

Advisory

ADVISORY: You are enrolled in a six-week accelerated course. You will have several hours of homework each week: two or more class readings, four in-class writings, and sometimes quizzes or papers to research and write. Make sure you are ready to accept and complete the heavy workload in this accelerated essay composition class.

Instructor & Class Information

Course: English 102, Section 8563, College Reading and Composition II

Semester: Summer 2014, June 16 - July 27

Instructor Name: Nuala Lincke-Ivic, Associate Professor

Class Hours & Location: Online and in General Classroom 150, 10:20 AM - 12:25 PM on TTh

Office Location, Hours & Telephone: My office is in the General Classroom Building, in 210-D. My office hours are from 6:45 - 7:45 AM on MTWTh. My telephone number is (310) 287-4544. My college email is lincken@wlac.edu. The best way to reach me is via Private Messages inside this classroom. Please do not email me about classroom business; Private Message me so we have a readily accessible record of all communications between you and me.

Course Description

102 College Reading and Composition II (3) UC:CSU

Prerequisite: English 101 with a grade of "C" or better.

This course expands the reading and writing skills obtained in English 101. Critical reading and interpretation of literary works in the genres of the novel, short story, play and poem are emphasized. Students are required to write critical essays about these literary forms, emphasizing critical thinking.

Course Learning Outcome

"At the end of the course, the successful student will be able to critically evaluate works of literature using literary terms and incorporate this knowledge into his or her own writing."

Student Learning Objectives

At the end of this course, the successful student will be able to...

1. "Evaluate works of literature critically, using literary terms, and incorporate this knowledge into his or her own writing."
2. Write college-level essays in which literary works are used as support for a thesis and there is an evident persuasive purpose.
3. Demonstrate an adequate understanding of the basic elements of story (theme, plot, conflict, setting, character), comparative literature, and different literary genres.

Institutional Course Outcomes

English 102 will also help students meet these Institutional Student 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." In essays and class discussions, analyze arguments.
- B. "Communication: Effectively communicate thought in a well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings." In writings and class discussions, share ideas about what makes an argument effective.
- G. "Cultural Diversity: respectfully engage with other cultures in an effort to understand them." In writings and class discussion, analyze literature from a multi-cultural perspective.
- H. "Ethics: practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work." Submit writings in which words other than your own are documented in MLA format.
- I. "Aesthetics: Use multiple modes of inquiry and approaches to experience and to engage with the art and nature; develop and express personal creative visions throughout all aspects of one's life." In writings and discussions, demonstrate recognition of literature as art-especially works of non-fiction.

Weekly Lesson Plans

Week 1	Activities	Due
June 16-19	Week 1 Journal: 20 minutes each day, and then copied in Week 1 Journal in Discussion and Private Messages in Etudes classroom.	Post each journal in appropriate discussion forum the day it's written.

	Works of: Daniel Orozco Anne Sexton (1st poem)	
Week 2	Activities	Due
June 23-26	Week 2 Journal: 20 minutes each day, and then copied in Week 2 Journal in Discussion and Private Messages in Etudes classroom. Works of: Annie Proulx W.H. Auden	Post each journal in appropriate discussion forum the day it's written. Quiz 1: Take in Assignments, Tests and Surveys in Etudes classroom by Sunday at 11:59 PM.
Week 3	Activities	Due
June 30 - July 3	Week 3 Journal: 20 minutes each day, and then copied in Week 3 Journal in Discussion and Private Messages in Etudes classroom. Works of: Joyce Carole Oates Bob Dylan	Post each journal in appropriate discussion forum the day it's written. Paper 1 due online Friday at 11:59 PM. Submit it to instructor in Assignments, Tests and Surveys, and post it in Paper 1 Evaluation in Discussions. Complete Peer Evaluation 1 by Sunday at 11:59 in ATS and in Discussions.
Week 4	Activities	Due
July 7-10	Week 4 Journal: 20 minutes each day, and then copied in Week 4 Journal in Discussion and Private Messages in Etudes classroom. Works of: James Baldwin Langston Hughes	Post each journal in appropriate discussion forum the day it's written.
Week 5	Activities	Due
July 14-17	Week 5 Journal: 20 minutes each day, and then copied in Week 5 Journal in Discussion and Private Messages in Etudes classroom. Works of: James Baldwin	Post each journal in appropriate discussion forum the day it's written. Quiz 2: Take in Assignments, Tests and Surveys in Etudes classroom by Sunday at 11:59 PM.

