

**Course:** English 103, Section 8539

**Semester:** Winter Intersession, January 6 - February 9, 2014

**Instructor Name:** Nuala Lincke-Ivic, Associate Professor, English Department, Language Arts

**Instructor E-Mail:** [lincken@wlaac.edu](mailto:lincken@wlaac.edu)

**Class Hours & Location:** Online and in General Classroom 150, 10:45 AM - 1:10 PM on Tuesdays and Thursdays

**Office Location, Hours & Telephone:** My office is in the General Classroom Building, in 210-D. My office hours are from 9:30 - 10:30 AM on Tuesdays and Thursdays. My telephone number is (310) 287-4544.

### **The Best Way to Contact Me:**

You can see me during office hours, posted above. You can also reach me inside our online classroom. Private Message me if you need to discuss a private issue, one that involves just the two of us; never use a public forum such as a discussion or Questions to communicate with me about a private issue.

Public forums such as discussions and Questions are appropriate only for information that concerns the class as a whole. For example, you can ask a question about an assignment in Questions, and you can post your response to discussion questions in a discussion. Please do not use my college email to reach me; we keep all class business inside this classroom so that we have a readily accessible record of what we discussed. Use the appropriate means to contact me: either during

office hours or through our online class (Private Messages of Questions).

**ADVISORY:** You are enrolled in a five-week accelerated course. You will have several hours of homework each week: two or more class readings, two in-class writings, and one or more discussion forums. Make sure you are ready to accept and complete the heavy workload in this accelerated essay composition class.

## **COURSE DESCRIPTION**

ENGLISH 103 - COMPOSITION AND CRITICAL THINKING (UC:CSU) - 3 UNITS

Prerequisite: Completion of English 101 with a grade of "C" or better or appropriate placement level demonstrated through the English assessment process.

In English 103, *College Reading and Composition*, students “develop critical thinking, reading, and writing skills beyond the level achieved in English 101. Based on non-fiction writing, the course will focus on the development of logical reasoning and analytical and argumentative writing skills” (*Schedule of Classes*). This course meets the transfer critical thinking requirement.

## **COURSE LEARNING OUTCOME**

"At the end of the course, the successful student will be able to research, evaluate and cite outside sources for use in the student's own writing. "

## **STUDENT LEARNING OBJECTIVES**

After successfully completing this course, you will be able to...

- 1.** Analyze arguments according to the Stephen Toulmin Method of Argumentation;
- 2.** Utilize appropriate terms when analyzing arguments;
- 3.** Understand differences between fact and opinion, recognize common fallacies, and display important characteristics of a critical thinker;
- 4.** Scrutinize writers' rhetorical aims (logos, pathos, ethos) and the cultural context in which works were produced;
- 5.** Compose college-level essays that (1) reveal critical thinking in response to respected (and often seminal) works of non-fiction, and (2) possess clarity of purpose and solid and specific support, together with variety in sentence structure and vocabulary choice.

## **INSTITUTIONAL COURSE OUTCOMES**

English 103 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.*

Week 1	Activities	Due
<p><b>January 6 - 10</b></p>	<p>Hand-Out: U.S. Census Bureau and Bureau of Justice statistics regarding overall population and ethnic breakdown of people incarcerated in U.S. jails.</p> <p>Toulmin Method of Argumentation</p> <p>Logos/Ethos/Pathos</p> <p>In-Class Writing 1 on Tuesday: Critical Thinking Definition– Albert Einstein quote “Learn from yesterday, live for today, hope for tomorrow” &amp; Jimi Hendrix quote “Knowledge speaks; wisdom listens.”</p> <p>In-Class Writing 2 on Thursday: Henry Louis Gates’ Version &amp; James Crowley’s Version— Thoughts/Questions/Ideas</p>	<p>By Thursday: Read class texts 1, 2 &amp; 3.</p> <p>By Sunday at 11:59 PM, type and post in-class writings 1 and 2 in our online class, in Discussion labeled Writing 1 &amp; Writing 2.</p>

