The Los Angeles Community College District  
West Los Angeles College at Culver City  
The Language Arts Division  
English 101: College Reading & Composition I  
Theme: American Culture & History  
Fall Semester, 2013  
Professor Williams  
Office Location: General Classrooms Bld., 210B; Office Telephone/Voicemail: 310-287-4550  
Office Hours: Mon. & Wed., 8:00 a.m.-9:30 a.m. & 2:30 p.m.-3:30 p.m.  
E-mail Address: williar@wlac.edu  
All communication pertaining to the online course must take place through the private message system and other  
appropriate course site areas—not the campus E-mail.

Knowledge is like a garden: if it is not cultivated, it cannot be harvested. -African Proverb

All genuine learning is action, not passive. It involves the use of the mind, not just the memory. It is a process of discovery in which the student is  
the main agent, not the teacher. - Mortimer J. Adler

Course Description  
English 101, College Reading and Composition I, is designed to hone students’ reading  
comprehension, interpretation, analytic, and communication skills, through the examination of  
classic and contemporary works from various genres, cultural traditions, and disciplines, such as  
literature, history, political science, and economics, to name a few. Students will explore works  
by diverse major American leaders, thinkers, writers, artists, and orators, including, but not  
limited to, Anzaldua, Douglass, Ellison, Erdrich, Etellebrick, Harjo, Jefferson, J. F. Kennedy,  
Lincoln, Morrison, Reich, Rich, Roosevelt, Standing Bear, Thoreau, Twain, Wright, and Zinn,  
among others, in relation to the course theme, American Culture and History. Moreover, while  
examining intellectually compelling issues raised in works by the aforementioned figures—  
works that serve as models of various modes of discourse—students will develop the skills to  
produce quality college-level prose that incorporates, engages with, and documents the ideas of  
others, particularly in the required research paper.

Course Prerequisite  
The prerequisite for the course is either English 28—with a grade of “C” or better—or an  
appropriate assessment score. Prerequisites are designed to ensure proper placement and  
thereby academic success; therefore, any enrolled student who fails to meet the prerequisites  
must withdraw from the course posthaste.

Required Textbooks  
Maimon, Elaine, Janice Peritz, and Kathleen Blake Yancey A Writer’s Resource  
Morrison, Toni A Mercy, Beloved, and The Bluest Eye  
Moser, Joyce and Ann Watters Creating America  
Zinn, Howard A People’s History of the United States

Additional reading selections will be available online, in a course reader through UCLA  
Academic Publishing Services (at 310-825-2831 or aps@asucla.ucla.edu), and/or at your local
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public, college, or university library. Students may purchase used, earlier editions of the texts from any bookseller, including online discount sources like amazon.com or halfprice.com.

Recommended Textbooks
Strunk, Jr. William and E. B. White The Elements of Style
Wilson, Paige The Least You Should Know About English

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>Two (2) Out-of-Class Essays*</td>
<td>20%</td>
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<tr>
<td>One (1) Research Paper*</td>
<td>10%</td>
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<tr>
<td>Participation (Forum or Class)/ Attendance</td>
<td>10%</td>
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<tr>
<td>One (1) Midterm Essay Examination</td>
<td>20%</td>
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<td>One (1) Final Essay Examination</td>
<td>20%</td>
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<tr>
<td>Two-Part Objective Examination</td>
<td>10%</td>
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<tr>
<td>One (1) Group Project</td>
<td>10%</td>
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*A rough and final draft of each assignment is required. The participation portion of the grade will reflect the instructor’s evaluation of the quality of each student’s contribution to the online forum or class discussions, comments on peer’s rough drafts, and so forth. The quality of participation is determined by factors such as the following: 1) the level of insight demonstrated; 2) the nature of the questions posed—that is, whether they are thoughtful and/or thought-provoking; 3) the soundness of the interpretations provided, for example; and 4) the overall display of communication skills.

Note. In the event the objective examination is not administered, the research paper will constitute twenty (20) percent of each student’s course grade.

