

Instructor & Class Information

Course: English 101, Section 8048

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

Instructor Name: Nuala Lincke-Ivic, Associate Professor

Instructor E-Mail: 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 101 - COLLEGE READING AND COMPOSITION I (UC:CSU) - 3 UNITS

Prerequisite: Completion of English 28 with a grade of "C" or better or appropriate placement level demonstrated through the English assessment process.

"English 101 is the composition course that transfers to four-year colleges and universities. Accordingly, the assignments in essay writing, rhetorical analysis and critical reading are rigorous" (*Schedule of Classes*). In this syllabus, please read the information following "Welcome" and "Descriptions of Assignments" to develop a more detailed understanding of what we will do in this English 101 class.

Course Learning Outcome

"English 101: Argue a point and support it (in writing) using extensive evidence from outside sources. A student will write a persuasive research essay of 1000-2000 words."

Student Learning Objectives

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

1. Analyze arguments according to the Stephen Toulmin Method of Argumentation;
2. Utilize appropriate terms when analyzing arguments;
3. Determine whether informational sources are reputable and relevant;
4. Understand how to structure essays and term papers; and
5. Use MLA format.

Institutional Course Outcomes

English 101 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.*

Assignments & Grading

What will I learn in English 101?

English 101, *College Reading and Composition I*, will teach you how to write a 12-21+ page research paper and use Modern Language Association (MLA) format.

In a research paper, a writer supports a thesis (overall opinion) about a specific topic by citing (1) experts' opinions, (2) statistics, and (3) people's experiences in regard to the paper topic—including the writer's

own experiences, if they're relevant (related) and appropriate (suitable for sharing). The writer also counters (rebutts) the most convincing antithesis/es (opposing argument/s) to the thesis.

MLA format is a rule system that determines how a paper should look visually, and how sources (people/organizations used to support the thesis) should be presented and credited.

What is the "main thing" that I will be doing in this English 101 class?

We'll write three 4-7 page research papers that will be combined into one 12-21+ page research paper.

Our topic will be Sea Shepherd Conservation Society (SSCS) and Greenpeace, two non-profit environmental conservation organizations that disapprove of each other's tactics to protect the marine eco-system. Before we write each paper, we'll discuss the topic of each paper so that you will be prepared to write a good paper. Now, let me give you some important background information about SSCS and Greenpeace, their extremely troubled history, resulting from their clash in philosophies. Greenpeace disapproves of the "direct action" tactics SSCS uses to save whales and other marine species: scuttling whaling ships, ramming them in dangerous high seas, throwing butyric acid on their catches, and engaging in other kinds of aggressive actions that not only destroy property, but also endanger human life. Greenpeace particularly disapproves of Captain Paul Watson, founder and leader of SSCS—who was expelled from Greenpeace for his advocacy of direct action tactics to protect the marine eco-system. Watson and SSCS members and supporters argue that if SSCS does not forcefully attempt to stop the commercial fishing industry from over-hunting marine species, then many marine species (particularly whales) will become extinct. As a result, the marine eco-system will be destroyed, and humankind will be negatively affected. According to SSCS, the attempts of Greenpeace to protect the marine eco-system—maneuvering its ships/small boats between whalers and whales, and trying to educate the public—while noble, are mostly ineffective. Greenpeace would be doing the equivalent of twiddling its thumbs while the marine eco-system is destroyed if Watson and SSCS members did not engage in direct action tactics to save whales and other marine species.

Does the end justify the means? Should a person or group take all necessary actions to avert a calamity

and achieve a noble and crucial objective? SSCS says yes, and Greenpeace says no. In your paper, you will decide which organization has the better argument: SSCS or Greenpeace?

Of course, in addition to our three papers and their corresponding discussions, you'll also complete a few other assignments: two quizzes and--if you choose--an optional extra credit assignment. Following is a detailed description of all of our class assignments, starting with the points each assignment is worth.

How many points is each assignment worth?

1. Three 4-7+ page papers that will "connect" together, via transitions (word bridges), into one 12-21+ page paper – 20 points each, 60 points total
2. Three discussions – 5 points each, 15 points total
3. Three peer evaluations – 5 points each, 15 points total
4. Two quizzes – 5 points each, 10 points total
5. Extra Credit – 3 points

What are the discussions and papers about?

The discussions and papers are connected: Discussion 1 prepares you to write Paper 1; Discussion 2 prepares you to write Paper 2; and Discussion 3 prepares you to write Paper 3.

Discussion 1 and Paper 1

Discussion 1 Topics: Are different whale species and other marine species truly in danger of extinction, and will their loss negatively impact the marine eco-system and thus humankind? Which human cultures have depended on whale hunting to sustain themselves for many generations; do they have the legal/ethical right to hunt whales and other marine species, if they hunt only species that are not endangered, and obey International Whaling Commission rules/quotas regarding whale hunting? In 2013, are whale products in demand; do people need to hunt whales—can they make a living some other way?

