



**Division:** Language Arts  
**Course name:** (English 103: Composition and Critical Thinking)  
**Section:** 8229 / Semester Fall 15 (Late Start)

**Instructor Name:** Kristin Jones

**School Website:** [www.wlac.edu](http://www.wlac.edu)

**Online Office Hours:** Most Mondays and Wednesdays  
jonesk@wla.edu  
12-1pm and by email Monday-Friday.

**Instructor E-mail:**

## Welcome

This semester, you will work to develop your writing, reading, vocabulary, critical thinking and argumentation skills. The goal is for you to be a better reader, thinker and more confident writer by the end of this course. You will build on what you learned in English 101. This course will teach you not only how to construct your own well reasoned and presented arguments, but also empower you to constructively discuss, analyze and critique the arguments of others. The skills you learn here will help you succeed both in and out of class. However, your education is ultimately YOUR responsibility. YOU determine your level of success. Successful college students are self-motivated, and they ask questions. Successful college students understand the importance of studying the material, coming to class prepared and practicing skills learned. YOU CAN DO IT and I'm here to help.

## English 103 Course Description:

English 103 meets the transfer critical thinking requirement, and is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 101. Accordingly, the assignments in essay writing, rhetorical analysis, and critical reading are rigorous. Based on non-fiction writings, the course will focus on the development of logical reasoning and analytical and argumentative writing skills.

## Required Texts

Inform students how to acquire material not found in the bookstore. List required textbook and readings.

Title: *Everything is An Argument* Andrea A. Lunsford (Author), John J. Ruskiewicz (Author), Keith Walters (Author)

**Publisher:** Bedford/St. Martin's; Sixth Edition edition (October 5, 2012)

**ISBN-13:** 978-1457606069

Title: *Do What you Love and Other Lies About Happiness and Success* by Miya Tokumitsu

**Publisher:** Regan Arts. (August 11, 2015)

**ISBN-13:** 978-1941393475

Title: *No Logo* by Naomi Klein

**Publisher:** Fourth Estate; 10th Anniversary Edition (21 Jan. 2010)

**ISBN-13:** 978-0007340774

### Required Materials

- Required Books
- Regular access to the internet.

### Course Objectives: (use COR / ECD approved objectives)

Upon successful completion of this course, students will be able to . . .

1. Read and critically evaluate college-level material from a variety of sources, ideally representing a multicultural perspective.
2. Identify and analyze the structure of arguments underlying the texts read.
3. Evaluate the validity and soundness of arguments; recognize and avoid logical fallacies and distinguish fact from opinion in reading, class discussion, and writing.
4. Develop and practice the inductive and deductive skills needed for close reading and lucid writing.
5. Discover, evaluate, and cite reliable academic research sources for uses in the development of the student's own writing; use appropriate MLA citations/works cited.
6. Understand the components of the persuasive essay.
7. Draft, write, and revise an effective persuasive essay that uses evidence effectively and shows knowledge of different types of evidence.
8. Demonstrate continued development in writing correct and sophisticated college-level English prose.
9. Use writing to construct meaning as critical thinkers and responsible citizens.
10. Learn to write effective academic prose for different audiences and purposes, with an emphasis on argumentation.

### Student Learning Outcomes (SLO)

**Outcome:** At the end of the course, the successful student will be able to argue a point and support it (in writing) using extensive evidence from outside sources. Evaluate arguments and rhetorical strategies for effectiveness and detect any logical fallacies.

**Assessment:** A successful student will write a variety of essays that evaluate logic in texts for logic and effectiveness. The student will also present clear, coherent and effective arguments in class writing and discussion.

**Outcome:** Demonstrate an understanding of how textual interpretation varies with different readers and different historical contexts.

**Assessment:** A successful student will demonstrate this understanding by thoughtfully engaging in online discussion boards and written assignments such as essays, exams and reading quizzes.

### Course Requirements and assignment guidelines

#### Discussion Board Responses

You are required to post weekly responses to various topics related to the class and the world around us on the weekly discussion board. Discussion Board Responses should be at least 4-5 complete

sentences. Support your ideas. State your point and back them with facts, evidence from the text or personal anecdotes. Stay on topic. Respond to each other's comments in a respectful manner. Keep in mind comments will be read by me and others in class. Therefore, refrain from making any deeply personal, sensitive, revealing, private and inappropriate comments.

