

Dear student,

# Welcome to 8-Week Hybrid English 28: Intermediate Reading and Composition!!

Below you will find valuable information for you to complete this 8-week hybrid English 28 class. Be sure to read it carefully, and consult it throughout the semester. Remember that the information in it is subject to change, so it is up to you to keep up with any changes by coming to class and visiting our Etudes web site regularly and staying in touch with your classmates and me. The syllabus begins with the best ways to stay in touch with me - my email address and my office hours:

**Instructor:** C. Norris-Bell  
**Office:** General Classroom A 280C  
**Phone:** 310-287-4590  
**Classroom:** GC 330

**Email:** [instructornorris@gmail.com](mailto:instructornorris@gmail.com)  
**Office Hours:** Thursdays 11:00-1:00  
or you can make an appointment

## Important Dates:

### LAST DAY TO

Add Traditional Classes in Person	Feb 13
Drop a Class w/ no Fee	Feb 13
Drop a Class w/ no W	Feb 13
Drop w/ a W	March 21

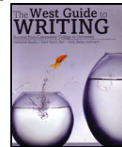
### CAMPUS CLOSED

President's Day	Feb 14 - 17
Cesar Chavez Day	March 31
Spring Break	April 7-13
Memorial Day	May 26 & 27

**Course Description:** English 28 gives students practice in paragraph construction and essay writing with an emphasis on critical thinking and critical reading of non-fiction essays and books.

## Required Texts & Materials

- Reliable computer access is **required** for this hybrid class.
- STAPLER
- *The West Guide to Writing* Boutry, Norris-Bell, and Bailey-Hofmann 978-1-4652-4015-6
- *Food Rules* Michael Pollan 9780143116387
- Bright (red, pink, green, etc) colored pen for revising essays
- Loose-leaf paper and blue/black pens.



**Syllabus:** This syllabus contains our schedule of assignments, so please bring it with you to every class meeting, and keep track of it as you work online. **To succeed in this class, you must consult this syllabus regularly.** Absent or tardy students should seek information from other students—or from the instructor outside of class. The syllabus along with other readings and assignments are also available on our Etudes site. Go to this link to log in:

<http://www.wlac.edu/online/login.asp>.

**SUCCESSFUL STUDENTS LEARN. As a result of successfully completing of English 28, you will attain the following English 28 Course Learning Outcome:** At end of the course, the successful student will be able to argue a point and support it (in writing) with multiple examples and limited outside sources.

**Office Hours and Contacting the Instructor:** SUCCESSFUL STUDENTS STAY IN TOUCH. My office hours provide you with an opportunity to discuss your performance in the course or your

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performance on any particular assignment, and any relevant personal situations with me. You are also welcome to call or email me, and I will respond.

**Helpful Resources:** SUCCESSFUL STUDENTS UTILIZE RESOURCES. On the bottom floor of West's HLRC (Library building), you will find the Writing Lab. The lab provides complimentary in-person and online tutoring for West students. You can reach the lab by phone at (310) 287-4404. Check out the lab's web site: [http://www.wlac.edu/library/info/lab\\_writing.html](http://www.wlac.edu/library/info/lab_writing.html). Please take advantage of this service!

Also, check out Purdue University's Online Writing Lab here: <http://owl.english.purdue.edu/>. It is full of useful information on essay writing, grammar, punctuation, and research.

**Disabilities:** If you feel that you may need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Also contact the Disabled Student Programs and Services in SSB 320 or at (310) 287-4450 to coordinate reasonable accommodations if you know you have a documented disability. Visit the office web site: <http://www.wlac.edu/dsps/>.

**Classroom Conduct:** SUCCESSFUL STUDENTS CONDUCT THEMSELVES APPROPRIATELY.

- Cell phone and electronic device use for academic purposes is welcome! No texting. No Facebook. No Instagram. No Tumblr. No games. No cat videos. You know what to do.
- During class discussions keep open minds, use inside voices, and be kind.