Paper 1: Argue that different whale and marine species **are/are not** in danger of extinction, and that their loss **will/will not** negatively affect the marine eco-system and thus humankind. In the process, determine what effects a moratorium on whale hunting will have on different human cultures who have hunted whales for generations, and explain what whale products are used for and whether whale products are in demand in 2013.

Discussion 2 and Paper 2

Discussion 2 Topics: Is Sea Shepherd a law-breaking, eco-terrorist organization? Is Greenpeace an organization that engages in passive resistance, the kind practiced by Mahatma Gandhi and Dr. Martin Luther King, Jr.? Does the World Charter for Nature of the United Nations sanction Sea Shepherd's direct action tactics? Is Sea Shepherd simply enforcing the moratorium imposed on whale hunting by the International Whaling Commission? Are countries like Japan and Norway breaking the law when they hunt whales? Who issues these countries' "research" permits to hunt whales, and are these permits legal?

Paper 2: Argue that Sea Shepherd **is/is not** a law-breaking, eco-terrorist organization, as the Institute for Cetacean Research and even Greenpeace seems to contend.

Discussion 3 and Paper 3

Discussion 3 Topics: We'll discuss Henry David Thoreau's essay "Civil Disobedience" and Plato's dialogue *Crito*, and in the process, ask related questions. Whose mission/tactics would Henry David Thoreau and Socrates support: Sea Shepherd's or Greenpeace's? Whose do you support? Do you think that Sea Shepherd founder/leader Paul Watson is an ethical and courageous eco-warrior, or is he a manipulative, deceitful, power-hungry, media-savvy eco-terrorist? (Is he all of these things?)

Paper 3: Argue that Henry David Thoreau and Socrates **would/would not** support the mission/tactics of either Sea Shepherd or Greenpeace. Explain whose mission/tactics you support: Sea Shepherd's or Greenpeace's? Does the end justify the means?

What are the peer evaluations about?

You will post each of your papers in a public peer evaluation forum, and you will evaluate two of your peers' papers.

What are the quizzes about?

The first quiz will be about MLA format.

The second quiz will be about (1) a wonderful teacher named Stephen Toulmin who developed a very logical and easy-to-use way to support a thesis (opinion) in a paper, and (2) these three terms: logos, ethos, and pathos.

What is the optional extra credit about?

You will perform a third peer evaluation for Papers 1, 2 and 3, in addition to the two required peer evaluations for the peer evaluation assignments.

Weekly Lesson Plans

Weekly Lesson Plans

Week 1	Activities	Due
Aug. 26-30	Print out the Syllabus, and read the Discussion 1 works. Quiz 1 is open in ATS.	.

Week 2	Activities	Due
Sept. 2-6 Labor Day: Sept. 2	Print out the Syllabus, and read the Discussion 1 works. Work on Quiz 1.	
Week 3	Activities	Due
Sept. 9-13	Discussion 1 begins; participate! Work on Quiz 1, which is due Sunday. Quiz 2 is open in ATS. Paper 1 is open in ATS.	Quiz 1 is due at 11:59 PM on Sunday.
Week 4	Activities	Due
Sept. 16-20	Participate in Discussion 1. Work on Quiz 2.	
Week 5	Activities	Due
Sept. 23-27	Participate in Discussion 1. Work on Quiz 2.	Quiz 2 is due Sunday at 11:59 PM.
Week 6	Activities	Due
Sept. 30-Oct. 4	Work on Paper 1.	Paper 1 is due Sunday at 11:59 PM.

	<p>Peer Evaluation 1 is open in ATS and Discussion and Private Messages (it must be completed in Discussion and Private Messages, and submitted in ATS).</p> <p>Prepare for Discussion 2, which begins after Spring Break.</p>	
Week 7	Activities	Due
Oct. 7-11	<p>Work on Peer Evaluation 1.</p> <p>Discussion 2 is open; participate!</p> <p>Paper 2 is open in ATS.</p>	Peer Evaluation 1 is due Sunday at 11:59 PM.
Week 8	Activities	Due
Oct. 14-18	<p>Discussion 2 is open; participate!</p>	
Week 9	Activities	Due
Oct. 21-25	<p>Participate in Discussion 2.</p>	

Week 10	Activities	Due
Oct. 28—Nov. 1	Participate in Discussion 2.	
Week 11	Activities	Due
Nov. 4-8	Work on Paper 2. Peer Evaluation 2 is open in ATS and Discussion and Private Messages (it must be completed in Discussion and Private Messages, and submitted in ATS).	Paper 2 is due Sunday at 11:59 PM.
Week 12	Activities	Due
Nov. 11-15 Veteran's Day: Nov. 11	Discussion 3 is open; participate!	Peer Evaluation 2 is due Sunday at 11:59 PM.
Week 13	Activities	Due
Nov. 18-22	Participate in Discussion 3.	
Week 14	Activities	Due

Nov. 25-29 Thanksgiving: Nov. 28-Dec. 1	Participate in Discussion 3. Paper 3 is open in ATS.	
Week 15	Activities	Due
Dec. 2-6	Work on Paper 3.	Paper 3 is open Sunday at 11:59 PM.
Week 16 FINALS WEEK	Activities	Due
Dec. 9-15 (Monday – Saturday)		Peer Evaluation 3 is due 12/15 at 11:59 PM.

