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Etudes Tutorials

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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.

Instructor & Class Information

Course: English 21, Section 0940

Semester: Fall 2014, September 2, 2014 - December 21, 2014

Instructor Name: Nuala Lincke-Ivic, Associate Professor

Instructor E-Mail: lincken@wla.edu

Class Hours & Location: General Classroom Building, Room 230, Mondays and Wednesdays, from 11:10 - 12:35 PM

Office Location, Hours & Telephone: My office is in the General Classroom Building, in 210-D. My office hours are from 8:30 - 9:30 on M, T, W, Th. If you need to see me during office hours, private message me for an appointment so that I will make sure I am in my office; sometimes I use office hours to help students resolve problems, so I am in different locations on the West campus. My telephone number is (310) 287-4544. My college email is lincken@wla.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.**

Privacy Issue:

Please NEVER use a public forum like Questions or a discussion to write about private business that just involves the two of us; please use Private Messages. We use Questions to ask general questions about assignments; we use the discussions for class discussions about paper topics.

Course Description

ENGLISH 21, ENGLISH FUNDAMENTALS (3) NDA

Prerequisite: Appropriate placement level demonstrated through the English assessment process.

"This is a reading/writing course that teaches basic skills in composition, reading, and

grammar/mechanics. Objectives relate to writing effective sentences and structuring academic prose based on readings. The course prepares students for transfer-level English and technical/vocational courses." (English Course Descriptions)

Course Learning Outcomes

"At end of the course, the successful student will be able to compose and support an explicit thesis statement by citing evidence in a multi-paragraph essay.

At end of the course, the successful student will be able to write an accurate, well-organized summary of a text, and effectively integrate ideas from a text into his/her own written composition.

At end of the course, the successful student will be able to compose a variety of effective sentences incorporating English usage rules and concepts."

Student Learning Objectives

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

- 1.
2. 1. Write a convincing, well-organized essay of 1-3 pages;
- 3.
- 4.
5. 2. Successfully incorporate English usage rules into sentences and compositions;
- 6.
- 7.
8. 3. Use basic textual support in a composition; and
- 9.
- 10.
11. 4. Read actively (annotate).

Institutional Course Outcomes

English 21 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
Sept. 1: Labor Day Sept. 2-5	Syllabus Detailed	Read by Monday, September 8, 2014: "The Cask of Amontillado" (1846) by Edgar Allan Poe (Google the short story or click on the URL in "Class Texts" in the Syllabus.
Week 2	Activities	Due
	Syllabus Questions? Grading English 21	Quiz 1 is due in Assignments.

Sept. 11: Veteran's Day	Essays According to the English 21 Rubric "The Cask of Amontillado" (1846) by Edgar Allan Poe	Tests and Surveys (ATS) by 11:59 PM on Sunday.
Sept. 8-10 & 12		
Week 3	Activities	Due
Sept. 15-19	"The Cask of Amontillado" (1846) by Edgar Allan Poe Grading English 21 Essays According to the English 21 Rubric	Quiz 1 sentences, #1-#5, are due in ATS by 11:59 PM on Sunday.
Week 4	Activities	Due
Sept. 22-26	"The Cask of Amontillado" (1846) by Edgar Allan Poe Grading English 21 Essays According to the English 21 Rubric	Corrections to Quiz 1 sentences, #1-#5, are due in ATS by 11:59 PM on Sunday. Summary of "The Cask of Amontillado" (1846) by Edgar Allan Poe is due in ATS by 11:59 PM on Sunday.
Week 5	Activities	Due
Sept. 29-Oct. 3	Paper 1, Draft 1 in-class writing Paper 1, Draft 1 Evaluation Process begins.	Read by Monday, October 6, 2014: "Stem Cell Information," "Chart of the Week: The literacy-productivity connection" by Drew Desilver & "The Nation's Report Card"
Week 6	Activities	Due
Oct. 6-10	Paper 1, Draft 1 Evaluation Process continues. "Stem Cell Information" National Institutes of Health	Quiz 2 sentences, #1-#5, are due in ATS by 11:59 PM on Sunday.
Week 7	Activities	Due
Oct. 13-17	Paper 1, Draft 1 Evaluation Process finishes. "Chart of the Week: The literacy-productivity connection" by Drew Desilver Pew Research Center, October 11, 2013 "The Nation's Report Card" 2013 Mathematics and Reading	Corrections to Quiz 2 sentences, #1-#5, are due in ATS by 11:59 PM on Sunday. Summaries (one paragraph each) of Stem Cell Information, Chart and Report Cards are due in ATS by 11:59 PM on Sunday.