Course Grading Policy
1. Refer to the college’s Catalog for a detailed explanation of the grading policy. In short, an “A” = 4.0 or Excellent, “B” = 3.0 or Good, “C” = 2.0 or Satisfactory, and so forth.

2. The instructor will provide students with a rubric that expounds upon the essay evaluation and grading criteria. While students may consult outside resources for the required papers, both original analysis and interpretation are required. In other words, your own insight and thoughtful ideas are important; therefore, avoid summarizing the works(s) under examination in the course.

Course Objectives/ Student Learning Outcomes
The program/ institutional student learning outcomes for and the course objectives of English 101, which will be achieved through various means, including, but not limited to, lectures,
11. to encourage involvement in community, grass-roots activities, like the March on Washington, AFT rallies, town hall meetings, voter registration initiatives, and so forth

12. to raise the critical consciousness and awareness of students about critical matters that are germane to the lives of all Americans, while making them cognizant of the power of the written and spoken word, coupled with social and political activism, to effect positive change

**Critical Thinking**

13. to ensure that students produce reasonable literary analyses and interpretations of texts, based on evidence from the works under examination, and that they demonstrate the use of sound reasoning in their own prose

14. to facilitate students’ learning through the Socratic method of teaching—that is, through the discussion of focused questions (of increasing difficulty) raised by the instructor, scholars, and students themselves

15. to reinforce the concepts of writing, in particular, and learning, in general, as processes whereby students can expand their knowledge base and relate the issues raised in the readings to their own lives

16. to introduce students to rhetorical tropes and the following problems or weaknesses in their own and others’ writings: unreasonable interpretations, hasty generalizations, biased or inadequate sampling, false analogies, logical fallacies, false dilemmas, and so forth

**Aesthetics**

17. To broaden students’ perspectives of the human experience and ensure engagement with nature and/or the arts

**Quantitative Reasoning**

18. To promote the development of, if not hone, quantitative reasoning skills

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**Course Guidelines**

The additional institutional/program slos and course guidelines are as follows:

**Contract Obligations**

1. Students will be required to read the course syllabus in its entirety and sign a contract
stating that you are in receipt of, understand, and agree to comply fully with the policies and guidelines set forth in it. The instructor will respond to questions, if any, pertaining to the syllabus and/or the course throughout the semester. Common questions should be posted in the appropriate course site area.

2. While the syllabus is a contract between the instructor and students, the former reserves the right to make minor changes, in terms of the dates of guest speakers, films, writing assignments, reading selections, or the examinations, for example, if necessary, due to unforeseen circumstances or the instructor's judgment. 

   *Students will be notified of any changes in advance.*

3. The instructor does not permit the recording, duplication, or reproduction of any online or campus lectures, modules, if any, class discussions, or guest speakers' presentations (without their express permission). The use of laptop computers, cameras of any kind, and/or electronic devices is not permitted in this class. A failure to abide by this policy may result in a student's suspension and/or exclusion from the course.

4. Given the extremely high student-instructor ratio in this course—*forty (40)-to-one (1)*—students must be realistic about your expectations of the instructor, who must be given every opportunity to resolve any concerns to students' satisfaction before they are brought to the attention of any administrator. The Education Code must be respected by everyone, students, faculty, and administrators alike.

5. E-mail privileges, which are extended to students enrolled in the campus sections, should not be abused. Moreover, students must include the title of the course in the subject area of the message, given that the instructor does not open unidentifiable mail. Anyone who has an urgent matter to discuss should contact the instructor directly during scheduled office hours.

6. In order to ensure a timely response to any questions or concerns, students who are enrolled in the online section of the course must communicate with the instructor through either the private message system or other course site areas, not the campus E-mail system.

**Participation/Attendance**

1. The required readings should be completed prior to each class session or discussion forum (DF) participation; more importantly, students are expected to come to class prepared to discuss and raise thought-provoking questions about the required texts. A student who has failed to complete the readings should refrain from presenting uninformed, speculative comments pertaining to them during class or forum discussions.