Class Texts

All class texts are free online, and are listed below.

Sea Shepherd Conservation Society (SSCS)

<http://www.seashepherd.org/who-we-are/>

Greenpeace

<http://www.greenpeace.org/usa/en/about/>

Paul Watson, Sea Shepherd, and Greenpeace: some facts

<http://www.greenpeace.org/usa/en/news-and-blogs/news/paul-watson-sea-shepherd-and/>

Greenpeace Attempts to Make Captain Paul Watson “Disappear”

<http://www.seashepherd.org/who-we-are/paul-watson-and-greenpeace.html>

The Institute for Cetacean Research

<http://www.icrwhale.org/gpandsea.html>

World Charter for Nature, The United Nations

<http://www.un.org/documents/ga/res/37/a37r007.htm>

International Whaling Commission: Catch Limits & Catches taken

<http://iwc.int/catches>

Thoreau's "Civil Disobedience" with Annotated Text:

<http://thoreau.eserver.org/civil.html>

"Civil Disobedience" (Thoreau):

http://en.wikipedia.org/wiki/Civil_Disobedience_%28Thoreau%29

Analysis and Summary of "Civil Disobedience" by Henry David Thoreau

<http://www.articlemyriad.com/analysis-summary-civil-disobedience/>

"Civil Disobedience" Wikiquotes:

http://en.wikiquote.org/wiki/Civil_Disobedience_%28Thoreau%29

Crito by Plato

<http://classics.mit.edu/Plato/crito.html>

Analysis of *Crito*

<http://caae.phil.cmu.edu/cavalier/80130/part1/Preface/CritoAnalysis.html>

Purdue OWL: MLA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/747/01/>

Additional Search - Key Words for Google Search: Sea Shepherd YouTube

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

COMPOSITION RUBRIC			
Criterion	1. Does not demonstrate SLO adequately	2. Demonstrates SLO adequately	3. Exceeds adequate demonstration of SLO
Content	1. Lacks clear thesis/focus, and may be off topic. 2. Does not support thesis adequately. 3. Does not counter antithesis. 4. May lack a persuasive purpose. 5. May contain redundancies and incorrect information about class readings.	1. Has thesis/focus. 2. Provides minimal but sufficient support for thesis. 3. Counters antithesis. 4. Includes a persuasive purpose. 5. May contain redundancies, but any information about class readings is correct.	1. Has clear thesis/focus. 2. Supports thesis very ably with any required class readings and all of these types of evidence: facts, expert opinions, relevant anecdotes, and descriptions of situations and events. 3. Counters convincing antithesis effectively,

			<p>so overall argument presented in paper does not appear to be a straw man argument.</p> <p>4. Includes a clear persuasive purpose.</p> <p>5. Contains no redundancies, and any information about class readings is correct.</p>
Academic Integrity*	<p>1. The paper is plagiarized or contains one or more plagiarized passages.</p>	<p>1. The paper is not plagiarized in whole or in part.</p>	<p>1. The paper is not plagiarized in whole or in part.</p>
Organization	<p>1. Lacks necessary and/or appropriate transitions between several sentences and/or paragraphs, and essay may contain too few paragraphs and/or paragraphs that seem inappropriately long.</p> <p>2. Orders ideas and support for thesis randomly.</p>	<p>1. Contains sufficient transitions between most sentences and paragraphs, and paragraphs in essays seem generally appropriate in terms of quantity and length, although some may seem inappropriately long.</p> <p>2. Orders ideas and support for thesis</p>	<p>1. Contains sufficient and appropriate transitions between most sentences and paragraphs, so paper seems stylistically superior, and paragraphs seem appropriate in terms of quantity and length.</p> <p>2. Orders ideas and support for thesis</p>

		logically.	thoughtfully and logically, allowing reader to comprehend content easily.
Grammar, Mechanics, MLA Format	<ol style="list-style-type: none"> 1. Contains simple vocabulary and sentence structure. 2. Features many different kinds of distracting errors that stop reader from focusing on content: grammar, spelling, punctuation, wrong words, awkward/garbed phrasing. 3. MLA format is non-existent, contains numerous errors, or contains major errors. 	<ol style="list-style-type: none"> 1. Contains some college-level vocabulary and sentences with more than one clause. 2. Has some English usage errors, but these errors do not distract reader from focusing on content. 3. MLA format is mostly correct, but may contain several minor errors. 	<ol style="list-style-type: none"> 1. Contains appropriate college-level vocabulary and a variety of sentences that help essay to read well and seem stylistically superior. 2. May have some English usage errors, but these errors are minor and do not distract reader from focusing on content. 3. MLA format is mostly correct, although it may contain a few minor errors.

*A paper that is plagiarized or contains one or more plagiarized passage automatically receives a failing grade.

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.
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

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 *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

dsps@wla.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.