	Langston Hughes	
Weekend	Activities	Due
July 21-24	<p>Week 6 Journal: 20 minutes each day, and then copied in Week 6 Journal in Discussion and Private Messages in Etudes classroom.</p> <p>Works of: Flannery O'Connor Anne Sexton (2nd poem)</p>	<p>Paper 2 due online Friday at 11:59 PM. Submit it to instructor in Assignments, Tests and Surveys, and post it in Paper 2 Evaluation in Discussions.</p> <p>Complete Peer Evaluation 2 by Sunday at 11:59 in ATS and in Discussions.</p>

Class Texts

All class texts are free online, and are listed below.

JOURNAL 1 READINGS

A.

DANIEL OROZCO (1961-?)

“Orientation” (1995)

<http://www.fsgworkinprogress.com/2011/05/orientation-by-daniel-orozco/>

B.

ANNE SEXTON (1928-1974)

“Music Swims Back to Me” (1957)

Wait Mister. Which way is home?

They turned the light out

and the dark is moving in the corner.

There are no sign posts in this room,

four ladies, over eighty,

in diapers every one of them.

La la la, Oh music swims back to me

and I can feel the tune they played

the night they left me

in this private institution on a hill.

Imagine it. A radio playing

and everyone here was crazy.

I liked it and danced in a circle.

Music pours over the sense

and in a funny way

music sees more than I.

I mean it remembers better;

remembers the first night here.

It was the strangled cold of November;

even the stars were strapped in the sky

and that moon too bright

forking through the bars to stick me

with a singing in the head.

I have forgotten all the rest.

They lock me in this chair at eight a.m.

and there are no signs to tell the way,

just the radio beating to itself

and the song that remembers

more than I. Oh, la la la,

this music swims back to me.

The night I came I danced a circle

and was not afraid.

Mister?

JOURNAL 2 READINGS

A.

ANNIE PROULX (1935-?)

“Brokeback Mountain” (1997)

http://www.newyorker.com/archive/1997/10/13/1997_10_13_074_TNY_CARDS_000379463

Brokeback Mountain Screenplay (2005)

Adapted from an Annie Proulx Story; by Larry McMurtzty and Diana Ossana

<http://brokebackmtn.tripod.com/script.pdf>

B.

W.H. AUDEN (1907-1973)

Stop All the Clocks (Funeral Blues) (1938)

Stop all the clocks, cut off the telephone,

Prevent the dog from barking with a juicy bone,
Silence the pianos and with muffled drum
Bring out the coffin, let the mourners come.

Let aeroplanes circle moaning overhead
Scribbling on the sky the message He Is Dead,
Put crepe bows round the white necks of the public doves,
Let the traffic policemen wear black cotton gloves.

He was my North, my South, my East and West,
My working week and my Sunday rest,
My noon, my midnight, my talk, my song;
I thought that love would last for ever: I was wrong.

The stars are not wanted now: put out every one;
Pack up the moon and dismantle the sun;
Pour away the ocean and sweep up the wood.
For nothing now can ever come to any good.

JOURNAL 3 READINGS

A.

JOYCE CAROLE OATES (1938-?)

“Where Are You Going, Where Have You Been?” (1966)

<http://www.usfca.edu/jco/whereareyougoing/>

B.

BOB DYLAN (1941-?)