### Quizzes

Quizzes will be given regularly to ensure that you are keeping up with the readings and attending class. Missed quizzes cannot be made up. Quizzes and any other assignments will be found under the 'Assignments, Tests, and Surveys' tab on ETUDES.

### Essays

Essays provide you the opportunity to practice and demonstrate skills learned in class..

**Other assignments, as listed below, will occur in class and serve to reinforce learning:**

- Discussion Questions and Other Short Responses
- Exams: Timed Midterm and Final

### Late Assignments

Each student is allowed a three day grace period on all assignments other than timed exams and quizzes. After this period, no late work will be accepted.

## Grading

Assignment Category	# of Assign.	Points Per Assignment	Total Points	% of Total Grade
<b>Quizzes</b>	<b>5</b>	<b>20</b>	<b>100</b>	<b>10%</b>
<b>Discussion Board Responses</b>	<b>10</b>	<b>10</b>	<b>100</b>	<b>10%</b>
<b>Short Assignments</b>	<b>5</b>	<b>20</b>	<b>100</b>	<b>10%</b>
<b>Essays</b>		-		
<i>Analyzing an Argument Essays</i>	2	100	200	20%
<i>Research Essay and Components</i>	1	300	300	30%
<b>Mid-Term (Timed Essay)</b>	<b>1</b>	<b>100</b>	<b>100</b>	<b>10%</b>
<b>Final</b>	<b>1</b>	<b>100</b>	<b>100</b>	<b>10%</b>
<b>Grand Total</b>	<b>34</b>	<b>-</b>	<b>1000</b>	<b>100%</b>
900 - 1000 = <b>A</b>	800 - 899 = <b>B</b>	700 - 799 = <b>C</b>	600 - 699 = <b>D</b>	599 and below = <b>F</b>

## Class Policies

### Attendance/ Regular Log In

New assignments and Modules will opening very regularly, especially since this is an accelerated 8 week course. Because of this regular log into ETUDES-NG Monday-Thursday is mandatory and essential for success in this course. If you fail to log onto the course for a full week, you will be in danger of being dropped. Please note: If you decide not to continue with the class, it is your responsibility to drop the class to avoid a failing mark at the end of the term.

## Preparedness

You are expected complete the assigned modules, assignments and course reading EVERY week! If you don't do this, you will fall behind. This will have an extremely negative effect in such a short course. Keep in mind, that we are fitting a 16-week course into 8 weeks. Please plan ahead in order to always be prepared. You can do it!

## “Netiquette” and “Civilogue”

The term “netiquette” is a combination of the words internet and etiquette. The term “civilogue” is a combination of the words civil and dialogue. Both terms, as well as the words used to create them, are essential to the class. You may not agree with the views and opinions expressed by your peers, but you don't have the right to be disrespectful. Personal attacks, profanity, vulgarity and comments that are not productive additions to the conversation will be deleted and you will not receive credit for the assignment.

## Contacting Me

E-mail is the best and quickest way to contact me. Thanks to modern technology, my e-mail is linked to my phone. Therefore, excuses such as, “I tried to contact you but (fill in the blank)” will not work. **If you have a problem, do not let it snowball. Contact me immediately. Students are expected to ask questions and obtain help from instructor via email . I will respond to your email within 24 hours. Please note that I do not check email regularly over the weekend.**

## College Policies:

### Academic Integrity (Plagiarism)

In accordance with code 9803.28, **academic dishonesty is prohibited and will not be tolerated in this class.** Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

- **Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college. You will not receive credit for any essay missing previous drafts, citations and/or a Works Cited page.**

### Student Conduct

According to code 9803.15, disruption of classes or college activities is prohibited and will not be tolerated. Refer to the catalog and the Standards of Student Conduct in the Schedule of Classes for more information.

### Recording Devices

State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog).

## Campus Resources

As stated earlier in this syllabus, **if you are having problems, don't let them snowball.** Come and talk with me and check out some of the campus resources available to you.

