



## WEST LOS ANGELES COLLEGE

### ***WELCOME TO English 28!***

*Fall 2014: September 2 to December 15*

<b>Course # + Title:</b>	English 028: Intermediate Reading and Composition (3 units)
<b>Instructor:</b>	Luis Cordova
<b>Section Number:</b>	0964
<b>Meeting Days:</b>	Monday/Wednesday
<b>Lectures Times:</b>	11:10 – 12:35
<b>Meeting Room:</b>	GC 140
<b>Office Hours:</b>	MW 9:55-11:10am / (GC280L)
<b>E-Mail:</b>	<a href="mailto:cordovla@wla.edu">cordovla@wla.edu</a>
<b>Course website:</b>	<a href="http://www.cordovla.weebly.com">www.cordovla.weebly.com</a>

#### **I. REQUIRED TEXT:**

##### **Title of Text:**

*Models for Writers*, 11<sup>th</sup> edition, Rosa, Alfred and Eschholz, Paul  
*Mindset*, Dweck, Carol

**II. Course Description:** English 28 provides students instruction in techniques of writing at the college level. Students develop writing and reading skills with emphasis on grammar, various essay writing, and analysis of non-fiction materials. The goal of the course is to infuse life-long reading and writing skills that lead students towards successful completion of college level courses. Students learn a wide range of writing conventions of English, explore the writing process, enhance critical thinking skills, and master the foundations of reading and writing. Consequently, this course will prepare students to expand their ability to speak, read, and write more fluently and confidently. This class incorporates an interactive and communicative approach to learning English.

**III. Course Prerequisites:** English 021 or placement in English 28

**IV. Student Learning Outcomes:** upon successful completion of this course, students will be able to argue a point and support it (in writing) with multiple examples and limited outside sources:

##### **Course Objectives:**

1. Identify and evaluate focal ideas and structures of entry-level college texts. Synthesize and compare ideas and concepts encountered in different kinds of reading selections. Apply note-taking techniques (dialoguing, scanning, and highlighting) to the reading process.
2. Write focused, organized papers that present well-focused responses to academic readings, have well-structured introductions, bodies, and conclusions. Use quotations, detailed reference to texts, and effective paraphrase as forms of paragraph development. Write essays that analyze, compare, question, synthesize and evaluate main ideas of readings.
4. Apply working knowledge of the writing process (brainstorming, clustering, free writing, and other pre-writing techniques) to the planning, drafting, and revising of formal academic papers
5. Use a variety of sentence structures, including compound and complex sentences employing coordinate and subordinate clauses.

6. Use all verb forms and tenses correctly, and punctuate sentences effectively, avoiding comma splices, sentence fragments, and run-on sentences. Use a variety of sentence structures, including compound and complex sentences employing coordinate and subordinate clauses.

## V. Grading:

Your final grade will be assessed according to your performance on the following assignments:

### Assignments

10 Grammar and Reading Homework	50 points
6 Summary and Response Journals	60 points
Essay 1	100 points
Essay 2	100 points
Essay 3	100 points
Essay 4	100 points
Final Exam / Reports	100 points
Attendance and Participation	50 points
<u>Writing Lab participation (+7hr or more)</u>	<u>Bonus</u>
<b><i>TOTAL Possible points</i></b>	<b><i>660 points</i></b>

**Please note:** There will be NO extra credit or make-up assignments. Your grade will be determined solely on your performance on the assignments listed above. Your final grade is based on the points you earned. All assignments are due on the date indicated and late assignments will NOT be accepted. All assignments must be typed.

I will uphold the college policy on academic integrity. I will not tolerate plagiarism or any other form of academic dishonesty. ANY form of plagiarism will be reported. Please read the college policy on academic integrity in the current WLAC catalogue.