2. Everyone will be expected to discuss and share his/her analyses, interpretations of, and
responses to the required course readings. Anyone who fails to participate will receive a lower letter grade for the course—irrespective of his or her grade on out-of-class assignments and examinations. In the event reading selections are replaced and/or deleted altogether, the instructor will apprise students accordingly.

3. Because this is an interactive learning course, which will require that students learn from each other as well as the instructor—who is a facilitator in the learning process—both regular class or forum attendance and participation are imperative. Absences should be reserved for emergencies, particularly in a sixteen-week course in which participation constitutes ten (10) percent of each student’s course grade.

4. In the online course, students who fail to introduce yourselves during the first week of the semester and/or to complete the first required writing assignment will be considered “no shows” and may be dropped from the course. DF topics will remain open for at least two weeks and may be closed any time thereafter; therefore, students are expected to log onto the course site at least twice, if not three times, per week to ensure that you are learning not only by participating in class discussions related to the posted, open topics, but also by carefully reading, reflecting on, and responding to your peers’ and the instructor’s comments.

5. In the campus sections, an “A” participation grade, for example, will require not only completion of the required readings and regular participation, but also not more than (1) or two (2) absences; a “B” … not more than two (2) to three (3) absences; a “C” … not more than three (3) to four (4) absences, and so forth.

6. In-class activities and/or peer-review exercises and assignments cannot be “made up.” If a student fails to submit the required rough draft at the beginning of the campus class session during which it is due, or by the established deadline in the online class, she or he will not receive credit for it—either at the end of class or at a later date. Note that students receive credit for in-class exercises by providing your peers with constructive feedback on drafts of written assignments, not by dropping off your own drafts and departing the classroom.

7. Absenteeism (both on campus and online), excused and unexcused alike, as well as tardiness, will have a negative impact on a student’s participation grade. In the on campus class, two late arrivals constitute one (1) absence, for example. In the event a student must arrive to class late, he or she is expected to avoid being disruptive by taking a seat at the rear of the classroom and by refraining from engaging in cross-talk and/or interrupting the proceedings.

8. Each student may be required to facilitate the discussion related to at least two, possibly more, readings—depending upon the class size. The presentation of original, critical analysis and interpretation, rather than a summation, of the literature or reading assignments is required.
9. Everyone will be expected to participate in the discussions and respond to peers’ comments and presentations. Additionally, students are encouraged to form study groups and exchange contact information with classmates to stay abreast of important information in the event of an absence. Peers may pick up handouts for an absent classmate as well.

10. At the discretion of the instructor, a student with three or more consecutive absences may be dropped from the course. Ultimately, however, it is each student’s responsibility to drop a course he or she no longer intends to complete, for a failure to do so may result in an “F” grade on his/her transcripts.

11. Bear in mind that a written review of a relevant cultural event or lecture, peer assistance in the Question area of the online course site, and any best practice recommendations, for instance, can contribute to and even improve a student’s participation grade.

Writing Assignments & Exercises

1. With the exception of the group project, students will be required to submit a rough draft for each out-of-class writing assignment, including the research paper. The rough drafts for both the campus and online sections must be type written and legible to enable one’s peers and the instructor to provide feedback. All papers must relate to both the assigned readings and selected, corresponding writing topics in the textbook—no exceptions. Note that students must avoid any personal experience writing options.

2. Out-of-class essays will be graded on the basis of the established criteria that accompany the syllabus. In short, the assigned grade, which is final, will reflect the paper’s content (analytic and critical thought, interpretation, reasoning ability, selection of evidence, development of ideas, etc.), organization, prose style, and grammatical effectiveness.

3. All out-of-class essays, which should be approximately two (2) to three (3) pages in length, must be type-written and double-spaced, with the proper font size (e.g. 12), font style (Times New Roman is standard.), and one (1) inch margins. In short, essays must conform to the MLA format and citation methods, and any other written guidelines. Papers that do not follow such guidelines may be returned without credit. Handwritten papers will not be accepted under any circumstances.

