

WEST LOS ANGELES COLLEGE
English 101: College Reading and Composition I
Spring 2014 (February 10 – June 9), Section 1000

Course Day, Time, and Location: TTR, 1:00-2:25PM in GC 250
Instructor: Dr. Rachelle Okawa
Email: okawarm@wlaac.edu
Office Hours and Location: Tuesday, 2:25-3:00PM in GC 280Q
Online Course Site (ETUDES): <http://www.wlaac.edu/online/login.asp>

Important Dates (Last Day To):

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| Drop classes with a refund/no fee: | February 21 |
| Drop classes w/o a W: | February 21 |
| Drop classes with a W: | May 9 |

Campus Closed:

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| Spring Break | April 7 – April 13 |
| Non-Instruction Day | May 27 |

Course Prerequisite

Satisfactory score on the assessment test or a grade of ‘C’ or better in English 28.

Course Description

This course teaches students to write college-level essays in response to reading and analyzing college-level texts. Students will be required to write analytically and read critically texts that reflect cultural diversity and/or texts that focus on contemporary issues or classical ideas. Full-length works and essays may be included. Students will be required to write a series of research-based essays in which they accurately, clearly, and coherently synthesize and analyze ideas and information from a variety of sources and points of view.

Required Texts & Materials

Jonathan Kozol, *Savage Inequalities* (ISBN: 0-06-097499-0)
Diana Hacker, *A Pocket Style Manual* (ISBN: 978-0-312-66480-0)
Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian* (ISBN: 978-0-316-01369-7)
Selected Readings on the Topic of Education (ETUDES/Online)
College Dictionary
Working Email Account and Internet Access

* Important Note: You must have your own copies of required texts and of the readings to be found online on ETUDES. We will be close reading and analyzing passages from them in class, so please remember to bring your books/materials to every class meeting.

Course Objectives and Goals

Student Learning Outcomes

At the end of English 101, the successful student will be able to argue a point and support it (in writing) using extensive evidence from outside sources.

Course Requirements and Expectations

Students of English 101 are expected to arrive to class on time, and to have already completed their assigned readings and/or writing *before* class begins. We will be spending our time together in-class on a range of activities, including discussions of readings, writing workshops, group work, grammar review, and peer-editing sessions.

In addition to a midterm and a final exam, students will also be turning in four formal papers of increasing page length and complexity over the course of the semester. To pass this course, the four papers must be turned into me on time, completed, and receive a satisfactory grade.

Remember: All assignments count, including attendance and participation!

Late Papers

All major papers must be turned in by the deadline, at the beginning of class. I will accept *one* late assignment only *once*. It will only be accepted one class period late, and it will be marked down 1/3 of a letter grade. A missing paper earns a 'F,' severely impacting your final grade in this class and your chances of passing. Please make sure to plan ahead.

Course Policies

Attendance and Tardiness

Class attendance is mandatory. I will keep track of student attendance through reading quizzes. You will have a reading assignment for almost every class session. For each assigned reading, you will take a quiz during the first ten minutes of class. If you are late or absent, you will not receive these points. If you have to miss class, it is your responsibility to find out from the instructor or from a fellow classmate the assignment(s) for the next class session.

Please Note:

- * Any student who is absent from the first two class sessions will be dropped from this course.
- * If you are absent from class on more than two occasions, you risk being dropped from the course. If for any reason, you will be consistently unable to attend class, please drop the course to open up space for another student.

Dropping the Course

According to college policy, you may be excluded for excessive absences or for not following the Standards of Student Conduct (printed in the Schedule of Classes). If you drop the course, be sure to do so officially at the Admissions and Business Offices. Otherwise, the grade drops to a 'D' or 'F' and cannot be removed. Pay attention to drop dates in the Schedule of Classes.

Classroom Courtesy/Etiquette

Please remember to be considerate of the classroom environment, to your instructor and your fellow classmates by arriving on time, turning off your cell phones, and refraining from eating, entering and exiting the room, and talking out of turn. This disrupts the learning process for everyone.

Grading

Grading Criteria

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| A | 90% - 100% |
| B | 80% - 89% |
| C | 70% - 79% |
| D | 60% - 69% |
| F | 59% or below |

- A Work is exceptional in quality, well-organized, and demonstrates a sensitive and resourceful use of language. It gracefully and effectively presents details, evidence, and examples to prove its thesis. It responds to the assignments in its focus and scope. The writing uses lively, well-chosen, and precise vocabulary. It contains almost no errors in usage and spelling. It demonstrates technical proficiency (grammar, punctuation, spelling, in-text citations, and so on), which enhances meaning rather than makes the essay hard to read.
- B The paper may be less thorough and graceful than A work, but it is technically proficient (in grammar, usage, spelling, etc.) and outstanding in some aspect of style, premise, and/or presentation.
- C Work is acceptable. It is clearly organized, coherent, shows technical competence, and meets the assignment as to content. It usually repeats accurate but commonplace ideas. It contains few serious errors in usage and spelling.
- D The paper is barely adequate. Although it may be confusing, it shows some effort to engage the topic. It is usually full of serious errors.
- F Work is unacceptable. It is confusing, chaotic, full of errors in thought and usage. Plagiarism is F work.

Evaluation of Papers

Your instructor does not CORRECT essays. English 101 students should be able to find their own mistakes. This means that students are responsible for proofreading their own papers. The instructor evaluates essays and makes suggestions for improvement in terms of organization, thesis formulation, use of evidence, critical thinking, and style.

All papers must be turned into the instructor at the beginning of class on the assigned due date. No assignments will be accepted if sent to me by email or left in my mailbox. Papers must be formatted MLA-style: typed, double-spaced, 1-inch margins, 12-point font, Times New Roman. We will discuss further the specific details of each paper in class.

