

Instructor & Class Information

Course: English 28, Section 0959, Intermediate Reading and Composition

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

Instructor Name: Nuala Lincke-Ivic, Associate Professor

Instructor E-Mail: lincken@wlac.edu

Class Hours & Location: General Classroom Building, Room 230, Mondays & Wednesdays, 9:35 - 11:00 AM.

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 fastest way to reach me is by using my online email: lincken@wlac.edu.

Course Description

ENGLISH 28, INTERMEDIATE READING AND COMPOSITION (3) NDA

Prerequisite: Appropriate placement level demonstrated through the English assessment process or successful completion of English 21.

English 28 gives students practice in paragraph construction and writing short essays (3-5 pages), with an emphasis on English usage skills as well as critical thinking and critical reading of non-fiction essays and books (Schedule of Classes). English 28 also introduces students to Modern Language Association (MLA) format, and prepares students for success in English 101, College Reading and Composition I, the "research paper" class.

Course Student Learning Outcome

“Argue a point and support it (in writing) with multiple examples and limited outside sources.”

Institutional Course Outcomes

English 28 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.*

Student Learning Objectives

At end of the course, the successful student will be able to...

1. Support an explicit thesis statement by citing three or more of these types of evidence: facts, expert opinions, relevant anecdotes, and descriptions of situations and events.
2. Incorporate English usage rules into sentences and compositions; and
3. Read actively (annotate).

English 28 Purpose, Assignments & Grades

In English 28, *Intermediate Reading and Composition*, students learn how to write 3-5 page college-level essays and review key aspects of grammar and mechanics (spelling and punctuation). The purpose of English 28 is to prepare students for success in English 101, *College Reading and Composition I*. English 101 teaches students how to write research papers, so it is the English course that prepares students for success in all college courses that require them to write research papers.

Often students make the mistake of waiting until the last semester or two to take English 101, so they don't earn the kind of grades they could (A and B grades) in courses that require them to write research 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 College a pleasant and stress-free experience, I advise you to take English 101—as well as your required math courses—before you take courses that require you to write college-level essays and to possess math skills. 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 soon 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. And...during your visit to the academic counselor, drop by the Transfer Center and learn useful information about transferring and the Honors Program.

Now...let me tell you what we'll be doing specifically in this English 28 class.

1. Three Papers: 15 Points Each/45 Points Total

You will be writing three essays about gangs in L.A.: (1) Why so many young people in L.A. join gangs, making L.A. "the gang capitol of the nation," according to the LAPD ("Gangs"); (2) What parents in L.A. can do to prevent their children from joining gangs; and (3) what young people can do to prevent themselves from joining gangs. You'll write each of these essays in class between 2-5 times, and your grade will be the average of all the essays you write. At the end of the semester, for our final, you will combine the papers into one longer paper of 9-15+ pages, which will be in MLA format.

2. Paper Evaluations: 25 Points Total (The number of paper evaluations we do will be divided evenly into the 25-point total. For example, if we do five paper evaluations, then each evaluation will be worth 5 points.)

Most of the paper evaluations will involve four steps: (1) Small group work (evaluating 3-5 essays); (2) Class discussion (of the 3-5 essays); (3) Peer evaluations (evaluating someone else's essay); and (4) A self-evaluation of your own essay during which you will grade your essay according to an essay rubric. After you complete the self-evaluation, I will agree or disagree with your grade, giving you my evaluation of your essay, which will be based on the same essay rubric you used to evaluate your paper.

3. Three textbook homework assignments & quizzes: 5 Points Each/15 Points Total

The textbook homework assignments will involve grammar and mechanics (spelling and punctuation), and each will include a quiz.

4. Portfolio/Final: 15 Points

The portfolio will be the typed essays of the final drafts of Papers 1, 2 and 3, and they will be linked via transitions into one 9-15 page paper. They will be in MLA format, and submitted in this online classroom.