Week 8	Activities	Due
Oct. 20-24	Paper 1, Draft 2 in-class writing Paper 1, Draft 2 process begins.	Quiz 2 sentences, #6-#10, are due in ATS by 11:59 PM on Sunday.
Week 9	Activities	Due
Oct. 27-31	Paper 1, Draft 2 Evaluation Process continues. "Algebra: Basic Definitions"	Corrections to Quiz 2 sentences, #6-#10, are due in ATS by 11:59 PM on Sunday.
Week 10	Activities	Due
Nov. 3-7	Paper 1, Draft 2 Process finishes. "Why Do Americans Stink at Math?" "Six Myths in the New York Times Math Article by Elizabeth Green"	Quiz 3 sentences, #1-#5, are due in ATS by 11:59 PM on Sunday. Summaries (one paragraph each) of "Why Do Americans Stink at Math" and "Six Myths" are due in ATS by 11:59 PM on Sunday.
Week 11	Activities	Due
Nov. 10-14	"Is Algebra Necessary?" "Yes, Algebra Is Necessary" "The Nation's Report Card" Visit by West Math Professors	Corrections to Quiz 3 sentences, #1-#5, are due in ATS by 11:59 PM on Sunday. Summaries (one paragraph each) of "Is Algebra Necessary," "Yes, Algebra is Necessary," and "The Nation's Report Card" are due in ATS by 11:59 PM on Sunday.
Week 12	Activities	Due
Nov. 17-21	Paper 2, Draft 1 in-class writing Paper 2, Draft 1 process begins.	Quiz 3 sentences, #6-#10, are due in ATS by 11:59 PM on Sunday.
Week 13	Activities	Due
Nov. 27-30: Thanksgiving	Paper 2, draft 1 process finishes.	Corrections to Quiz 3 sentences, #6-#10, are due in ATS by 11:59 PM

Nov. 24-26		on Sunday.
Week 14	Activities	Due
Dec. 1-5	Paper 2, Draft 2 in-class writing. Paper 2, Draft 2 process begins.	
Week 15	Activities	Due
Dec. 8-12	Paper 2, Draft 2 process finishes.	
Week 16:	Activities	Due
Dec. 15-21	Final, In-Class Writing: Paper 1, Draft 3, and Paper 2, Draft 3. Wednesday, December 15 11:30 a.m. – 1:30 PM	

Assignments and Grading

1. PAPERS

Paper 1

Draft 1 – 5 points

Draft 2 – 5 points

Draft 3 – 10 points (FINAL)

20 Points Total

Paper 2

Draft 1 – 5 points

Draft 2 – 5 points

Draft 3 – 10 points (FINAL)

20 Points Total

2. QUIZZES

Quizzes 1, 2 & 3 and Related Sentence-Writing

3 @ 5 points each = 15 points total

3. PAPER EVALUATIONS

Paper 1 & 2 **"Workshop-ing the Essay"** Evaluation Process

2 @ 10 points each = 20 points

4. SUMMARIES

Summaries of Class Texts:

5 @ 5 points each = 25 points total

1.

"The Cask of Amontillado" (1846) by Edgar Allan Poe

<http://www.literature.org/authors/poe-edgar-allan/amontillado.html>

2.