**Plagiarism:** SUCCESSFUL STUDENTS DO THEIR OWN WORK. Plagiarism is basically presenting another person's work as your own. If someone else is writing your paper for you or if you are copying someone else's work or copying and pasting from the Internet, you are not learning or improving your writing. Your purpose here is to learn and improve your reading and writing skills, so **don't purposely plagiarize**. One major reason students plagiarize, accidentally and on purpose, is procrastination! Planning ahead is your responsibility. Plus, you are capable of completing assignments yourself! You will be writing one short research paper in this class, so you will only need outside sources for that one essay, and you will learn to research and cite your sources correctly. If any student turns in an essay that contains plagiarism, that essay will earn 0 credit, and the student will be reported to the Dean of Student Services.

**Attendance and Tardy Policy:** SUCCESSFUL STUDENTS ATTEND EVERY CLASS (including 3 hours and 20 minutes of online classwork per week).

1. Any student who is absent from the first class session will be excluded from the course.
2. If your unexcused absences add up to more than two, (including online participation) **YOU RISK BEING DROPPED FROM THE COURSE**. You are responsible for keeping track. Please see me if you accumulate 2 absences.
3. I will keep track of student attendance through daily reflections and assignments and online. You will have a reading assignment and metacognitive reading log due, and **you will write a reflection on that reading assignment for the first ten minutes of every class meeting. If you are late or absent, you will miss those points.** (If you know you will be absent ahead of time, we can arrange for you to write the reflection early.)
4. If, for a particular class session, you know that you must arrive late or leave class early, please notify me in advance.
5. If you stop attending, you are responsible for dropping the class to avoid receiving an "F" in the course

**Late Assignment Policy:** Each student is allowed **one** late essay. It will only be accepted by the following next class meeting, and **it will be marked off ten percent**. Please plan ahead.

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**Assignments:** SUCCESSFUL STUDENTS SUBMIT ALL ASSIGNMENTS!

**One-Paragraph Summary:** For your first graded assignment, you will summarize an article in one paragraph using MLA format.

**Essays:** You will type three essays outside of class based on reading assignments. These assignments **must be typed in MLA format**. You will bring to class a required typed first draft and a final draft for each essay.

**Timed Essays:** You will complete two timed writing assignments during the semester.

**Reading Assignments, Metacognitive Logs, and Reflections (15):** You will be assigned material to read for every class meeting, and to get you thinking about the material, and to give you an opportunity to demonstrate what you got from the reading, you will complete a Metacognitive Reading Log and you will begin every class by answering some reflection questions on the assigned reading. There will be no makeup Reflections, so you must be in class and come on time.

**Sentence Skill Assignments (5), and Sentence Skill Components in Essays:** Sentence Skill activities will be assigned from *The West Guide*. You will discuss and practice these skills in class, online, and as homework. You will also earn points for demonstrating these skills correctly in your writing assignments.

**Writing Improvement Journal:** You will reflect on every essay that you submit and that is returned to you by responding to specific questions that I will pose. You will submit these journal entries when you submit the essay and again after the essay is returned to you.

**Online Component of this Course:** All students enrolled in our English 28 classes must spend approximately three hours per week on our Etudes site. There you will find activities and assignments with online submissions and deadlines as well as assignment sheets and other resources. You will submit weekly discussion postings and respond to your classmates.

**Grading:** You will demonstrate your fulfillment of the course outcomes and objectives by earning points on these assignments:

TRACK YOUR GRADES	
	Points Earned/Points Possible
Summary (2.5%)	/25
Essay 1 (10%)	/100
Timed Essay 1 (10%)	/100
Essay 2 (10%)	/100
Timed Essay 2 (10%)	/100
Essay 3 with Research (15%)	/150
Sentence Skills Components in Essays (5%)	/50
Online Discussion (10%)	/100
Unfamiliar Word Discussion Postings (2.5%)	/25
Sentence Skill Assignments (5%)	/50
Reading Logs and Reflections (15%)	/150
Writing Improvement Journal (5%)	/50
<b>Total</b>	<b>/1000</b>

**Final grade score:** 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, Less than 60%=F

**OK, so now that you've read several pages of information about the course, you're ready for some specifics. On the next pages you'll find the schedule of activities and assignments for the semester. On the last page of the syllabus you'll see a sample of the rubric I will use to grade your essays. That should help you understand my expectations of you and areas where your writing can improve.**

**I am looking forward to working with you!! Please feel free to come to me with questions. Enjoy this speedy 8-week session!**