4. The required research paper must comply with the guidelines set forth in the posted or written handout with which students will be provided. A student may receive a “NC” (e.g. an “F” grade) for a paper that fails to comply with the guidelines. Should a student have questions regarding the assignment, he/she should meet with the instructor during scheduled office hours and/or post a question in the appropriate online course site area.
5. The required research paper and other writing assignments must be submitted by the established final deadlines; otherwise a student will forfeit his/her grade for the assignment(s) in question. **Under no circumstances will a student receive credit for the course without completion of the research paper assignment, which is a critical component of the course.**

6. The required textbooks provide suggestions for writing about the required reading selections, as well as a step by step guide to the writing process itself, including the research paper writing process. **Therefore, it's imperative for students to complete the required readings.** (The instructor will provide students with additional written instructions and information, as needed.) Furthermore, the sample student essays contained in the text may be supplemented with anonymous, sample student essays from the course; such essays serve as models for students either to emulate or learn from.

7. **In the campus sections, essays, including rough drafts, are due at the beginning of each respective class session, when roll call is taken; therefore, students enrolled in these sections of the course should arrive to class early on the days essays are due to ensure that you receive credit for the required assignments and to avoid being disruptive.** In the online sections, the due dates will be published in the posted handouts.

8. A failure to appear in class with the required assignment on the day a rough draft is due, or a failure to complete the assignment in the online course by the published deadline, will result in a student receiving a lower letter grade on the final draft of the assignment. A failure to complete and submit the final draft of the assignment will result in an “F” grade for that particular assignment.

9. Because the grades assigned to the final drafts of essays are **final**, further revisions will not be permitted. Note that the revision of the rough drafts of assignments does not merely entail proofreading and editing, although these stages are imperative for students with serious writing deficiencies; more importantly, it involves the following: the rethinking of one’s ideas, inferences, and conclusions; the reevaluation and reorganization of ideas and evidence, among other things.

10. The instructor does not accept essays via E-mail attachment, the Etudes private message system, or on discs. Therefore, students who are enrolled in the campus sections of the course must submit hard copies of each assignment directly to the instructor at the beginning of class, while those in the online section, are required to utilize the Assignments tool in order to submit and receive credit their work.
11. Unless instructed otherwise, do not leave assignments in the instructor’s campus mailbox, under the instructor’s office door, or with Division colleagues. It is each student’s responsibility to attend class regularly, including the dates when assignments are due. In the online course section(s), students are expected to regularly access and submit assignments, including examinations, through the Assignments, Tests, and Surveys (ATS) tool.

12. *Late papers will not be accepted in this course.* In the event an exception to this policy is made—due to verifiable, extenuating circumstances—the assignment will be lowered one full letter grade, nonetheless.

13. Any Honor’s program students who seek to establish a contract should visit the instructor during scheduled office hours or simply leave the paperwork in her campus mailbox, if it’s more convenient. In a nutshell, honor’s students must submit written work that meets the maximum length requirements and submit a review of a cultural or academic activity, as well as complete any designated additional forum topic(s) pertaining to supplemental readings and/or pertinent films.

**Examination Policies/Requirements**

1. Students who are enrolled in the campus sections of the class are required to use an ink pen and a large Green Book in order to complete the Midterm and Final Examination essays, while a number two pencil and a Scantron 882 E form are required to complete the objective examinations, if any, administered in the campus sections of the course. (The required large Green Book and a Scantron 882 E form may be purchased at either the campus bookstore or PAWS.

2. The timed, in-class Midterm and Final Examination essays will be open-book, meaning students may rely on the required texts, class notes, an outline, a dictionary and a thesaurus—but not Cliff Notes or prewritten essays—in order to perform to the best of your ability. Those students who are enrolled in the online course will complete timed, strict order examinations.