"Stem Cell Information"

National Institutes of Health

<http://stemcells.nih.gov/Pages/Default.aspx>

3.

"Chart of the Week: The literacy-productivity connection" by Drew Desilver
Pew Research Center, October 11, 2013
<http://www.pewresearch.org/fact-tank/2013/10/11/chart-of-the-week-the-literacy-productivity-connection/>

"The Nation's Report Card"
2013 Mathematics and Reading
Source: National Assessment of Educational Progress (NAEP)
http://www.nationsreportcard.gov/reading_math_2013/#/

4.

"Why Do Americans Stink at Math?"
By ELIZABETH GREEN JULY 23, 2014
The New York Times
http://www.nytimes.com/2014/07/27/magazine/why-do-americans-stink-at-math.html?_r=0

"Six Myths in the New York Times Math Article by Elizabeth Green"
Tom Loveless | August 7, 2014 9:00am
<http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2014/08/07-new-york-times-math-loveless>

5.

"Is Algebra Necessary?" by Andrew Hacker, July 28, 2012
The New York Times
<http://www.nytimes.com/2012/07/29/opinion/sunday/is-algebra-necessary.html?pagewanted=all>

"Yes, Algebra Is Necessary" by Daniel Willingham, July 30, 2012
The Washington Post
http://www.washingtonpost.com/blogs/answer-sheet/post/yes-algebra-is-necessary/2012/07/30/gIOAr6xMKX_blog.html

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.

Class Texts

Paper 1: *The Hero's Journey – How to Understand What You Read So That You Can Write About It*

NOTE: You'll write this paper three times: Draft 1 for 5 points, Draft 2 for 10 points, and Draft 3 for 15 points (a total of 30 points). In the process of writing this paper, you will discuss the texts below with your instructor and peers and also write summaries of each text.

1.

- **Annotating a text - YouTube**

▶ 15:02 ▶ 15:02

www.youtube.com/watch?v=pf9CTJj9dCM

Jul 26, 2013 - Uploaded by HaynesEnglish

You need Adobe Flash Player to watch this video. Download it AP Language and Composition Annotating ...

- **Annotating Text lesson - YouTube**

▶ 10:33 ▶ 10:33

www.youtube.com/watch?v=jrly3EtnT8I

Nov 12, 2009 - Uploaded by EndOfTheHall2008

... video is unavailable. You need Adobe Flash Player to watch this video. ... Mix - Annotating Text lesson by ...

- **[Annotating a Non-Fiction Text - YouTube](#)**

▶ 2:40 ▶ 2:40

www.youtube.com/watch?v=puvXEZ60ZBU

Jan 15, 2012 - Uploaded by Kelly Lock

You need Adobe Flash Player to watch this video. Download it How to Annotate and Highlight a Text by ...

2.

"The Cask of Amontillado" (1846) by Edgar Allan Poe

<http://www.literature.org/authors/poe-edgar-allan/amontillado.html>

3.

"Stem Cell Information"

National Institutes of Health

<http://stemcells.nih.gov/Pages/Default.aspx>

4.

"Chart of the Week: The literacy-productivity connection" by Drew Desilver

Pew Research Center, October 11, 2013

<http://www.pewresearch.org/fact-tank/2013/10/11/chart-of-the-week-the-literacy-productivity-connection/>

5.

"The Nation's Report Card"

2013 Mathematics and Reading

Source: National Assessment of Educational Progress (NAEP)

http://www.nationsreportcard.gov/reading_math_2013/#/

6.

"How Does Your Community College Stack Up?"

CNN

Spring 2014

<http://money.cnn.com/pf/college/community-colleges/>

Paper 2: *The Hero's Journey: Learning to Like—and Pass!—Your Math Courses*

NOTE: You'll write this paper three times: Draft 1 for 5 points, Draft 2 for 10 points, and Draft 3 for 15 points (a total of 30 points). In the process of writing this paper, you will discuss the texts below with your instructor and peers and also write summaries of each text.

1.