<b>Week 2</b>	<b>Activities</b>	<b>Due</b>
<b>January 13 - 17</b>	In-Class Writing 3 on Tuesday: The Beer Summit & Gates – Crowley Supporters/ Detractors & what Gates and Crowley say about each other now— Thoughts/Questions/Ideas  In-Class Writing 4 on Thursday: City of Cambridge investigation of Gates/Crowley incident & Coates' article.	By Tuesday: Read class texts 4, 5, 6, 7, 8, & 9.  By Thursday: Read class texts 10 & 11.  By Sunday at 11:59 PM, type and post in-class writings 3 and 4 in our online class, in Discussion labeled Writing 3 & Writing 4.
<b>Week 3</b>	<b>Activities</b>	<b>Due</b>
<b>January 20 - 24</b>  <b>January 20: MLK Day, Campus Closed</b>	Paper 1 Activity: Annotated Outline  In-Class Writing 5: Racial incidents (readings 12, 13 & 14).	By Tuesday: Read class texts 12, 13 & 14.  By Sunday at 11:59 PM, type and post in-class writing 5 in our online class, in Discussion labeled Writing 5.  Paper 1 due online Sunday at 11:59 PM. Submit it to instructor in Assignments, Tests and Surveys, and post it in Paper 1 Evaluation in Discussions.
<b>Week 4</b>	<b>Activities</b>	<b>Due</b>
<b>January 27 - 31</b>	In-Class Writing 6: Thomas Jefferson & Sally Hemings  In-Class Writing 7: The Loving Generation  Paper 2 Activity: Annotated Outline	By Tuesday: Read class texts 15 & 16.  By Thursday: Read class text 17.  Complete Peer Evaluation 1 by Friday at 11:59 PM in ATS and in Discussions.
<b>Week 5</b>	<b>Activities</b>	<b>Due</b>
<b>February 3 - 7</b>	In-Class Writing 8: Admixture	By Tuesday: Read class texts 18, 19 & 20
<b>Weekend</b>	<b>Activities</b>	<b>Due</b>
<b>February 8 - 9</b>		Paper 1 due online Saturday 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 2 by Sunday at 11:59 in ATS and in Discussions.

**CLASS TEXTS:****1.**

Cambridge Police Department, Cambridge, MA / Incident Report  
9005127, 16 July 2009

<http://www.amnacion.com/vfr/Police%20report%20on%20Gates%20arrest.PDF>

**2.**

*The Root*, "Skip Gates Speaks," 21 July 2009

[http://www.theroot.com/articles/culture/2009/07/professor\\_henry\\_louis\\_gates\\_jr\\_speaks\\_out\\_on\\_racial\\_profiling\\_after\\_his\\_arrest\\_by\\_cambridge\\_police.html](http://www.theroot.com/articles/culture/2009/07/professor_henry_louis_gates_jr_speaks_out_on_racial_profiling_after_his_arrest_by_cambridge_police.html)

**3.**

CNN Watch: "Sergeant James Crowley Is Finally Allowed His Version..." / 25 July 2009

<http://www.youtube.com/watch?v=KmI4EqYWCYM>

**4.**

"Obama: Cambridge Cops 'Acted Stupidly' In Prof. Gates Arrest" / 22 July 2009

<http://www.youtube.com/watch?v=LucTPdK8VTc>

**5.**

"The Cops Were Stupid, Obama Was Right..." / 25 July 2009

<http://www.youtube.com/watch?v=sVelDpz5ZT0>

**6.**

"Powell Comments on Gates Arrest, Admits Being Profiled 'Many Times'..." / 28 July 2009

<http://www.youtube.com/watch?v=sVelDpz5ZT0>

**7.**

CNN Watch: "Black Female Officer Supports Sgt. James Crowley"

