>Salvation</i> p. 179</li> </ul>	<p><i>A Lesson Before Dying:</i>            Reading Reflection #1 Due 9/9</p>

Week 4 9-16 9-18	Grammar Activity: Correcting Fragments, Run-ons and Comma Splices <b>Writing with Description</b>  Life Changing Event: Essay#2 Final Draft Due 9/18	<b>Selected readings from 50 Essays:</b> <ul style="list-style-type: none"> <li>George Orwell, <i>Shooting an Elephant</i> p. 284</li> <li>EB White, <i>Once More to the Lake</i> p. 431</li> </ul>	
Week 5 9-23 9-25	Grammar Activity: Verbs and Helping Verbs  <b>Writing with Examples</b>  Note: Be prepared to work in groups and share with the class	<b>Topic: People (Instructor's Selection)</b> <ul style="list-style-type: none"> <li>Amanda Coyne, <i>The Long Good-Bye: Mother's Day in Federal Prison</i></li> </ul> <b>Selected readings from 50 Essays:</b> <ul style="list-style-type: none"> <li>James Baldwin, <i>Notes of a Native Son</i> p. 50</li> <li>Richard Rodriguez, <i>Aria: Memoir of a Bilingual Childhood</i> p. 307</li> </ul>	<i>A Lesson Before Dying:</i> Reading Reflection #2 Due 9/25
Week 6 9-30 10-2	Grammar Activity: Subject/Verb Agreement  <b>Writing with Examples</b> Note: Be prepared to work in groups and share with the class  Peer Review on 10/2	<b>Selected readings from 50 Essays:</b> <ul style="list-style-type: none"> <li>Maxine Hong Kingston, <i>No Name Woman</i> p. 221</li> <li>Amy Tan, <i>Mother Tongue</i> p. 396</li> <li>Sarah Vowell, <i>Shooting Dad</i> p. 412</li> </ul>	
Week 7 10-7 10-9	Grammar Activity: Appositives  <b>Writing Strategy: Definition</b>  Writing about People Essay #3 Final Draft Due 10/9	<b>Topic: Groups (Instructor's Selection)</b> <ul style="list-style-type: none"> <li><i>The Black Table</i></li> </ul> <b>Selected readings from 50 Essays:</b> <ul style="list-style-type: none"> <li>David Sedaris, <i>A Plague of Tics</i> p. 359</li> </ul>	<i>A Lesson Before Dying:</i> Quiz #1 10-7
Week 8 10-14 10-16	<b>Student/Teacher Conferences</b>  <b>Be prepared to present your topic and thesis statement for the Mini Research Paper</b>	<b>Student/Teacher Conferences</b>  <b>Be prepared to present your topic and thesis statement for the Mini Research Paper</b>	
Week 9 10-21 10-23	Grammar Activity: Restrictive/Nonrestrictive Clauses  <b>Writing Strategy: Definition</b> Note: Be prepared to work in groups and share with the class	<b>Selected readings from 50 Essays:</b> <ul style="list-style-type: none"> <li>Nancy Mars, <i>On Being a Cripple</i> p. 244</li> <li>Mike Rose, <i>I Just Wanna Be Average</i> p. 331</li> </ul>	

	Peer Review on 10/23		
Week 10 10-28 10-30	Grammar Activity: Misplaced Modifiers  Note: Be prepared to work in groups and share with the class  Writing about a Group Essay #4 Final Draft Due 10/30	<b>Selected readings from 50 Essays:</b> <ul style="list-style-type: none"> <li>Barbara Ehrenreich, <i>Serving in Florida</i> p. 136</li> <li>Eric Schlosser, <i>Kid Kustomers</i> p. 353</li> </ul>	<i>A Lesson Before Dying:</i> Reading Reflection #3 Due 10-28
Week 11 11-4 11-6	Grammar Activity: Dangling Modifiers  <b>Writing Strategy: Cause/Effect</b> Note: Be prepared to work in groups and share with the class	<b>Topic: Concept/Idea</b> <b>Selected readings from 50 Essays:</b> <ul style="list-style-type: none"> <li>Plato, <i>The Allegory of the Cave</i> p. 292</li> <li>Barbara Lazaar Ascher, <i>On Compassion</i> p. 46</li> </ul>	
Week 12 11-11 11-13	MLA (in-text citation)  <b>Writing Strategy: Cause/Effect</b>  Note: Be prepared to work in groups and share with the class Peer Review on 11/13	<b>Selected readings from 50 Essays:</b> <ul style="list-style-type: none"> <li>Stephanie Ericsson, <i>The Ways We Lie</i> p. 159</li> <li>Lars Eighner, <i>On Dumpster Diving</i> p. 146</li> </ul>	
Week 13 11-18 11-20	MLA (integrating sources)  <b>Writing Strategy: Position Argument</b>  Writing about a Concept/Idea: Essay #5 Final Draft Due 11/20	<b>Topic: Controversial Issue</b> <b>Selected readings from 50 Essays:</b> <ul style="list-style-type: none"> <li>Marie Winn: <i>Television The Plug-In Drug</i> p. 438</li> <li>Bharati Mukherjee, <i>Two Ways to Belong in America</i> p. 280</li> </ul>	<i>A Lesson Before Dying:</i> Reading Reflection #4 Due 11/18
Week 14 11-25 11-27	MLA (works cited page)  <b>Writing Strategy: Position Argument</b>  Mini Research Paper Due 12/2	<b>Selected readings from 50 Essays:</b> <ul style="list-style-type: none"> <li>Erica Goode, <i>The Gorge Yourself Environment</i> p. 461</li> <li>Susan Sontag, <i>Regarding the Pain of Others</i> p. 373</li> </ul>	

Week 15 12-2 12-4		<i>A Lesson Before Dying</i> <i>Quiz #2 on 12/4</i>	
Week 16	<b><i>Final Exam</i></b> <b><i>12-11</i></b> <b><i>8:00 a.m. – 10 a.m.</i></b>	<b><i>Final Exam</i></b> <b><i>12-11</i></b> <b><i>8:00 a.m. – 10 a.m.</i></b>	