**Your English 28 Instructor,  
*C. Norris***

**Classmate Contacts/Group Members**

	Name	Phone	Email
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Date	<b>SCHEDULE OF ASSIGNMENTS</b>
<u>Week 1</u> 2/11	<b>Due: Watch the Welcome Video; Bring the last essay you wrote to our first class meeting</b> Welcome; Introductions; Ice Breaker; Student Scavenger Hunt; Syllabus and Guidelines; “Talking to the Text” (What do you think it is?); Time Management; Essay Writing
2/13	<b>Due: Watch the “Talking to the Text” Chapter 1 video; Reading 1: <i>West Guide</i> Chapter 1: Making Time for College: Scheduling Yourself for Success, Metacognitive Reading Log 1, Retrieve Reading 2 from our Etudes site, and bring it with you.</b> Reading 1 Reflection; Groups; Discuss Time Management in Groups; Accessing and PREVIEW READING 2 (What do you already know about Black History Month? & Talking to the Text)
Online assignments 2/15 11:59 pm	<b>Due: Watch the “Talking to the Text” Course Syllabus video; Upload Completed Time Management Table; Read Course Syllabus; Respond to the Week 1 Discussion Questions (Time Management &amp; Last Essay Reflection &amp; Course Syllabus; Black History Month); Comment on at least Two Classmates’ Responses; Make contact (email or phone) with at least two classmates</b>
<u>Week 2</u> 2/18	<b>Due: Watch the “Talking to the Text” Black History Month video; Reading 2: “Black History Month” <i>Facts on File</i>, Metacognitive Reading Log 2</b> Reading 2 Reflection; Discuss Reading (Summarize in groups); Summary Assignment; Model Summarizing; Sentence Skill 1 Preview
2/20	<b>Due: Reading 3: <i>The West Guide</i> “Writing a Summary” pp. 166-168 in Chapter 8, Metacognitive Reading Log 3, <u>One-Paragraph Summary Draft 1</u> (Bring draft to my office hours and/or the Writing Lab!); <b>Start on Sentence Skill 1</b></b> Reading 3 Reflection; Discuss Reading; Discuss Drafts, Essay assignment
Online assignments 2/22 11:59pm	<b>Due: Watch the “Revising Your Summary” video; Read <i>The West Guide</i> “MLA Formatting” in Chapter 16; Respond to the Week 2 Discussion Questions; Comment on at least Two Classmates’ Responses; Upload <u>One-Paragraph Summary Final Draft</u>; <b>Journal Entry #1; Sentence Skill 1: Read <i>The West Guide</i> “Commas” in Chapter 4 and complete and upload Exercises 1-5; Print Essay 1 Assignment Sheet</b></b>
<u>Week 3</u> 2/25	Our class will not meet this week. Instead, you will meet in your groups, and you will each attend a Black History Month event on or off campus (Check the links on the Resources page of our Etudes site). Deadlines still apply. <b>Due Online by 11:59pm: Writing Improvement Journal Entry #2; Watch the “Talking to the Text” Essay Assignment Sheet video; Reading 4: Essay 1 Assignment Sheet, <i>The West Guide</i> Chapter 9 “Sentences, Paragraphs, and Essays Demystified” and 10 “Prewriting”; Metacognitive Reading Log 4; Reading 4 Reflection;</b> Meet in your groups, post photos of your group meetings and watch the video, read the Essay 1 assignment sheet, and work together on the other reading and reading log assignments.
2/27	<b>Due Online by 11:59pm: Watch the Essay Outline Modeling video; Reading 5: Read <i>The West Guide</i> Chapter 11; Metacognitive Reading Log 5 and Reading 5 Reflection; Essay 1 Prewriting and Outline</b> Watch <i>More than a Month</i> and take notes. Work on Essay 1 prewriting and outlines with your group.
Online assignments 2/29 11:59pm	<b>Due: Watch the Nancy Sommers video on “Argument” (See Etudes Module 2); Respond to the Week 3 Discussion Questions (Argument Video, More Than a Month, BHM Event); Comment on at least Two Classmates’ Responses; Upload Essay 1 Draft if you want my feedback in writing</b>

