



Division: Language Arts
Course name: English 103 – Composition & Critical Thinking
Section: 4017 / **Semester:** Fall 2013

Instructor Name: K. Iwamizu	School Website: www.wlac.edu
Class Hours: Thursdays 6:45PM-10PM	Address: 9000 Overland Ave., Culver City, CA 90230
Class Location: GC 230	
Office Hours: Tues/Thurs 6:00PM-6:30PM	Instructor E-mail: Iwamizkr@wlac.edu

Welcome

This semester, you will work to develop your writing, reading, vocabulary and critical thinking skills. You will also learn and practice the fundamentals of grammar and mechanics. The goal is for you to be a better reader, thinker and more confident writer by the end of this course. The skills you learn here will help you succeed both in and out of class. However, your education is ultimately YOUR responsibility. YOU determine your level of success. Successful college students are self-motivated. Successful college students understand the importance of studying the material, coming to class prepared and practicing skills learned. YOU CAN DO IT, and I'm here to help. ☺

Course Description:

This course, which meets the transfer critical thinking requirement, is designed to develop transfer-ready critical thinking, reading, and writing skills beyond the level achieved in English 101. Based on college-level readings, the course will focus on the development of logical reasoning and analytical and argumentative writing skills with a minimum of 10000 words of student writing submitted over the semester.

Prerequisite: Completion of English 101 with a grade of "C" or better or appropriate placement level demonstrated through the English assessment process.

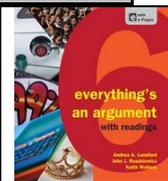
Required Texts:

Everything's An Argument, 6th Ed. by Andrea A. Lunsford; John J. Ruszkiewicz; Keith Walters

ISBN-10: 1-4576-0604-6 / ISBN-13: 978-1-4576-0604-5

Textbook website

<http://www.bedfordstmartins.com/Catalog/product/everythingsanargumentwithreadings-sixthedition-lunsford>



Recommended Materials:

Dictionary – *Webster's New World College Dictionary* or *American Heritage College Dictionary*
Thesaurus – *American Heritage College Thesaurus* or *Roget's*

Required Materials:

- 1 three ring binder (1")
- 8 ½ x 11 notebook paper
- 2 Blue or Green Composition Books (WLAC Bookstore)
- #2 pencils, blue or black pens, and highlighters
- Sheet protectors
- Divider tabs

Institutional Learning Outcomes (ILOs) & Student Learning Outcomes (SLO)

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.

Student Learning Outcomes and Assessment:

<ol style="list-style-type: none">1. Read and critically evaluate college-level material from a variety of sources, ideally representing a multicultural perspective.2. Identify and analyze the structure of arguments underlying the texts read.3. Evaluate the validity and soundness of arguments; recognize and avoid logical fallacies and distinguish fact from opinion in reading, class discussion, and writing.4. Develop and practice the inductive and deductive skills needed for close reading and lucid writing.5. Discover, evaluate, and cite reliable academic research sources for uses in the development of the student's own writing; use appropriate MLA citations/works cited.6. Understand the components of the persuasive essay.7. Draft, write, and revise an effective persuasive essay that uses evidence effectively and shows knowledge of different types of evidence.8. Demonstrate continued development in writing correct and sophisticated college-level English prose.9. Use writing to construct meaning as critical thinkers and responsible citizens.10. Learn to write effective academic prose for different audiences and purposes, with an emphasis on argumentation.	<p>Students will be assessed by the following:</p> <p>Students will write several persuasive essays (20 pages of formal student writing during the semester). All essays will support strong thesis statements and will require the student to collect, analyze, and synthesize evidence from different sources, as well as to present an argument in an organized and persuasive manner.</p> <p>At least one of these 5-7 page essays will be an in-class, timed essay or if online, a timed essay.</p> <p>At least one of these 5-7 page essays will require significant research from academic sources and databases.</p> <p>Essays will be free of logical fallacies and grammatical and spelling errors.</p>
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Course Requirements and assignment guidelines

Responses

You are required to submit weekly responses to various topics assigned. Topics are related to the class and the world around us. Responses should be one complete page (250 words). Support your ideas. State your point and back them with facts or personal anecdotes.

Quizzes

Quizzes will be given regularly to ensure that you are keeping up with the readings and attending class. Missed quizzes cannot be made up, even if you arrive late to class.

Essays

Essays provide you the opportunity to practice and demonstrate skills learned in class. Previous drafts must be attached to final essays. **NOTE: All writing assignments, except those designated as in-class writing assignments, must be typed.** Grading rubrics will be attached to final essays.

Other assignments, as listed below, will occur in class and serve to reinforce learning:

- In Class Writing Responses
- Exams: Final
- Final Portfolio: a collection of your writing with all drafts of each response/essay; a display of the progression of your skill as a writer.

Late Assignments

Each student is allowed one late essay assignment. It must be turned in by the next class meeting to receive credit and the grade will be reduced by one letter grade. **DO NOT** e-mail me your essays and other typed assignments. They will not be accepted. Other late assignments will not be accepted.