“It’s All Over Now, Baby Blue” (1965)

You must leave now, take what you need, you think will last
But whatever you wish to keep, you better grab it fast
Yonder stands your orphan with his gun
Crying like a fire in the sun

Look out the saints are comin' through
And it's all over now, Baby Blue

The highway is for gamblers, better use your sense
Take what you have gathered from coincidence
The empty-handed painter from your streets
Is drawing crazy patterns on your sheets
This sky, too, is folding under you
And it's all over now, Baby Blue

All your seasick sailors, they are rowing home
All your reindeer armies, are all going home
The lover who just walked out your door
Has taken all his blankets from the floor
The carpet, too, is moving under you
And it's all over now, Baby Blue

Leave your stepping stones behind, something calls for you
Forget the dead you've left, they will not follow you
The vagabond who's rapping at your door
Is standing in the clothes that you once wore
Strike another match, go start anew
And it's all over now, Baby Blue

YOUTUBE: <https://www.youtube.com/watch?v=Uz9BAE1FZGM>

JOURNAL 4 READINGS

A.

ALICE MUNRO (1931-?)

"The Bear Came Over the Mountain" (1999)

http://www.newyorker.com/archive/1999/12/27/1999_12_27_110_TNY_LI_BRY_000019900?currentPage=all

B.

EDWARD ESTLIN CUMMINGS (e.e. cummings) (1894-1962)
[i carry your heart with me(i carry it in] (1952)

i carry your heart with me(i carry it in

my heart)i am never without it(anywhere
i go you go,my dear;and whatever is done
by only me is your doing,my darling)
i fear
no fate(for you are my fate,my sweet)i want
no world(for beautiful you are my world,my true)
and it's you are whatever a moon has always meant
and whatever a sun will always sing is you

here is the deepest secret nobody knows
(here is the root of the root and the bud of the bud
and the sky of the sky of a tree called life; which grows
higher than soul can hope or mind can hide)
and this is the wonder that's keeping the stars apart

i carry your heart(i carry it in my heart)

JOURNAL 5 READINGS

A.

JAMES BALDWIN (1924-1987)

James Baldwin's short story "Sonny's Blues" (1957):

<http://www.scribd.com/doc/7086554/Sonnys-Blues-by-James-Baldwin>

B.

LANGSTON HUGHES (1902-1967)

“Harlem” [Dream Deferred]

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

JOURNAL 6 READINGS

A.

FLANNERY O’CONNOR (1925-1964)

“A Good Man Is Hard to Find” (1953)

<http://pegasus.cc.ucf.edu/~surette/goodman.html>

B.

ANNE SEXTON (1928-1974)

“The Evil Seekers” (1974)

We are born with luck
which is to say with gold in our mouth.
As new and smooth as a grape,
as pure as a pond in Alaska,
as good as the stem of a green bean—
we are born and that ought to be enough,
we ought to be able to carry on from that
but one must learn about evil,
learn what is subhuman,
learn how the blood pops out like a scream,
one must see the night
before one can realize the day,
one must listen hard to the animal within,
one must walk like a sleepwalker
on the edge of a roof,
one must throw some part of her body
into the devil's mouth.
Odd stuff, you'd say.
But I'd say
you must die a little,
have a book of matches go off in your hand,
see your best friend copying your exam,
visit an Indian reservation and see
their plastic feathers,
the dead dream.
One must be a prisoner just once to hear
the lock twist into his gut.
After all that
one is free to grasp at the trees, the stones,
the sky, the birds that make sense out of air.
But even in a telephone booth
evil can seep out of the receiver
and we must cover it with a mattress,
and then tear it from its roots
and bury it,
bury it.

Grading:

1. Two Weekly Journals, Twice a Week: 6 at 8 points each, 48 points total
2. Papers: 2 @ 20 points each, 40 points total
3. Peer Evaluations: 2 @ 6 points each, 12 points total

Total Points: 100

Grading Scale

A = 100 - 90 points

B = 89 - 80 points

C = 79 - 70 points

D = 69 - 60 points

F = 59 - 0 points

NOTE: There are no plus (+) or minus (-) grades in the LACCD system. For this reason, I will offer three (3) extra credit points at the end of the semester so that students may change grades that would be a B+, C+ and D+ into an A, B, and C. However... fulfillment of extra credit assignments does not guarantee that extra credit will be awarded; all extra credit assignments must be of superior quality.