3. Examinations will be based on the required readings, films, lectures, modules, if any, class discussions, and any out-of-class activities. Students may not write about options which parallel any out-of-class essays, including the group project and research paper topic. In other words, refrain from duplicating assignments.

4. In the on campus course, students are required to return all examination material prior to leaving the classroom. A failure to do so will result in an “F” for the assignment in question and possible disciplinary action, given that the integrity of the testing process will have been compromised. In the online course students must agree to the honor pledge and refrain from
copying and/or sharing any testing material. The same disciplinary action will be applicable in the event a student fails to respect the policies.

5. Refer to both the course plan section of the syllabus and any written handouts for both the examination and assignment due dates, bearing in mind that such dates are tentative, pending confirmation by the instructor. The final, modified due dates will be reflected in the posted and/or written handouts.

6. If a student, who has failed to show up for an assignment or examination, has an unexpected emergency, for which she or he can provide written documentation, his/her situation will be evaluated on an individual basis. In the event the instructor elects to administer a make-up examination during scheduled office hours—to make the test available through a testing facility on campus—it may be lowered one full letter grade—irrespective of the circumstances. An on campus student will not be permitted to complete more than one make-up examination or assignment.

8. Students who are enrolled in the online course will not be permitted to complete make-up examinations for any reason whatsoever, particularly given that they will be have ample time (e.g. one week) during which to complete these assignments.

**Academic Integrity/Disciplinary Policies**

1. Plagiarism, the misrepresentation of someone else's published or stated ideas as one’s own, will not be tolerated in the Language Arts Division courses. At the discretion of the instructor, any student who plagiarizes will be given an “F” for the assignment in question. *Furthermore, the student will be referred to the vice president (VP) of Student Services for disciplinary action as well.* (Refer to the Catalog for further explanation of the college’s policy on plagiarism, and/or review the *MLA Handbook* should this explanation not suffice.)

2. Cell phones, pagers, cameras (of any kind), lap top computers, and other electronic devices, which are disruptive to the learning process and which enable cheating, are not permitted in the classroom. If a student has one in his/her possession, he/she must turn it off prior to entering the classroom. Moreover, the device must remain off throughout the duration of the class session. Anyone who fails to respect this policy may be suspended from class.

3. Disruptive and/or disrespectful behavior on the part of a student or students will not be tolerated in this course, nor will a single student be permitted to dominate the class discussions, which is prohibited by educational policies.
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4. Following a warning, the instructor will suspend a disruptive or disrespectful student (or students) from the class and refer him/her (or them) to the VP of Student Services for further disciplinary action, as warranted. Students are expected to display self-respect and adhere to online netiquette by utilizing tactful language when communicating with peers and the instructor both in the classroom and online.

5. The use of sexist, homophobic, Islamophobic and/or racist language or imagery will not be tolerated in the online or campus course environments. The instructor will exercise her authority to address any inappropriate conduct on the part of a student or students.

Educational Support Services/Responsibilities

1. Students in the online course are strongly urged to enroll in and complete Education 230 to ensure that you are familiar with and able to navigate the Etudes course site tools and environment. Doing so may enhance one’s overall performance in the course.

2. While an application is required, all students are both encouraged and expected to seek regular, free tutoring assistance, in order to improve your skills, at any of the following locations on campus: the EOP & S Office, the Puente Program, or the Learning Resource Center (LRC). In the unfortunate event a student fails to receive the necessary writing assistance he/she seeks, or if a tutor and/or staff member engages in inappropriate or unprofessional behavior, the student should notify the instructor, who will contact the appropriate administrator.

3. Although the instructor will not “edit” or “correct” all of the grammatical and punctuation errors in students’ papers, she will do the following: 1) evaluate each student’s final paper and make recommendations for improving its content, organization, and so forth, as well as assign it a letter grade; and 2) refer each student to a tutor, an academic counselor, and/or a mental health professional on staff, when appropriate, to ensure your success in the course and at the institution.