<http://www.youtube.com/watch?v=XYFSDpCOQXI>

**8.**

CNN Watch: "Black Officer Defends Sgt. Crowley in Gates Case" / 24 July 2009

<http://www.youtube.com/watch?v=XYFSDpCOQXI>

**9.**

Obama, Biden Sit Down for Beers With Gates, Crowley / 30 July 2009

<http://abcnews.go.com/Politics/story?id=8208602>

**10.**

"Missed Opportunities, Shared Responsibilities" – City of Cambridge, Massachusetts, 15 June 2010

[http://www.cambridgema.gov/CityOfCambridge\\_Content/documents/Cambridge%20Review\\_FINAL.pdf](http://www.cambridgema.gov/CityOfCambridge_Content/documents/Cambridge%20Review_FINAL.pdf)

**11.**

"Fear of a Black President" – Ta-Nehisi Coates, *The Atlantic*, 22 August 2012

<http://www.theatlantic.com/magazine/archive/2012/09/fear-of-a-black-president/309064/>

**12.**

"Finding Your Roots': Why White Family Refused DNA Test for Geoffrey Canada" / 21 April 2012

<http://www.eurweb.com/2012/04/finding-your-roots-why-white-family-refused-dna-test-for-geoffrey-canada/>

**13.**

The Root / "Mitt Romney Accepts Melissa Harris-Perry's Apology" / Lynette Holloway

Posted: Jan. 5 2014 10:47 AM

[http://www.theroot.com/articles/culture/2014/01/mitt\\_romney\\_accepts\\_melissa\\_harris\\_perry\\_s\\_apology.html?wpisrc=topstories](http://www.theroot.com/articles/culture/2014/01/mitt_romney_accepts_melissa_harris_perry_s_apology.html?wpisrc=topstories)

**14.**

Today Show: "Deen on Racial Slurs, Lawsuit, and Professional Fall-Out"

<http://www.youtube.com/watch?v=zW9PRStPtps>

**15.**

Thomas Jefferson and Sally Hemings: A Brief Account / The Jefferson Monticello Organization

<http://www.monticello.org/site/plantation-and-slavery/thomas-jefferson-and-sally-hemings-brief-account>

**16.**

"The Case of Jefferson and Hemings" / The Claremont Institute

[http://www.claremont.org/publications/crb/id.1696/article\\_detail.asp](http://www.claremont.org/publications/crb/id.1696/article_detail.asp)

**17.**

"Loving versus West Virginia, 1967" / The Loving Generation: Research this information on the Internet; learn the personal story of the couple involved in this Supreme Court case; find photos of them and their children.

**18.**

"Exactly How 'Black' Is Black America?" / Henry Louis Gates, Jr.,  
11 February 2013  
[http://www.theroot.com/articles/history/2013/02/how\\_mixed\\_are\\_african\\_americans.html?page=0,0](http://www.theroot.com/articles/history/2013/02/how_mixed_are_african_americans.html?page=0,0)

**19.**

Oprah: "The Importance of Ancestry" – Henry Louis Gates about  
James Crowley  
<http://www.oprah.com/oprahshow/Dr-Henry-Louis-Gates-Jr-Start-Your-Ancestry-Search/2>

**20.**

Henry Louis Gates: Genealogy and African American History  
<http://www.youtube.com/watch?v=dxnL2XEJDUM>

## **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.

## **ASSIGNMENTS**

**1.** Journals: 8 at 5 points each, 40 points total

NOTE: Topic descriptions are in Weekly Lesson Plans



- 2. Papers: 2 @ 25 points each, 50 points total**
- Paper 1: Gen. Colin Powell and Ta'Nehisi Coates: Which Man Demonstrated Better Critical Thinking Skills?
  - Paper 2: Admixture: How It Has and Will Affect U.S. Politics
- 3. Peer Evaluations: 2 @ 5 points each, 10 points total**