Essay Rubric

Essay Rubric			
Criterion	1. Does not demonstrate SLO adequately	2. Demonstrates SLO adequately	3. Exceeds adequate demonstration of SLO
Content	1. Lacks clear thesis/focus, and may be off topic. 2. Does not support thesis adequately. 3. Does not counter antithesis.	1. Has thesis/focus. 2. Provides minimal but sufficient support for thesis. 3. Counters antithesis.	1. Has clear thesis/focus. 2. Supports thesis very ably with any required class readings and all of

	<ul style="list-style-type: none"> 4. May lack a persuasive purpose. 5. May contain redundancies and incorrect information about class readings. 	<ul style="list-style-type: none"> 4. Includes a persuasive purpose. 5. May contain redundancies, but any information about class readings is correct. 	<ul style="list-style-type: none"> these types of evidence: facts, expert opinions, relevant anecdotes, and descriptions of situations and events. 3. Counters convincing antithesis effectively, so overall argument presented in paper does not appear to be a straw man argument. 4. Includes a clear persuasive purpose. 5. Contains no redundancies, and any information about class readings is correct.
Academic Integrity*	<ul style="list-style-type: none"> 1. The paper is plagiarized or contains one or more 	<ul style="list-style-type: none"> 1. The paper is not plagiarized in whole 	<ul style="list-style-type: none"> 1. The paper is not plagiarized in whole or in part.

	plagiarized passages.	or in part.	
Organization	<ol style="list-style-type: none"> 1. Lacks necessary and/or appropriate transitions between several sentences and/or paragraphs, and essay may contain too few paragraphs and/or paragraphs that seem inappropriately long. 2. Orders ideas and support for thesis randomly. 	<ol style="list-style-type: none"> 1. Contains sufficient transitions between most sentences and paragraphs, and paragraphs in essays seem generally appropriate in terms of quantity and length, although some may seem inappropriately long. 2. Orders ideas and support for thesis logically. 	<ol style="list-style-type: none"> 1. Contains sufficient and appropriate transitions between most sentences and paragraphs, so paper seems stylistically superior, and paragraphs seem appropriate in terms of quantity and length. 2. Orders ideas and support for thesis thoughtfully and logically, allowing reader to comprehend content easily.
Grammar, Mechanics, MLA Format	<ol style="list-style-type: none"> 1. Contains simple vocabulary and sentence structure. 2. Features many different 	<ol style="list-style-type: none"> 1. Contains some college-level vocabulary and sentences with more than one 	<ol style="list-style-type: none"> 1. Contains appropriate college-level vocabulary and a variety of sentences that help

	<p>kinds of distracting errors that stop reader from focusing on content: grammar, spelling, punctuation, wrong words, awkward/garbled phrasing.</p> <p>3. MLA format is non-existent, contains numerous errors, or contains major errors.</p>	<p>clause.</p> <p>2. Has some English usage errors, but these errors do not distract reader from focusing on content.</p> <p>3. MLA format is mostly correct, but may contain several minor errors.</p>	<p>essay to read well and seem stylistically superior.</p> <p>2. May have some English usage errors, but these errors are minor and do not distract reader from focusing on content.</p> <p>3. MLA format is mostly correct, although it may contain a few minor errors.</p>
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*A paper that is plagiarized or contains one or more plagiarized passage automatically receives a failing grade.

Rubric for In-Class Writing Discussions

Well = Superior performance

Adequate = Meets minimum standards

Inadequate - Does not meet minimum standards

A: Fulfills all criteria well.

B: Fulfills most criteria well, but 1-2 adequately.

C: Fulfills 1-2 criteria well, but most criteria adequately.

D: Fulfills one or two criteria well or adequately, but fulfills most criteria inadequately, and too many distracting errors stop reader from focusing on content.

F: Fulfills all criteria inadequately, and/or too many distracting errors stop reader from focusing on content.

Discussion Criteria:

1. Read and/or view discussion texts, as appropriate, before the discussion begins.
2. Read each discussion contribution before posting your own discussion contribution.
3. Post your in-class writing in a timely manner.
4. Offer your own thoughts/ideas about at least two other students' in-class writings; do not simply agree or disagree with their opinions.
5. Run a spell/grammar check on all discussion postings, and use font Verdana, size 14, in black type.