4. Students should visit or call the instructor during scheduled office hours to discuss any concerns (e.g. grades, absenteeism, assignments, etc.) related to the course. Such concerns will not be discussed during limited class time. Note that instructors are required to maintain five office hours per week. Students in the online section of the course may forward a private message to or call the instructor during scheduled office hours, if it’s more convenient.

5. Instructors are required to spend three (3) hours per week in the online course site. While it’s not feasible for instructors to be available to students 24/7, the instructor of this course will log onto the course site at least two to three times per week. Moreover, she will respond to any private messages and/or posted questions within 48-72 hours or less, if possible.
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6. Note that neither students nor the instructor is required to log onto the course site during weekends or on established holidays.

7. Students in the online course will be expected to post general questions that are likely to be shared by peers in the Question area of the course site to ensure that everyone has an opportunity to respond to them—whether peers in the course or the instructor. More importantly, this will ensure that the instructor doesn’t have to duplicate her efforts, wasting valuable class time.

8. The college has a Disabled Student Program’s & Services (DSP&S) Office, where staff is available to assist students with special needs. As customary and in order to ensure each student’s success in the course, the instructor will comply with any requests for special testing accommodations—provided that the disabled student(s) register with the appropriate facility and present the required, signed verification paperwork and instructions in a timely manner. A disabled student or students should notify the instructor of their status during the first week of class.

9. The college also has a Child Care Center on campus; therefore, students should investigate options, fees, and so forth, if necessary, since children must not be brought into the classroom under any circumstances.

10. The last day to drop this course without a “W” is ________________, while the last day to drop with a “W” is ________________. In the unlikely event there is space available, a student who intends to add any campus section of the course must do so by the next class session, for no one is permitted to attend a class in which he/she is not officially enrolled. This policy will be strictly enforced in the campus sections of the course, where enrolled students are entitled to the available seating.

11. A student who fails to complete the required course work and who fails to drop the course may receive an “F” grade on his/her transcript. The college’s official policy stipulates that each student has a responsibility to drop a course or courses he or she no longer intends to complete.

Educational Enrichment
1. Students may be asked to attend at least one (1) designated out-of-class academic or cultural activity, such as a scholarly lecture, a theater performance, a film screening and panel discussion, or a fine art exhibition, for example, in lieu of class. Such voluntary activities provide students with opportunities to experience and appreciate the arts, while enhancing and applying the acquired critical thinking and analytic skills outside the classroom setting.
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2. Opportunities to contribute to, if not improve, one’s participation grade may be available to students by partaking in and submitting a written review of a relevant cultural/academic activity and/or by partaking in discussions related to any posted supplemental topics in the online DF. (This may be helpful in borderline grade cases.) Information pertaining to local activities will be posted in the calendar of the online course site and announced during class sessions on campus.

American Culture and History

Note: This course plan recognizes the established college holiday schedule, which reflects the observance of three major holidays: Labor Day, Veteran’s Day, and Thanksgiving Day.

The due dates for assignments and/or examinations are tentative, pending confirmation from the instructor. Final dates will be reflected in posted handouts and/or announced by the instructor, who reserves the right to make any necessary modifications.

Sixteen (16) Week Course Plan
Week I. Session(s): The Fundamentals of College-Level Reading, Critical Thinking, and Writing; American Identities
Date(s): ________________
Reading/ Discussion (Forum) Assignments

Monday-Friday (Online)

Week II Session(s): The Fundamentals of College Level Reading, Critical Thinking, and Writing Revisited; American Identities Revisited
Date(s): ________________
Note: In observance of Labor Day, neither students nor the instructor is required to log onto the online course site on Monday.
Reading/ Discussion (Forum) Assignments

Tuesday-Friday (Online)
Chapter 1, "Columbus, the Indians, and Human Progress," pp. 1-22, and Chapter 2, "Drawing the Color Line," pp. 23-38, A People's History of the United States (hereafter APH) by Zinn; A Mercy, pp. 3-23, by Morrison

Supplemental Reading & Viewing: I Will Fight No More Forever (film)
(Videos may be borrowed from a local public, college, or university library.)