NOTE: Peer evaluations of Papers 1 and 2

## COMPOSITION RUBRIC

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Criterion	1. Does not demonstrate SLO adequately	2. Demonstrates SLO adequately	3. Exceeds adequate demonstration of SLO
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Lacks clear thesis/focus, and may be off topic.</li> <li>2. Does not support thesis adequately.</li> <li>3. Does not counter antithesis.</li> <li>4. May lack a persuasive purpose.</li> <li>5. May contain redundancies and incorrect information about class readings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Has thesis/focus.</li> <li>2. Provides minimal but sufficient support for thesis.</li> <li>3. Counters antithesis.</li> <li>4. Includes a persuasive purpose.</li> <li>5. May contain redundancies, but any information about class readings is correct.</li> </ol>	<ol style="list-style-type: none"> <li>1. Has clear thesis/focus.</li> <li>2. Supports thesis very ably with any required class readings and all of these types of evidence: facts, expert opinions, relevant anecdotes, and descriptions of situations and events.</li> <li>3. Counters convincing antithesis effectively, so overall argument presented in paper does not appear to be a straw man argument.</li> <li>4. Includes a clear persuasive purpose.</li> <li>5. Contains no redundancies, and any information about class readings is</li> </ol>

			correct.
<b>Academic Integrity*</b>	1. The paper is plagiarized or contains one or more plagiarized passages.	1. The paper is not plagiarized in whole or in part.	1. The paper is not plagiarized in whole or in part.
<b>Organization</b>	<ol style="list-style-type: none"> <li>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.</li> <li>Orders ideas and support for thesis randomly.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>Orders ideas and support for thesis logically.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>Orders ideas and support for thesis thoughtfully and logically, allowing reader to comprehend content easily.</li> </ol>
<b>Grammar, Mechanics, MLA Format</b>	<ol style="list-style-type: none"> <li>Contains simple vocabulary and sentence structure.</li> <li>Features many different kinds of distracting errors that stop reader from focusing on content: grammar, spelling, punctuation, wrong words, awkward/garbed phrasing.</li> <li>MLA format is non-existent, contains numerous errors, or contains major errors.</li> </ol>	<ol style="list-style-type: none"> <li>Contains some college-level vocabulary and sentences with more than one clause.</li> <li>Has some English usage errors, but these errors do not distract reader from focusing on content.</li> <li>MLA format is mostly correct, but may contain several minor errors.</li> </ol>	<ol style="list-style-type: none"> <li>Contains appropriate college-level vocabulary and a variety of sentences that help essay to read well and seem stylistically superior.</li> <li>May have some English usage errors, but these errors are minor and do not distract reader from focusing on content.</li> <li>MLA format is mostly correct, although it may contain a few minor errors.</li> </ol>

\*A paper that is plagiarized or contains one or more plagiarized passage automatically receives a failing grade.

## **RUBRIC FOR IN-CLASS 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.

<b>Winter Session 2014</b>	
SESSION PERIOD	Jan 6 - Feb 9
APPLICATIONS ACCEPTED BEGINNING	March 18
<b>REGISTRATION BEGINS</b>	
-Priority ( <i>EOPS, DSPS and Veterans</i> )	Oct 21 - 23
-Continuing Students	Oct 24 - Nov 3
-New & Returning Students	Nov 4
-Residency Determination Required	Feb 9
Special Registration Hours	NA
<b>FINALS</b>	last day of class
<b>LAST DAY TO</b>	
Add a Traditional Class	Jan 5 (online) Jan 8 (in-person)
Drop a Class w/o a Fee	Jan 8
Drop a Class w/o a W	Jan 8
Drop w/ a W	Jan 31
File Pass / No Pass	Jan 8

### **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](http://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](http://www.wlac.edu/library/info/lab_writing.html)

## **CHANGES TO THE 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 notstupid 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  
[dsp@wlac.edu](mailto:dsp@wlac.edu)

## **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.