Classroom Environment

In this classroom, all students must work together with me to create a safe, pleasant and productive learning environment. Please see <http://www.wlac.edu/studentlife/index.html> for WLAC policies about creating this kind of environment. This URL contains other useful information for students. Please click on it, and read the information.

Important Dates

Summer 2014	Session #1	Session #2
SESSION PERIOD APPLICATIONS ACCEPTED BEGINNING	Jun 16 - Jul 27 Mar - Jun	Jun 16 - Aug 10 Mar - Jun
REGISTRATION BEGINS		
<i>-Priority (EOPS, DSPS, Veterans, Foster Care Youth, CalWORKs)</i>	Apr 14 -16	Apr 14 -16
<i>-Continuing Students</i>	Apr 17 - May 7	Apr 17 - May 7
<i>-New & Returning Students</i>	May 8	May 8
<i>-Residency Determination Required</i>	Jun 15	Jun 15
Special Registration	NA	NA

Hours		
FINALS	last day of class	last day of class
LAST DAY TO		
Add a Traditional Class	Jun 15 - Online Jun 20 - In Person	Jun 15 - Online Jun 20 - In Person
File Pre-requisite / Challenge Petition	May 30	May 30
Drop a Class w/o a Fee	Jun 20	Jun 20
Drop a Class w/o a W	Jun 20	Jun 20
Drop w/ a W	Jul 17	Jul 25
File Pass / No Pass	Jun 20	Jun 20
GRADUATION PETITION ACCEPTED	Apr 7 - Jul 18	Apr 7 - Jul 18
CAMPUS CLOSED	Jul 4	Jul 4
<i>NOTE: ACT, Weekend courses and other accelerated program classes have different deadlines. Please check with your instructor.</i>		

Learn to Work in an Online Classroom at WLAC:

If you have never worked inside an online classroom at WLAC, please learn how to (a) equip your computer with the correct browser and (b) work inside our online classroom.

1. Go to www.wlac.edu.
2. Click on the Online/Hybrid Classes link in the upper right corner.
3. In the top menu, click on Course Login Info.
4. Scroll down the screen to the tutorials.
5. View/read the tutorials, as appropriate.

Resources:

Please go to <http://www.wlac.edu/studentlife/index.html> to learn about what campus resources are available to you: tuition waivers, book vouchers, academic counseling, tutoring, and additional services. Be aware that WLAC has a Writing Lab on the ground floor of the library--and it offers online help. For library computer-assisted instruction information, please see the Class Schedule.

Writing Lab: http://www.wlac.edu/library/info/lab_writing.html

Changes to Syllabus

I may make changes to the Syllabus, if they seem appropriate and/or necessary. If I do, then I'll announce the changes on the home page, on the right side of the screen, under "Announcements," and write the changes on the whiteboard in class. It is your responsibility to become aware of these changes.

Learning Disabilities

If you have a learning disability (LD), then you learn things differently than most students do-and you usually learn at a different speed. In other words, you "process" information differently. For this reason, you might need more time to complete an assignment. An LD is not a shameful thing-LOTS of intelligent people have LD's. You are not stupid if you have an LD! Let me know immediately if you have an LD-or think that you might, okay? We'll need to make sure that DSP&S documents your LD; if it's not documented, then I will not be able to give you additional time to complete assignments.

Location

Student Services Building (SSB 320)

Telephone

(310) 287-4450

Department Email

dsps@wlac.edu

Academic Integrity Policy (Plagiarism)

In most English classes, cheating occurs in two ways. First, a student presents another person's words or ideas (or other people's words and ideas) as his or her own, quoting or paraphrasing that person (or people) without indicating that quoting or paraphrasing is occurring. Second, a student has someone else write his or her work. Every semester I seem to catch students cheating; I don't enjoy catching cheaters. Please do NOT cheat.

Students who cheat will be subject to all appropriate academic penalties: They will receive a failing grade on their assignment, and the Dean of Student Services will be notified. If an assignment seems too challenging for you, or if you have an emergency that stops you from completing an assignment, Private Message me. I'll try my best to help you.