- **[How to Reduce Math Anxiety - Professor ... - YouTube](#)**

▶ 3:53 ▶ 3:53

www.youtube.com/watch?v=xII7rLMLZSY

Mar 22, 2011 - Uploaded by mathprofessor1

... about basic math, algebra, study skills, math anxiety, learning styles and more. ... You need Adobe Flash ...

- **[Math Anxiety - YouTube](#)**

▶ 27:11 ▶ 27:11

www.youtube.com/watch?v=Ow3_7xytvmU

Jan 8, 2013 - Uploaded by Community Colleges of Spokane

OVERCOMING MATH ANXIETY Does the thought of going to math class make you sick! ... You need Adobe ...

- **[Math Basics : How to Deal With Math Anxiety - YouTube](#)**

▶ 3:20 ▶ 3:20

www.youtube.com/watch?v=KDGWMIIdND1k

Sep 29, 2010 - Uploaded by eHowEducation

The key to dealing with math anxiety is to have an open mind, time and patience. ... You need Adobe Flash ...

- **[Overcoming Math Anxiety!... The Best Ways?... - YouTube](#)**

▶ 4:26 ▶ 4:26

www.youtube.com/watch?v=eOeDKKszVOo

Nov 23, 2009 - Uploaded by overcominganxiety11

You need Adobe Flash Player to watch this video. ... Learn secrets to overcoming math anxiety effectively ...

2.

"Algebra: Basic Definitions"

Math is Fun

<http://www.mathsisfun.com/algebra/definitions.html>

3.

"Why Do Americans Stink at Math?"

By ELIZABETH GREEN JULY 23, 2014

The New York Times

http://www.nytimes.com/2014/07/27/magazine/why-do-americans-stink-at-math.html?_r=0

4.

"Six Myths in the New York Times Math Article by Elizabeth Green"

Tom Loveless | August 7, 2014 9:00am

<http://www.brookings.edu/blogs/brown-center-chalkboard/posts/2014/08/07-new-york-times-math-loveless>

5.

"Is Algebra Necessary?" by Andrew Hacker, July 28, 2012

The New York Times

<http://www.nytimes.com/2012/07/29/opinion/sunday/is-algebra-necessary.html?pagewanted=all>

6.

"Yes, Algebra Is Necessary" by Daniel Willingham, July 30, 2012

The Washington Post

http://www.washingtonpost.com/blogs/answer-sheet/post/yes-algebra-is-necessary/2012/07/30/gJQAr6xMKX_blog.html

7.

"The Nation's Report Card"

2013 Mathematics and Reading

Source: National Assessment of Educational Progress (NAEP)

http://www.nationsreportcard.gov/reading_math_2013/#/

8. In-Class Visit of West Los Angeles College Math Professor(s): Your Mathematics Pathway at West and How to Succeed in Math Courses at West L.A. College

GRAMMAR/MECHANICS (*In a reading/writing class, mechanics means punctuation and spelling*)

Free Online Textbook: *The Beginning Writer's Toolbox* (Resources, left menu, 8th item down)

Vocabulary Words: "The Cask of Amontillado"

1. [cask](#)

a cylindrical container that holds liquids

EXAMPLE SENTENCE:

We had passed through walls of piled bones, with **casks** and puncheons intermingling, into the inmost recesses of the catacombs.



2. [injury](#)

any physical damage to the body caused by violence or accident or fracture etc.

EXAMPLE SENTENCE:

THE thousand **injuries** of Fortunato I had borne as I best could; but when he ventured upon insult, I vowed revenge.



3. [venture](#)

proceed somewhere despite the risk of possible dangers

EXAMPLE SENTENCE:

THE thousand injuries of Fortunato I had borne as I best could; but when he **ventured** upon insult, I vowed revenge.



4. [insult](#)

a rude expression intended to offend or hurt

EXAMPLE SENTENCE:

THE thousand injuries of Fortunato I had borne as I best could; but when he ventured upon **insult**, I vowed revenge.