**Week III Session(s): American Identities Revisited**

*Date(s):*

*Reading/ Discussion (Forum) Assignments*

**Monday-Friday (Online)**

**Supplemental Reading & Viewing:** “Fire”* by Harjo; “The Way to Rainy Mountain”* by Momaday and Studs Terkel’s interview of Frank Chin; Ethnic Notions (documentary film)

**Writing Assignment**
American Identity Essay (Rough Draft) Due; Peer-Review Session

*Online students must follow the guidelines provided in the published handout(s), which may be accessed through the ATS tool. Exchange a draft of the required essay with a member of your assigned group and complete the published peer-review assignment. Following completion of the assignment, submit it to your peer by 11:59 p.m. on Friday, September 13, 2013.*

**Week IV Session(s): American Identities Revisited**

*Date(s):*

*Reading/ Discussion (Forum) Assignments*

**Monday-Friday (Online)**

Supplemental Reading & Viewing: “Toward a New Consciousness”* by Anzaldúa and “Freeway 280”* by Cervantes; The Joy Luck Club (film)

Writing Assignment
American Identity Essay (Final Draft) Due; Online students must submit the peer-reviewed rough and final drafts of the essay directly to the instructor as an attachment (in the Microsoft Word 2007-2010 format) strictly through the ATS tool by 11:59 p.m. on Friday, September 20, 2013.

Week V Session(s): The American Dream
Date(s): __________________
Reading/ Discussion (Forum) Assignments

Monday-Friday (Online)

Supplemental Reading & Viewing: El Norte (film); “The World of Our Grandmothers” by Yu; the Student Essay by Wu*; and “Confronting Inequality”* by Krugman

Week VI Session(s): The American Dream Revisited; Gender, Family, and Socio-Economic Class Matters
Date(s): __________________
Reading/ Discussion (Forum) Assignments
Monday-Friday (Online)

Supplemental Viewing: Glory or The Help (film); “Predatory Lending and the Devouring of the American Dream”* by Ruzich and Grant and “Why the Rich Get Richer and the Poor Poorer”* by Reich

Writing Assignment
American Dream Essay (Rough Draft) Due online by 11:59 p.m. on Friday, October 4, 2013; Peer Review Session

Week VII: Session(s): Justice, Civil-Liberties, & Human Rights Matters
Date(s): _______________
Reading/Discussion (Forum) Assignments

Monday-Friday (Online)

Supplemental Viewing: Rosewood or Incident at Oglala

Writing Assignment
American Dream Essay (Final Draft) Due; Online students must submit the peer-reviewed rough and final drafts directly to the instructor as an attachment strictly through the ATS tool by 11:59 p.m. on Friday, October 11, 2013

Week VIII Session(s): Justice, Civil Liberties & Human Rights Revisited
Date(s): _______________
Reading/Discussion (Forum) Assignments
Monday-Friday (Online)

Supplemental Reading & Viewing: *Incident at Oglala* (film); “The U.S. Commission on Human Rights Report”**, “Ethics of the Living Jim Crow”** by Wright

**Week IX Session(s): Justice, Civil Liberties, and Human Rights Revisited**
**Date(s):**
**Reading/Discussion (Forum) Assignments**

Monday-Friday (Online)
*A Mercy*, pp. 150-196


**Writing Assignment**
Midterm Examination essay on justice, civil liberties, and human rights—or *A Mercy*—to be administered; the online examination is scheduled to open on Friday, Oct. 25, 2013 at 11:59.

**Week X Session(s): Midterm Essay Examination Week; War and the Enemy; the Environment and Nature**
**Date(s):**
**Reading/Discussion (Forum) Assignments**

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"Mothers’ Gardens" by Walker (Visit http://www.msmagazine.com/spring2002/walker.asp);
Chapter 18, "The Impossible Victory: Vietnam," by Zinn, APH

Supplemental Readings & Viewings: "A Time to Break Silence" (Vietnam War speech) by Dr. King;
"The Red Convertible"* by Erdrich, and "We, the Dangerous" by Mirikitani

Writing Assignment
The online Midterm Examination is scheduled to close at 11:59 p.m. on Friday, Nov. 1, 2013.