Class Texts

All class texts are free online; they relate to all three of our paper topics: (1) Why so many young people in L.A. join gangs, making L.A. "the gang capitol of the nation," according to the LAPD ("Gangs"), (2) What parents in L.A. can do to prevent their children from joining gangs, and (3) what young people can do to prevent themselves from joining gangs.

1.

"Gangs" / LAPD

http://www.lapdonline.org/get_informed/content_basic_view/1396

2.

"Criminal Gang and Homicide Division" / LAPD

http://www.lapdonline.org/detective_bureau/content_basic_view/45598

3.

"William Diaz and Brandon Jackson, Former Gang Member-Turned-Writer and Victim of Gang Violence"

<http://www.wlac.edu/westmagazine/2012fall/interviews/diaz-jackson.html>

4.

"Joseph McDaughtery and the Name Tattooed on the Area of Skin Just Above His Eyelids"

<http://www.wlac.edu/westmagazine/2011fall/interviews/mcdaughtery.html>

5.

“Dear Mama” – Tupac Shakur

<http://www.slack-time.com/music-video-994-Tupac-Shakur-Dear-Mama>

6.

“My Father’s Story” – Du’Ron Fisher

Spring 2013 issue of *West Online Magazine*

<http://www.wlac.edu/westmagazine/2013spring/essays/fisher.html>

7.

“Through the Eyes” – Jaison Bradley

Spring 2013 issue of *West Online Magazine*

<http://www.wlac.edu/westmagazine/2013spring/essays/bradley.html>

Key Words for Google Search: gangs / Los Angeles

Weekly Lesson Plans/Due Dates

Weekly Lesson Plans

Please bring the Weekly Lesson Plans with you to each class session. In the Activities column, we’ll be writing down what we do in each class session, and in the Due column, we’ll be writing down the dates when assignments are due.

Week 1	Activities	Due
Aug. 26-30	Syllabus Online Classroom w/textbook: <i>The Beginning Writer’s Toolbox</i> Quiz work	
Week 2	Activities	Due

Sept. 2-6 Labor Day: Sept. 2	Paper 1/2 work Quiz work	
Week 3	Activities	Due
Sept. 9-13	Paper 1/2 work Quiz work	
Week 4	Activities	Due
Sept. 16-20	Paper 1/2 work Quiz work	
Week 5	Activities	Due
Sept. 23-27	Paper 1/2 work Quiz work	
Week 6	Activities	Due
Sept. 30-Oct. 4	Paper 1/2 work Quiz work	
Week 7	Activities	Due

Oct. 7-11	Paper 3/4 work Quiz work	
Week 8	Activities	Due
Oct. 14-18	Paper 3/4 work Quiz work	
Week 9	Activities	Due
Oct. 21-25	Paper 3/4 work Quiz work	
Week 10	Activities	Due
Oct. 28—Nov. 1	Paper 3/4 work Quiz work	
Week 11	Activities	Due
Nov. 4-8	Paper 3/4 work Quiz work	

Week 12	Activities	Due
Nov. 11-15 Veteran's Day: Nov. 11	Paper 3/4 work Quiz work	
Week 13	Activities	Due
Nov. 18-22	Paper 3/4 work Quiz work Portfolio	
Week 14	Activities	Due
Nov. 25-29 Thanksgiving: Nov. 28-Dec. 1	Paper 3/4 work Portfolio Final	Portfolio: Typed Papers 1/2 & Papers 3/4 due Wednesday in class.
Week 15	Activities	Due
Dec. 2-6	Paper 3/4 work Final Quiz work	

<u>Week 16</u> FINALS WEEK	Activities	Due
Dec. 9-15 (Monday – Saturday)	FINAL: Paper 5 Paper 5 Evaluation Quiz 5	Paper 5 in class Peer Evaluation 5 in class Quiz 5 in class

Course Essay Rubric

Rubric for English 28 Student Learning Outcomes (SLOs)