5. [vow](#)

make a vow; promise

EXAMPLE SENTENCE:

THE thousand injuries of Fortunato I had borne as I best could; but when he ventured upon insult, I **vowed** revenge.



6. [revenge](#)

action taken in return for an injury or offense

EXAMPLE SENTENCE:

THE thousand injuries of Fortunato I had borne as I best could; but when he ventured upon insult, I vowed **revenge**.



7. [threat](#)

declaration of an intention or a determination to inflict harm on another

EXAMPLE SENTENCE:

You, who so well know the nature of my soul, will not suppose, however, that I gave utterance to a **threat**.



8. [avenge](#)

take revenge for a perceived wrong

EXAMPLE SENTENCE:

At length I would be **avenged**; this was a point definitively settled—but the very definitiveness with which it was resolved, precluded the idea of risk.



9. [preclude](#)

make impossible, especially beforehand

EXAMPLE SENTENCE:

At length I would be avenged; this was a point definitively settled—but the very definitiveness with which it was resolved, **precluded** the idea of risk.



10. [impunity](#)

exemption from punishment or loss

EXAMPLE SENTENCE:

I must not only punish, but punish with **impunity**.



11. [retribution](#)

the act of correcting for your wrongdoing

EXAMPLE SENTENCE:

A wrong is unredressed when **retribution** overtakes its redresser.



12. [wont](#)

an established custom

EXAMPLE SENTENCE:

I continued, as was my **wont**, to smile in his face, and he did not perceive that my smile now was at the thought of his immolation.

✓
13. [virtuoso](#)

having or revealing supreme mastery or skill

EXAMPLE SENTENCE:

Few Italians have the true **virtuoso** spirit.

✓
14. [imposture](#)

pretending to be another person

EXAMPLE SENTENCE:

For the most part their enthusiasm is adopted to suit the time and opportunity—to practise **imposture** upon the British and Austrian millionaires.

✓
15. [accost](#)

speak to someone

EXAMPLE SENTENCE:

He **accosted** me with excessive warmth, for he had been drinking much.

✓
16. [motley](#)

consisting of a haphazard assortment of different kinds

EXAMPLE SENTENCE:

The man wore **motley**.

✓
17. [surmount](#)

be on top of

EXAMPLE SENTENCE:

He had on a tight-fitting parti-striped dress, and his head was **surmounted** by the conical cap and bells.

✓
18. [impose](#)

impose something unpleasant

EXAMPLE SENTENCE:

"My friend, no; I will not **impose** upon your good nature.

✓
19. [insufferable](#)

used of persons or their behavior

EXAMPLE SENTENCE:

The vaults are **insufferably** damp.

✓
20. [imposed](#)

set forth authoritatively as obligatory

EXAMPLE SENTENCE:

You have been **imposed** upon.

✓
21. [abscond](#)

run away; usually includes taking something or somebody along

EXAMPLE SENTENCE:

There were no attendants at home; they had **absconded** to make merry in honor of the time.

✓

22. [explicit](#)
precisely and clearly expressed or readily observable; leaving nothing to implication
EXAMPLE SENTENCE:
I had told them that I should not return until the morning, and had given them **explicit** orders not to stir from the house.
- ✓
23. [insure](#)
make certain of
EXAMPLE SENTENCE:
These orders were sufficient, I well knew, to **insure** their immediate disappearance, one and all, as soon as my back was turned.
- ✓
24. [gait](#)
a person's manner of walking
EXAMPLE SENTENCE:
The **gait** of my friend was unsteady, and the bells upon his cap jingled as he strode.
- ✓
25. [gleam](#)
a flash of light (especially reflected light)
EXAMPLE SENTENCE:
"It is farther on," said I; "but observe the white web-work which **gleams** from these cavern walls."
- ✓
26. [precious](#)
held in great esteem for admirable qualities especially of an intrinsic nature
EXAMPLE SENTENCE:
"Come," I said, with decision, "we will go back; your health is **precious**."
- ✓
27. [repose](#)
lie when dead
EXAMPLE SENTENCE:
"I drink," he said, "to the buried that **repose** around us."
- ✓
28. [azure](#)
of a deep somewhat purplish blue color similar to that of a clear October sky
EXAMPLE SENTENCE:
"A huge human foot d'or, in a field **azure**; the foot crushes a serpent rampant whose fangs are imbedded in the heel."
- ✓
29. [rampant](#)
unrestrained and violent
EXAMPLE SENTENCE:
"A huge human foot d'or, in a field azure; the foot crushes a serpent **rampant** whose fangs are imbedded in the heel."
- ✓
30. [fang](#)
hollow or grooved tooth of a venomous snake; used to inject its poison
EXAMPLE SENTENCE:
"A huge human foot d'or, in a field azure; the foot crushes a serpent rampant whose **fangs** are imbedded in the heel."
- ✓
31. [recess](#)