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<u>Week 4</u> 3/4	<b>Sentence Skill 2; Reading 6: <i>West Guide</i> Chapter 14 “Writing Conclusions”;</b> <b>Metacognitive Reading Log 6; <u>Essay 1 Draft 1</u></b> Reading 6 Reflection; Self/Peer Essay Draft Reviews
3/6	<b>Reading 7: <i>The West Guide</i> Chapter 16 “Revising and Polishing”;</b> <b>Metacognitive Reading Log 7; <u>Essay 1 Final Draft; Journal Entry # 3; Bring “Kill ‘Em! Crush ‘Em! Eat ‘Em Raw!” to class (See Etudes Module 3)</u></b> Reading 7 Reflection; Preview McMurtry text
Online assignments 3/8 11:59pm	<b>Due: Watch the “Talking to the Text” McMurtry video; Read “Kill 'Em! Crush 'Em! Eat 'Em Raw!” (See Etudes Module 3); Watch <i>League of Denial</i> (See Etudes Module 3); Respond to the Week 4 Discussion Questions; Comment on at least Two Classmates’ Responses; Read Timed Essay 1 Sample Prompts; Upload Six thesis statements in response to sample prompts</b>
<u>Week 5</u> 3/11	<b>Due: Reading 7: <i>The West Guide</i> Chapter 20 “In-Class Essay Exam Strategies”;</b> <b>Bring Timed Essay sample thesis statements</b> Reading 7 Reflection; Discuss Reading; Return Essay 1 (Journal Entry #4); Discuss timed essays
3/12 11:59pm	<b>Due: Journal entry #4; Timed Essay 1</b>
3/13	<b>Due: Reading 8: <i>West Guide</i> Chapter 13 “Writing Introductions”;</b> <b>Sentence Skill 3</b> Reading 8 Reflection; Preview Singer article (What do you already know about world poverty?)
Online assignments 3/15 11:59pm	<b>Due: Watch the “Talking to the Text” Peter Singer video; Read <i>The West Guide</i> “The Singer Solution to World Poverty” in Chapter 8 pp. 169-171; Watch Peter Singer TED Talk; Respond to the Week 5 Discussion Questions; Comment on at least Two Classmates’ Responses</b>
<u>Week 6</u> 3/18	<b>Due: Bring Essay 2 Assignment Sheet; Reading 9: Essay 2 Assignment Sheet and “The Singer Solution to World Poverty” pp. 172-174; Sentence Skill 4; Essay 2 Prewriting &amp; Thesis</b> Reading 9 Reflection; Return Timed Essay; Discuss Essay 2; Review Sentence Skill 4
Online assignment 3/19 11:59pm	<b>Journal Entry # 5 Online</b>
3/20	<b>Due: Essay 2 Outline and Introduction; Reading 10: <i>West Guide</i> Chapter 12 pp. 207-213</b> Reading 10 Reflection; Essay 2
Online assignments 3/22 11:59pm	<b>Due: Upload Essay 2 Draft; Respond to the Week 6 Discussion Questions; Comment on at least Two Classmates’ Responses; Sentence Skill 5; Watch <i>Food, Inc.</i></b> <a href="http://www.amazon.com/Food-Inc/dp/B002VRZEYM/ref=ed_oe_vdr">http://www.amazon.com/Food-Inc/dp/B002VRZEYM/ref=ed_oe_vdr</a>
<u>Week 7</u> 3/25	<b>Due: <u>Essay 2 Final Draft; Journal Entry# 6; Reading 11: <i>Food Rules</i> “Introduction”</u></b> Reading 11 Reflection; Discuss Timed Essay; Sentence Skill Tutorial Step 1
3/27	<b>Due: Watch the “Talking to the Text” <i>Food Rules</i> video; Reading 12: <i>Food Rules</i> “Parts 1 and 2” and <i>The West Guide</i> “Causal Analysis” in Chapter 17; Timed Essay Assignment Sheet</b> Reading 12 Reflection; Sentence Skill 5; Return Essay 2; Timed Essay Prep
Online assignments 3/29 11:59pm	<b>Due: Timed Essay 2; <i>The West Guide</i> Chapter 21 “Finding Sources”, “Beginning Research”, and “Writing with Research: Quotations”;</b> <b>Respond to the Week 7 Discussion Questions; Comment on at least Two Classmates’ Responses;</b>
<u>Week 8</u> 4/1	<b>Due: Reading 13: <i>The West Guide</i> Chapter 22 pp. 385-392; Essay 3 Sources and identify quotations; Essay 3 Outline and Works Cited Page;</b> Reading 13 Reflection; Revising and Polishing; Sentence Skills; Return Timed Essay