**VI. Grading Scale:** Letter grades: A=89.5-100%. B=79.5-89.4%. C=69.5-79.4%. D=59.5-69.4%. F=below 59.4%.

## VII. Course Requirements:

- A. Attend all class meetings. If an absence is anticipated, please inform me ahead of time. Students with more **than three absences will be dropped from the course.** Leaving class early or arriving late frequently will count as an absence. Please follow dropping deadlines carefully as stated in the college schedule of classes.
- B. Participate in all classroom activities and demonstrate commitment towards course. **Participation and attendance is a course requirement and is part of your final grade.**
- C. Maintain an organized notebook (binder) with all class handouts, notes, and Reading Log and bring it to every class meeting.
- D. Do not miss any assignments, as it will drastically affect your overall class grade. All essays must be submitted to pass the course.
- E. **Turn off cell phones:** no text messaging or answering phone calls allowed in class. Please place your phones on silent and off your desk. They assist in removing the focus from your learning.
- F. Adherence to District and Campus Rules of Conduct, including academic honesty and plagiarism regulations, as stated in the College Catalog
- G. Enroll in the writing lab and see a tutor regularly on a weekly basis. Tutoring is one way to increase your grade and it is FREE, so I urge you to take advantage of it early in the semester, and not wait till the third quarter to see a tutor. To receive bonus points, you must do a total 7 or more hours by the end of the semester
- H. Enjoy the class!

**VIII. Disability Accommodation Statement:** Students with a verified disability who may need a reasonable accommodation(s) for this class are encouraged to notify the instructor early and contact the Office of Disabled Student Programs and Services in HLRC 121 at 310-287-4450 as soon as possible. All information will remain confidential.

**IX. District Academic Dishonesty Policy:** 9803.28 Academic Dishonesty. 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.

**X. Basic Skills Enrollment Limitation:** Title 5, California Code of Regulations, limits student from taking more than 30 units of “remedial” course work, which is defined as “nondegree-applicable basic skills courses.” For more information on the limit and alternative noncredit courses that provide basic skills services, please contact a college counselor.

**X1. Writing Lab:** I encourage students to visit the Writing Lab, located on the first floor of the library, to get help in writing their papers or online at <http://library.wlac.edu/writinglab.html>. Writing tutors can help you in sharing your response to the instructor’s assignment. They do not, however, proofread or edit your writing. They also expect you to bring in clear directions for the essay assignment.

**XII. Semester schedule of topics and assignments:** This schedule may be subject to change depending on performance and interests; if changes occur, I will notify you ahead of time. Follow the schedule below promptly so that you complete all assignments in a timely fashion. In other words, *Do not leave what you can do today for tomorrow.*

## TENTATIVE SCHEDULE

MS = Mindset

MFW= Models for Writers

WEEK	TOPICS	HW, READINGS & ASSIGNMENTS
1. 9/3	Introduction: syllabus, etudes, writing assessment	HW: Read MFW Ch. 9
2. 9/8 9/10	Sentence Types Fragments, Run-ons, Comma Splice	Grammar <b>HW 1 due</b> ; Finish MFW CH. 9
3. 9/15 9/17	Punctuation “ <i>Childhood</i> ” Reading Evaluation Quotation Marks	Grammar <b>HW 2 due</b> ; <b>Reading HW</b> Read Models for Writers Ch. 1 Grammar <b>HW 3 due</b> ; Read MFW Ch. 1 & 3
4. 9/22 9/24	The Writing Process; Thesis Writers on Writing / What research shows... “ <i>Anxiety</i> ” Reading Evaluation / p.86	Grammar <b>HW 4 due</b> ; Read MFW Ch. 6-8 Thesis <b>HW due</b> .
5. 9/29 10/1	Paragraphs: Topic Sentences, Support Beginnings and Endings “ <i>Simplicity</i> ” Reading Evaluation / p.173 HW	Reading <b>HW 1 Due</b> Read MFW Ch. 4-5 <b>Introduce Summary and Response Journal Project for Mindset</b>
6. 10/6	Unity and Organization <b>Introduce Essay 1</b>	Reading <b>HW 2 Due</b> ; Read MFW Ch 15