an enclosure that is set back or indented

EXAMPLE SENTENCE:

We had passed through walls of piled bones, with casks and puncheons intermingling, into the inmost **recesses** of the catacombs.

✓
32. [gesticulation](#)

a deliberate and vigorous gesture or motion

EXAMPLE SENTENCE:

He laughed and threw the bottle upwards with a **gesticulation** I did not understand.

✓
33. [grotesque](#)

distorted and unnatural in shape or size; abnormal and hideous

EXAMPLE SENTENCE:

He repeated the movement—a **grotesque** one.

✓
34. [comprehend](#)

get the meaning of something

EXAMPLE SENTENCE:

"You do not **comprehend**?" he said.

✓
35. [jest](#)

act in a funny or teasing way

EXAMPLE SENTENCE:

"You **jest**," he exclaimed, recoiling a few paces.

✓
36. [recoil](#)

spring back; spring away from an impact

EXAMPLE SENTENCE:

"You **jest**," he exclaimed, **recoiling** a few paces.

✓
37. [cloak](#)

a loose outer garment

EXAMPLE SENTENCE:

"Be it so," I said, replacing the tool beneath the **cloak**, and again offering him my arm.

✓
38. [arch](#)

(architecture) a masonry construction (usually curved) for spanning an opening and supporting the weight above it

EXAMPLE SENTENCE:

We passed through a range of low **arches**, descended, passed on, and descending again, arrived at a deep crypt, in which the foulness of the air caused our flambeaux rather to glow than flame.

✓
39. [descend](#)

move downward and lower, but not necessarily all the way

EXAMPLE SENTENCE:

We passed through a range of low arches, **descended**, passed on, and **descending** again, arrived at a deep crypt, in which the foulness of the air caused our flambeaux rather to glow than flame.

✓
40. [crypt](#)

a cellar or vault or underground burial chamber (especially beneath a church)

EXAMPLE SENTENCE:

At the most remote end of the **crypt** there appeared another less spacious.



41. [remote](#)

located far away spatially

EXAMPLE SENTENCE:

At the most **remote** end of the crypt there appeared another less spacious.



42. [spacious](#)

(of buildings and rooms) having ample space

EXAMPLE SENTENCE:

At the most remote end of the crypt there appeared another less **spacious**.



43. [colossal](#)

so great in size or force or extent as to elicit awe

EXAMPLE SENTENCE:

It seemed to have been constructed for no especial use in itself, but formed merely the interval between two of the **colossal** supports of the roof of the catacombs, and was backed by one of their circumscribing walls of solid granite.



44. [vain](#)

unproductive of success

EXAMPLE SENTENCE:

But to these words I hearkened in **vain** for a reply.



45. [endeavor](#)

attempt by employing effort

EXAMPLE SENTENCE:

It was in vain that Fortunato, uplifting his dull torch, **endeavored** to pry into the depths of the recess.



46. [pry](#)

to move or force, especially in an effort to get something open

EXAMPLE SENTENCE:

It was in vain that Fortunato, uplifting his dull torch, endeavored to **pry** into the depths of the recess.