Criterion	1. Does not demonstrate SLO adequately	2. Demonstrates SLO adequately	3. Demonstrates SLO more than adequately.
C O N T E N T	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.
O R G A N I Z A T I O N	<p>1. Lacks some necessary and appropriate transitions between sentences and paragraphs, and essay may be one paragraph, and lack conclusion.</p> <p>2. Orders ideas and support for thesis randomly, and essay may not be required 3-5 pages.</p>	<p>1. Contains sufficient transitions between sentences and paragraphs, and essay has adequate conclusion.</p> <p>2. Orders ideas and support for thesis logically, and essay is required 3-5 pages.</p>	<p>1. Contains sufficient and appropriate transitions between sentences and paragraphs, so paper seems stylistically superior, and essay has effective conclusion.</p> <p>2. Orders ideas and support for thesis thoughtfully and logically, allowing reader to comprehend content easily, and essay is required 3-5 pages.</p>
G R A M M A R / M E	<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,</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</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</p>

C H A N I C S	spelling, punctuation, wrong words, awkward/garbed phrasing. 3. Does not use MLA format, or uses it incorrectly.	content. 3. Uses basic MLA format, but may have a few errors.	usage errors, but these errors are minor and do not distract reader from focusing on content. 3. Uses sophisticated MLA format, but may have a few errors.
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General Essay Requirements

1. **No Cheating/Plagiarism:** The Syllabus contains a definition of plagiarism; read this definition very carefully. If your paper is plagiarized in whole or in part, then your paper will receive an "F" grade and the Dean of Student Services will be notified.
2. **Length of Papers:** All papers must be 3-5 pages.
3. **Number of Sources:** This word refers to the expert and/or relevant individuals, organizations and statistics you will quote/refer to in your paper. In your paper, you must quote from all the texts (written works) we read.
4. **Paper Format:** All papers must apply Modern Language Association (MLA) format. MLA format determines how your paper looks visually, and how you integrate and identify sources in your paper. (Sources: People/organizations you refer to in a paper to support the thesis.)

Purdue University has an excellent MLA Online Writing Lab (OWL):
<https://owl.english.purdue.edu/owl/resource/747/01/>

Classroom Environment and Campus/Online Resources

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.

Writing Lab: www.wlac.edu/library/info/lab_writing.html

Online Tutoring: www.wlac.edu/online/owl.asp

WLAC Library: www.wlac.edu/library/index.html

Learning Skills Classes: www.wlac.edu/library/info/classes_learning.html

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

Cheating/Plagiarism Warning

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, which is called plagiarism. Second, a student has someone else complete his or her work.

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.

Learning Disabilities (LDs)

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 *not* stupid 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:
dsp@wla.edu

Hours:
Monday-Thursday: 8:30 a.m. 4:30p.m.
Friday: 9 a.m.-1 p.m.
Saturday: CLOSED

Instructor 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." It is

your responsibility to become aware of these changes.

Late Assignments

In this accelerated course, I do NOT accept late assignments—unless you have a verifiable emergency situation.

Important Dates

Summer Session 2013

SESSION PERIOD: June 17 - July 28

APPLICATIONS ACCEPTED BEGINNING - March 18

REGISTRATION BEGINS

- Priority (EOPS, DSPS and Veterans) - Apr 8 - 14
- Continuing Students - Apr 15 - may 7
- New & Returning Students - May 8
- Residency Determination Required - June 16
- Special Registration Hours - NA

FINALS last day of class

LAST DAY TO

Add a Traditional Class

- June 16 - Online
- June 24 - In Person

Drop a Class w/o a Fee

- June 24

Drop a Class w/o a W

English 28, Section 0959
Fall 2013
Nuala Lincke-Ivic

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- June 24

Drop w/ a W

- July 18

File Pass / No Pass

- June 24

GRADUATION PETITION ACCEPTED

- Apr 8 - July 18

CAMPUS CLOSED

- July 4

NOTE: ACT, Weekend courses and other accelerated program classes have different deadlines. Please check with your instructor.