Week XI Session(s): the Environment and Nature Revisited; Classic American Fiction: Beloved
Date(s): ________________
Reading/Discussion (Forum) Assignments

Monday-Friday (Online)
Chapter 5, "Researching," pp. 207-232, AWR; Beloved, Part I, pp. 3-27, by Morrison

Thursday
Chapter 5, "Researching," pp. 233-258, AWR; Beloved, Part I, pp. 28-49

Supplemental Readings: "A Light Exists in Spring"* by Dickinson, "The Obligation to Endure"
by Carson, and "War Story" by Kim

Week XII Sessions: Classic American Fiction Revisited: Beloved
Date(s): ________________
Reading/Discussion (Forum) Assignments

In observance of Veteran’s Day, neither students nor the instructor is required or expected to log onto the online course site.

Tuesday-Friday (Online)
Chapter 5, "Researching," pp. 259-285, AWR; Beloved, Part I, pp. 50-105
West Los Angeles College at Culver City
Language Arts Division
English 101: College Reading & Composition I
Fall Semester, 2013

Week XIII Sessions: Classic American Fiction Revisited: Beloved
Date(s): ______________________

Reading and Discussion (Forum) Assignments

Monday-Friday (Online)
Beloved, Part I, pp. 106-165

Writing Assignment

Group Project Due (Submit the assignment as an attachment strictly through the ATS tool by 11:59 p.m. on Friday, November 18, 2013.)

Week XIV Sessions: Classic American Fiction Revisited: Beloved; Thanksgiving Day Holiday
Date(s): ______________________

Reading/Discussion (Forum) Assignments

Monday-Wednesday (Online)
Beloved, Part II, pp. 169-217

In observance of the Thanksgiving Day Holiday, class will not be held on Thursday or Friday; neither students nor the instructor is expected to log onto the online course site for the remainder of the week.

Week XV Sessions: Classic American Fiction Revisited: Beloved; The Bluest Eye; Objective Examination Parts I & II

Date(s): ______________________

Reading/Discussion (Forum) Assignments

Monday-Friday (Online)
Beloved, Part II, pp. 218-235, and Part III, pp. 239-275; The Bluest Eye, the preface and the chapters entitled “Autumn” and “Winter”

Writing Assignment
West Los Angeles College at Culver City
Language Arts Division
English 101: College Reading & Composition I
Fall Semester, 2013

Research Paper (Rough Draft) Due by 11:59 p.m. on Friday, December 6, 2013; Peer Review Session; Final Examination essay set to open by 11:59 p.m. on Friday, December 6, 2013.

Examination
Objective Examination Parts I & II tentatively scheduled to be administered

Supplemental Viewing: Bill Moyer’s interview of Morrison, A World of Ideas

Week XVI Sessions: Classic American Fiction Revisited: The Bluest Eye; Final Examination Week

Date(s): 

Reading/Discussion (Forum) Assignments

Monday-Friday (Online)
The Bluest Eye, the chapters entitled “Spring” and “Summer”

Writing Assignment
Research Paper (Final Draft) Due (Online students must submit the assignment as an attachment strictly through the ATS tool by 11:59 p.m. on Friday, December 13, 2013; Final Examination essay scheduled to close by 11:59 p.m. on Friday, December 13, 2013.

Supplemental Viewing: Imitation of Life

Note: Students who are enrolled in the campus sections of the course are required to complete the examination during the date and time for their designated particular section—no exceptions.

*The supplemental readings—which are not required yet which will enhance one’s learning—will be included in a course reader that will be available through UCLA Academic Publishing Services. Students also should be able to access these works at a local public, college, or university library, if not online, by conducting an advanced Internet search.