Plagiarism

You must turn in your own original work. Plagiarism is defined as the presentation of someone else's language and/or ideas as your own. Turning in a paper written by someone else, whether it is from the Internet or written by a friend or family member who gives you permission, or even turning in a modified version of a paper that you wrote in another class, constitutes plagiarism. Any instance of plagiarism will result in an 'F' grade on that assignment and will be reported to the Vice President of Student Services. If you have any questions, please make sure to come see me in office hours *before* turning in your paper.

Final Grade

Your final grade for the course is based on instructor evaluation of all written work as well as your meaningful participation in class. It is important not only to attend class as often as possible, but also to come prepared to discuss the readings and to work on in-class writing assignments. Research from credible sources and in-text citations using correct MLA style is required of all major writing assignments as this is expected at 4-year colleges and universities.

Grade Challenges

Grading is not an exact science. Even with a clear rubric, it involves considerable subjectivity on my part. However, if you want to challenge an essay grade, I have three stipulations. First, that you wait at least 24 hours after you have received your graded paper to challenge your grade. Second, that you dispute your grade within a week of receiving your graded paper. And, third, that you carefully explain in a typed document (no e-mails, please) how your paper meets the rubric's criteria for the grade you think you deserve. **I do not accept any verbal challenges of my grading.** I will take your submitted challenge very seriously, and I will not in any way punish you for your disagreement.

* Make sure to keep *all* graded papers.

Grade Breakdown

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| Reading Quizzes | 10% |
| Participation | 10% |
| Paper #1 | 5% |
| Paper #2 | 10% |
| Paper #3 | 15% |
| Paper #4 | 20% |
| Midterm | 10% |
| Final Exam | 20% |

Getting Help

Learning Disabilities

Students with learning disabilities who believe they may need accommodations in this class are encouraged to contact DSP&S (Disabled Students Programs & Services). The office is located on the first floor of the library, HLRC 121. Telephone #: (310) 287-4450.

Writing Lab

The Writing Lab, which is located on the first floor of the library, is a good resource for students seeking extra help in writing their papers. Writing tutors do not proofread or edit papers, but they can provide guidance on organization and development of a paper as well as a general overview of grammar. For more information, visit: http://www.wlac.edu/library/info/lab_writing.html.

I also strongly encourage you to come see me during my scheduled office hours or to make an appointment.

Schedule of Weekly Readings and Assignments (February 4 – June 3)

* **Syllabus is subject to change.** The instructor reserves the right to make changes to the syllabus, if deemed appropriate and/or necessary to meet class needs. All such changes will be announced in advance in class, and it is the student's responsibility to be aware of any such changes.

* We will also be taking a trip to the library this semester for an orientation on how to use university databases and conduct research.

Week 1

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| Tue | Feb 11 | Introduction to Course |
| Thu | Feb 13 | Read Patricia Cohen "In Tough Times, the Humanities Must Justify Their Worth" (ETUDES) |

Week 2

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| Tue | Feb 18 | Read Nicolas Carr, "Is Google Making Us Stupid?" |
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Thu Feb 20 Summary vs. Analysis; Thesis Statements
DUE: Final Draft of Paper #1 (Carr)

Week 3

Tue Feb 25 Read Mike Rose, "I Just Wanna Be Average"

Thu Feb 27 Read Michael Moore, "Idiot Nation"

Week 4

Tue Mar 4 Read Richard Rodriguez, "The Achievement of Desire"
DUE: Rough Draft of Paper #2 (Rose)

Thu Mar 6 Read Bell Hooks, "Keeping Close to Home"
DUE: Final Draft of Paper #2 (Rose)

Week 5

Tue Mar 11 Read Malcolm X, "Learning to Read" and John Trimble, "Getting Launched"

Thu Mar 13 Read Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

Week 6

Tue Mar 18 DUE: Rough Draft of Paper #3 (Rodriguez)

Thu Mar 20 Read Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

Week 7

Tue Mar 25 Read Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*
DUE: Final Draft of Paper #3 (Rodriguez)

Thu Mar 27 Read Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*
Midterm Exam Review

Week 8

Tue Apr 1 Midterm Exam

Thu Apr 3 Library Orientation

Spring Break (April 7 – April 13)

Week 9

- Tue Apr 15 Read John Gatto, “Against School”
- Thu Apr 17 Read Kozol, *Savage Inequalities*, “Looking Backward: 1964-1991”

Week 10

- Tue Apr 22 Read Kozol, *Savage Inequalities*, Chapter 1: “Life on the Mississippi”
- Thu Apr 24 Read Kozol, *Savage Inequalities*, Chapter 2: “Other People’s Children”

Week 11

- Tue Apr 29 Read Kozol, *Savage Inequalities*, Chapter 3: “The Savage Inequalities of Public Education in New York”
- Thu May 1 Read Kozol, *Savage Inequalities*, Chapter 4: “Children of the City
“Invincible”
DUE: Rough Draft of Paper #4

Week 12

- Tue May 6 Readings TBA (Articles on Education)
- Thu May 8 Readings TBA (Articles on Education)

Week 13

- Tue May 13 Read Kozol, *Savage Inequalities*, Chapter 5: “The Equality of Innocence”
DUE: Final Draft of Paper #4
- Thu May 15 Finish Kozol, *Savage Inequalities*, Chapter 6: “The Dream Deferred,
Again, in San Antonio”

Week 14

- Tue May 20 Film Screening: *Waiting for “Superman”*
- Thu May 22 Film Screening: *Waiting for “Superman”*

Week 15

Tue May 27 NO INSTRUCTION DAY

Thu May 29 Discussion of Film
Final Exam Review

Week 16 (Finals Week)

Thu June 5 FINAL EXAM (1:45-3:45PM)