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Online assignment 4/2 11:59pm	<b>Journal Entry #8</b>
4/3	<b>Due: Reading 14: Food Rules “Part 3”; Essay 3 Draft 1;</b> Reading 14 Reflection; Revising and Polishing;
Online assignments 4/5 11:59pm	<b>Due: Upload <u>Essay 3 Final Draft</u>; Journal Entry #9; Respond to the Week 8 Discussion Questions; Comment on at least Two Classmates’ Responses; Complete the Evaluation Survey</b>

## English 28 Argument Essay Rubric

Name:

Due Date:

Criteria	Unsatis- factory	Needs Work	Adequate	Good	Excellent
<b>Assignment Fulfillment</b> Does the essay fulfill the required criteria? Does it have an appropriate original title? Did the writer have prewriting, thesis, an outline, and a draft on their due dates? Did the writer turn in a completed Peer Review sheet? Are all items stapled together in the correct order? Is the essay in MLA format (including one-inch margins)? Did the writer complete the WIJ entry online?					
<b>INTRODUCTION/THESIS</b>					
<b>Thesis</b> Does the writer include a clear thesis statement that states the topic of the essay and the writer's <u>point</u> of view on that topic and lists the writer's support points?					
<b>Introduction</b> Does the introductory paragraph include the title and author of the text? Does the writer introduce the essay with adequate background information in a full paragraph that leads the reader to the thesis statement? Does the writer use some version of one or more of the following techniques: General to Specific                      Summary Thought Provoking Question        Strong Opinion Opposing View/Op-Ed                                    Shocking Fact/Statistic Anecdote/Story/Experience					
<b>SUPPORT/BODY PARAGRAPHS</b>					
<b>Organization</b> Does the writer use <b>topic sentences</b> that relate back to and support the thesis statement? Does the writer stay focused on proving the thesis statement throughout the essay using appropriate, relevant evidence? Does the writer use transitions when moving from idea to idea?					
<b>Development/Support</b> Are the body paragraphs fully developed with <b>SPECIFIC</b> reasons, illustrations, examples, details, evidence, and/or explanations from the text and from his/her experience that support the thesis (at least 2 ex in each body paragraph)? Does the writer synthesize the text and his/her knowledge and experience to prove his/her points?					
<b>CONCLUSION</b>					
<b>Conclusion</b> Does the writer wrap up his/her essay using an effective technique? Does the writer avoid bringing up a new point in his/her conclusion?					
<b>GENERAL/ FULL ESSAY</b>					
<b>Critical Thinking</b> Does the writer demonstrate an understanding of the text by explaining and analyzing its meaning? Does the writer clearly communicate well-thought-out reasons he/she is arguing his/her side of the issue based on evidence from the text and his/her knowledge? Does the writer acknowledge, grant merit to and/or refute sufficient opposing views in the essay?					
<b>Sentence Craft</b> Is the writing fluent, clear, and easy to understand? Does the writer use an appropriate tone and provide support for his/her points?					



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Does the writer use declarative sentences and avoid asking questions to prove points? Does the writer use a variety of sentences?					
<b>Proofreading</b> Does the writer use standard English throughout the essay and use correct grammar, punctuation, and spelling?	More than 6 errors/pg	6 or fewer errors /pg	5 or fewer errors /pg	4 or fewer errors/pg	3 or fewer errors / pg

**Comments/Grade:**

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**Essay Sentence Skill Component**

We have covered three sentence skills so far this semester: correct comma use, eliminating comma splices, and correct use of capital letters. The effective demonstration of these three sentence skills is worth 10 additional points on Essay 2. I will complete the table below when I grade your essay. As you can see, each correctly used comma is worth 2 points up to 20 points, and each incorrectly used comma including any comma splices or incorrectly capitalized word is worth -1 point up to -10 points. Aim for 20 points—zero incorrectly used commas and all correct capitalization. I know you can do it!!

Sentence Skills	Correctly Used (2 points each up to 20 points)	Incorrectly Used (-1 point each up to -20 points)	Total
<b>Commas/Comma Splices/ Capitalization</b>			<b>/20</b>