47. [termination](#)

a place where something ends or is complete

EXAMPLE SENTENCE:

Its **termination** the feeble light did not enable us to see.



48. [feeble](#)

pathetically lacking in force or effectiveness

EXAMPLE SENTENCE:

Its termination the **feeble** light did not enable us to see.



49. [extremity](#)

the outermost or farthest region or point

EXAMPLE SENTENCE:

In an instant he had reached the **extremity** of the niche, and finding his progress arrested by the rock, stood stupidly bewildered.

- ✓
50. [niche](#)
a small concavity
EXAMPLE SENTENCE:
In an instant he had reached the extremity of the **niche**, and finding his progress arrested by the rock, stood stupidly bewildered.
- ✓
51. [fetter](#)
restrain with fetters
EXAMPLE SENTENCE:
A moment more and I had **fettered** him to the granite.
- ✓
52. [astound](#)
affect with wonder
EXAMPLE SENTENCE:
He was too much **astounded** to resist.
- ✓
53. [resist](#)
withstand the force of something
EXAMPLE SENTENCE:
He was too much astounded to **resist**.
- ✓
54. [implore](#)
call upon in supplication; entreat
EXAMPLE SENTENCE:
Once more let me **implore** you to return.
- ✓
55. [mortar](#)
used as a bond in masonry or for covering a wall
EXAMPLE SENTENCE:
Throwing them aside, I soon uncovered a quantity of building stone and **mortar**.
- ✓
56. [indication](#)
something that serves to indicate or suggest
EXAMPLE SENTENCE:
The earliest **indication** I had of this was a low moaning cry from the depth of the recess.
- ✓
57. [obstinate](#)
tenaciously unwilling or marked by tenacious unwillingness to yield
EXAMPLE SENTENCE:
There was then a long and **obstinate** silence.
- ✓
58. [cease](#)
put an end to a state or an activity
EXAMPLE SENTENCE:
The noise lasted for several minutes, during which, that I might hearken to it with the more satisfaction, I **ceased** my labors and sat down upon the bones.
- ✓
59. [subside](#)
wear off or die down
EXAMPLE SENTENCE:

When at last the clanking **subsided**, I resumed the trowel, and finished without interruption the fifth, the sixth, and the seventh tier.

✓
60. [resume](#)

take up or begin anew

EXAMPLE SENTENCE:

When at last the clanking subsided, I **resumed** the trowel, and finished without interruption the fifth, the sixth, and the seventh tier.

✓
61. [succession](#)

a following of one thing after another in time

EXAMPLE SENTENCE:

A **succession** of loud and shrill screams, bursting suddenly from the throat of the chained form, seemed to thrust me violently back.

✓
62. [shrill](#)

having or emitting a high-pitched and sharp tone or tones

EXAMPLE SENTENCE:

A succession of loud and **shrill** screams, bursting suddenly from the throat of the chained form, seemed to thrust me violently back.

✓
63. [noble](#)

a titled peer of the realm

EXAMPLE SENTENCE:

It was succeeded by a sad voice, which I had difficulty in recognising as that of the **noble** Fortunato.

✓
64. [aperture](#)

a natural opening in something

EXAMPLE SENTENCE:

I thrust a torch through the remaining **aperture** and let it fall within.

✓
65. [hasten](#)

move fast

EXAMPLE SENTENCE:

I **hastened** to make an end of my labor.

✓
66. [rampart](#)

an embankment built around a space for defensive purposes

EXAMPLE SENTENCE:

Against the new masonry I re-erected the old **rampart** of bones.

✓
67. [mortal](#)

a human being

EXAMPLE SENTENCE:

For the half of a century no **mortal** has disturbed them.

✓
68. [disturb](#)

change the arrangement or position of

EXAMPLE SENTENCE:

For the half of a century no mortal has **disturbed** them.