10/8	Description: “ <i>My Favorite Teacher</i> ” (*Progress Reporting)	Summary & Response <b>Journal Ch. 1-2</b> Mindset... Read MFW Ch.2
7. 10/13	From Reading to Writing Reading Strategies & SQ3R (New)	Reading HW!
10/15	Essay 1 Draft due: revising and editing exercise	Reading <b>HW 3 due</b> ; Read MFW Ch. 19 <b>Essay 1 Draft due</b>
8 10/20	Comparison and Contrast <b>Introduce Essay 2</b>	Summary & Response <b>MS Journal on Ch.3-4</b> <b>Essay 1 Due</b>
10/22	Writing with Sources / MLA	Read MFW Ch <b>10 &amp; 20</b>
9. 10/27	<b>Essay 2 Draft due:</b> revising and editing exercise	
10/29	Cause and Effect	Summary & Response <b>MS Journal on Ch.5</b>
10. 11/3	Cause and Effect Con’t / Mindset <b>Introduce Essay 3</b>	<b>Essay 2 Due</b>
11/5	Literary Analysis	Summary & Response <b>MS Journal on Ch. 6</b>
11. 11/10	<b>Mindset Workshop/ Analysis</b>	Read Ch. 21
11/12	<b>Essay 3 Draft Revision / Response Essay</b>	Read MS
12. 11/17	Argument	Summary & Response <b>MS Journal on Ch. 7</b>
11/19	Argument MFW	
13. 11/24	Argument: Reading Evaluation <b>Introduce Essay 4</b>	<b>Essay 3 Due</b>
11/26	<b>Mindset Workshop/ Analysis</b>	<b>Reading HW Due</b>
14. 12/1	<b>Essay 4 Draft due:</b> revising and editing exercise	Summary & Response <b>MS Journal on Ch. 8</b>
12/3	<b>Reports sign up</b> <b>Whale Rider</b>	
15. 12/8	Prepare for Final	
12/10	Writing Workshop	<b>Essay 4 Due</b>
16. 12/15	Finals Week	

**Class format:**

Students are expected to arrive to class on time with the necessary materials and **having completed the assigned reading** and/or writing in advance of class. Classroom activities will include discussion of assigned readings, in-class writing and peer editing of student drafts. A considerable portion of a student’s grade will depend on class attendance and performance. In addition to quizzes on the assigned reading, students will also do short writing assignments, which may form the basis of the major essays.

**Group Work:**

We will be doing lots of small group work in this course. Participating actively in the small groups as well as in larger classroom discussion is essential! To do so well, please read, study and think about the assigned material *before* coming to class. Participation in these activities counts towards the participation/attendance portion of your grade. Participation means you are actively contributing to the class, not just showing up.

**Discussions:**

For this exercise, you will conduct short research on different topics from our texts and elaborate on them; then you will respond to each other’s work online. This will provide you an opportunity to synthesize readings and ideas covered in class and/ or permit you to research further on issues that interest you. At the same time, the blog will uphold your reading responsibilities. You will need to print each blog and submit for credit.

**Reports on Research:**

Towards the end of the semester, you will provide a brief report on your final research paper. It behooves you to present as early as possible since the feedback you receive will help you to solidify your final paper.

**Responses to Essays:**

For your peer responses, you will assist two students through the process of writing their paper and provide formative and summative evaluation. Then, you will send your responses to the student and me via email. This will count toward your essay grade. Detailed instructions will be provided.

**XIII. Best wishes:** I hope to make this class the best learning experience of your educational career. I am committed not only to building confidence and motivation in your reading and writing skills but also to providing exciting material that is relevant to a diverse population, creating a comfortable environment where communication is constant, and challenging you towards higher-academic thinking. Feel free to contact me whenever if you have questions or interest about class topics and discussions.

*“Successful people are not gifted; they just work hard, then succeed on purpose.”-G.K. Nielson*

Drop a Class w/o a Fee	Sept 12
Drop a Class w/o a W	Sept 12
Drop w/ a W	Nov 21
File Pass/No Pass	Sept 12
<b>GRADUATION PETITION ACCEPTED</b>	Apr 28 - Nov 14
<b>CAMPUS CLOSED</b>	Labor Day, Sept 1
	Veteran's Day, Nov 11
	Thanksgiving Nov 27 - 30