Grading

Assignment Category	# of Assign.	Points Per Assignment	Total Points	% of Total Grade
Quizzes	5	20	100	10%
Responses	10	10	100	10%
Final Portfolio	1	100	100	10%
Essays	4	100	400	40%
Final Research Paper	1	200	200	20%
Final Exam	1	100	100	10%
Grand Total	22	-	1000	100%
900 - 1000 = A	800 - 899 = B	700 - 799 = C	600 - 699 = D	599 and below = F

Class Policies

Attendance

Because class discussions and group work are an integral part of this course, attendance is mandatory. Up to 2 absences are allowed. After that, you could be dropped. Students are expected to attend every class meeting, to arrive on time, and to stay throughout the class period.

Excessive absenteeism, as well as walking in and out of class, will lower your grade. 2

tardies = 1 absence. Students may be dropped from class for excessive tardiness or for failure to attend class during the first two weeks.

Walking In and Out of Class

When you arrive to class, make sure you have used the restroom, have eaten, have checked your messages, etc. Walking in and out is rude and disruptive. If you need to leave early, or if you have some other problem, you need to notify me in advance. **Any student who makes a habit of walking in and out of class may be asked to leave.**

Preparedness

You are expected to arrive on time. You will come to each class session prepared. You will have your books, binder, pens/pencils, and any work that is due; you will be prepared to discuss all readings/assignments.

Cell Phones, iPods, Laptops, etc.

Turn off all electronic devices and put them away when class begins! Although it may not seem possible, you can survive without talking and texting on your cell phone, or listening to your iPod, for several hours. Talking and texting on cell phones not only distracts you, but it serves as a distraction for your instructor and your peers. Distractions interrupt/disrupt the class. **You will be asked to leave if you use your phone in class, and one full absence will be recorded.**

Contacting Me

E-mail is the best and quickest way to contact me. **If you have a problem, do not let it snowball. Contact me immediately.** Students are expected to ask questions and obtain help **from the instructor via email and/or during office hours.**

Refer to the course website/blog for more information on UMOJA policies.

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).

Campus Resources:

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).



A few simple rules:

1. Be prepared.
2. Ask appropriate questions that are relevant to the subject matter.
3. Maintain a positive attitude when communicating w/ others, and avoid being confrontational.
4. Answer questions when asked to respond.
5. Ask questions when you are unsure! I can only help you if I know you need help.
6. Be open-minded and receptive to new ideas. You don't have to believe them; you do have to accept their existence.

ENGLISH 103 COURSE GUIDE

Day	Topics Covered	Assignments
Week 1	<p>Introduction/Overview</p> <p>Argumentation & Persuasion</p> <p>Audience, Purpose, Style</p>	<p>Response #1</p>
Week 2	<p>Rhetorical devices: pathos, ethos, logos</p> <p>Methods of reasoning</p> <p>Quiz #1</p>	<p>Reading #1</p> <p>Response #2</p>
Week 3	<p>Discussion of Essay #1</p> <p>Essay structure & development</p> <p>Unity/Coherence</p> <p>Discussion of readings</p> <p>Quiz #2</p> <p>Editing: Review</p>	<p>Reading #2</p> <p>Response #3</p>
Week 4	<p>Visual arguments</p> <p>MLA format: In-text citations</p> <p>Quoting, Summarizing, Paraphrasing</p> <p>Peer editing</p> <p>Editing: Review</p> <p>Discussion of readings</p> <p>Quiz #3</p>	<p>Essay #1 first draft</p>
Week 5	<p>Academic Tone</p> <p>Logic/ Logical fallacies</p> <p>Peer editing</p> <p>Quiz #4</p>	<p>Reading #3</p> <p>Essay #1 final draft</p>
Week 6	<p>Discussion of Essay #2</p> <p>Academic Tone</p> <p>Discussion of readings</p> <p>Rhetorical analysis</p>	<p>Reading #4</p> <p>Essay #2 first draft</p>
Week 7	<p>Evaluating claims</p> <p>Discussion of readings</p> <p>Mid-semester review</p>	<p>Essay #2 final draft</p> <p>Reading #5</p>
Week 8	<p>Causal arguments</p> <p>Discussion of Essay #3</p> <p>Peer editing</p> <p>Discussion of readings</p>	<p>Response #4</p> <p>Essay #3 first draft</p>
Week 9	<p>Causal arguments (cont'd)</p> <p>Peer editing</p> <p>Quiz #5</p>	<p>Response #5</p> <p>Essay #3 final draft</p> <p>Reading #6</p>

Week 10	Proposals Evaluating arguments & sources Discussion of readings	Response #6 Reading #6
Week 11	Proposals Discussion of readings Discussion of RACE IAT test Response #7 (in-class)	Reading #8 Response #8
Week 12	Literary analysis Timed writing exercise, Essay #4 Discussion of readings	Reading #9 Response #9
Week 13	Discussion of Final Research Paper (FRP) Portfolio preparation Discussion of readings	FRP first draft Reading #10
Week 14	Writing the Essay Exam Editing: Q+A FRP meetings Response #10 (in-class) Discussion of readings	FRP final draft Final portfolio
Week 15	Final Exam Final portfolio review	

- Instructor is not responsible for handouts uncollected due to absence; students are responsible for receiving assignment information and completing such assignments.
- This schedule is tentative. Some items and/or dates may be changed to reflect the needs of the class. Assignments will be further explained in class. The only way to be sure of what is due is to regularly attend classes.
- **You must take the final exam, complete the final research paper, and show proficiency in essay structure and essay development (including editing and revising) in order to earn a passing grade.**