Fabulous, FREE Online Source:
<http://www.vocabulary.com/lists/137480#view=notes>

Course Essay Rubric

Rubric for Papers			
Rubric for English 21 Student Learning Outcomes (SLOs)			
Criterion	1. Does not demonstrate SLO adequately	2. Demonstrates SLO adequately	3. Demonstrates SLO more than adequately.
C O N T E N T	1. Lacks clear thesis/focus and persuasive purpose, and may be off topic. 2. Does not support thesis adequately.	1. Has thesis/focus and persuasive purpose. 2. Provides sufficient, but minimal support for thesis.	1. Has clear thesis/focus and persuasive purpose. 2. Supports thesis with 2-3 or all of these types of evidence: facts, expert opinions, relevant anecdotes, and descriptions of situations and events.
O R G A N I Z A T I O N	1. Lacks some necessary and appropriate transitions between sentences and paragraphs, and essay may be one paragraph. 2. Orders ideas and support for thesis randomly.	1. Contains sufficient transitions between sentences and paragraphs. 2. Orders ideas and support for thesis logically.	1. Contains sufficient and appropriate transitions between sentences and paragraphs, so paper seems stylistically superior. 2. Orders ideas and support for thesis thoughtfully and logically, allowing reader to comprehend content easily.
G R A M M A R	1. Contains simple vocabulary and sentence structure. 2. Features many	1. Contains some college-level vocabulary and sentences with more than one clause.	1. Contains appropriate college-level vocabulary and a variety of sentences that

/ M E C H A N I C S	different kinds of distracting errors that stop reader from focusing on content: grammar, spelling, punctuation, wrong words, awkward/garbed phrasing.	2. Has some English usage errors, but these errors do not distract reader from focusing on content.	help essay to read well and seem stylistically superior. 2. May have some English usage errors, but these errors are minor and do not distract reader from focusing on content.
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Discussion Rubric

Rubric for 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. Answer each set of questions the instructor asks, but stay focused on the current set of questions the instructor asks. Do NOT attempt to answer questions from a previous week or weeks.
4. Offer your own thoughts/ideas about the instructor's questions and discussion texts; do not simply parrot others' thoughts/ideas or agree with their opinions.
5. Dialogue with one or two peers regarding their thoughts/ideas about instructor questions/discussion texts.
6. Run a spell/grammar check on all discussion postings, and use font Times-New Roman, size 12, 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: Last Day to Add, Drop...

Fall Semester 2014:

Traditional Semester	
SESSION PERIOD	Classes start Sept 2 Sept 1 - Dec 21
APPLICATIONS ACCEPTED BEGINNING	Tues, Apr 2
REGISTRATION BEGINS	
-Priority (<i>EOPS, DSPS, Veterans, Foster Care Youth & CalWORKs</i>)	Begins May 7
-Continuing Students	Begins May 12
-New & Returning Students	Begins May 19
Special Registration Hours Aug 25 - Sept 12	Mon - Thur: 8:30a - 7:00p Fri 8:30a - 2:00p closed Sat/Sun
M-F CLASSES Begin	TUES, SEPT 2
Sat CLASSES Begin	SAT, SEPT 6
FINALS (pdf schedule - scroll to pg 2)	Dec 15 - 21
LAST DAY TO	
Apply In-Person	All Year
Determine Residency	Aug 15
File Pre-requisite / Challenge Petition	Aug 15
Add Traditional Classes	Aug 31 online Sept 12 in-person
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
GRADUATION PETITION ACCEPTED	Apr 28 - Nov 14
CAMPUS CLOSED	Labor Day, Sept 1 Veteran's Day, Nov 11 Thanksgiving Nov 27 - 30

NOTE: Short-term courses and other accelerated program classes have different deadlines. Please check with your instructor.

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

dsp@wlac.edu

Hours

Monday-Thursday: 8:30 a.m. - 4:30 p.m.

Friday: 9 a.m. - 1 p.m.

Saturday: CLOSED

Plagiarism (Cheating)

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.