### Office of Disabled Student Programs and Services (DSP&S)

Student Services Building (SSB) 320 | (310) 287-4450.

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog).

### Instructional Support (Tutoring) & Learning Skills Center

Heldman Learning Resources Center (HLRC) | (310) 287-4486

Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with convenient, self-paced computer-aided courses in the Learning Skills Center. Increase your knowledge and learning success: sign up for tutoring in various college subjects (WLAC College Catalog).

### Library Services

Heldman Learning Resources Center (HLRC) | (310) 287-4269 & (310) 287-4486

The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. In addition to a large collection of books, periodicals and videos the WLAC Library has course textbooks which students may use while in the Library. Web access is available in LIRL as well as meeting rooms. The upper floors provide a beautiful view ideal for study (WLAC College Catalog).

## English 103 Class Schedule – Fall 2015

Online

Book Abbreviation Key: *Everything is an Argument* = EIAA    *Do What You Love* = DWYL  
*No Logo* = NG

**NOTE: This syllabus and class schedule is subject to change if circumstances warrant it.  
 Expect revisions and divergences.**

Week	Date	Course topics	Assignment
The Way We Speak v. Formal Writing			
1	10/26-10/30	<ul style="list-style-type: none"> <li>Welcome &amp; introduction</li> <li>Review syllabus and course policies</li> <li>What is an Argument?</li> <li>Where do we encounter arguments?</li> <li>How can we begin to recognize and think critically about arguments?</li> </ul>	<ul style="list-style-type: none"> <li>Purchase books and materials</li> <li>Get familiar with the ETUDES Platform</li> <li>Read Week 1 modules</li> <li>Advertisement Exercise</li> <li>Discussion Board Topics</li> </ul>

2	11/2-11/6	<ul style="list-style-type: none"> <li>Analyzing arguments in Detail</li> <li>Logical Fallacies</li> <li>Essay # 1 Topic</li> </ul>	<ul style="list-style-type: none"> <li>Week 2 Discussion Boards</li> <li>Reading in <i>EIAA</i> (See Module for page numbers)</li> <li>Logical Fallacy Quiz # 1</li> <li>Brainstorming Essay # 1</li> </ul>
3	11/9-11/13	<ul style="list-style-type: none"> <li>Discuss assigned Reading</li> <li>Essay # 2 Topic</li> <li>Considering argument in the media</li> </ul>	<ul style="list-style-type: none"> <li>Essay # 1 Due</li> <li>Week Three Discussion Boards</li> <li>Reading in <i>No Logo and EIAA</i> (See Module for Assigned reading.</li> <li>Quiz # 2</li> </ul>
4	Mon. 11/16-11/20	<ul style="list-style-type: none"> <li>Discuss and analyze assigned reading.</li> <li>Review and reflect in preparation for the midterm</li> </ul>	<ul style="list-style-type: none"> <li>Essay #2 Due</li> <li>Week Four Discussion Boards</li> <li>Reading in <i>No Logo</i> (See module for page numbers)</li> <li>Quiz #3</li> <li>Midterm timed argument response</li> </ul>
5	11/23-11/27	<ul style="list-style-type: none"> <li>Review research Methods</li> <li>Discuss reading</li> <li>Review Logical Fallacies</li> <li>Discuss the visualization of arguments</li> <li>HAPPY THANKSGIVING!!</li> </ul>	<ul style="list-style-type: none"> <li>Week five Discussion Boards</li> <li>Read in <i>DWYL</i> and <i>EIAA</i> (See module for page numbers)</li> <li></li> <li>Brainstorm exercises</li> </ul>
6	11/30-12/4	<ul style="list-style-type: none"> <li>Discuss readings</li> <li>Constructing an effective extended argument</li> <li>Avoiding argument pitfalls</li> </ul>	<ul style="list-style-type: none"> <li>Read in <i>DWYL</i> (See module for page numbers)</li> <li>Week Six Discussion Boards</li> <li>Brainstorm for research essay</li> <li>Quiz # 4</li> </ul>
7	Mon. 12/7-12/11	<ul style="list-style-type: none"> <li>Discuss reading</li> <li>Outline research Essay</li> </ul>	<ul style="list-style-type: none"> <li>Week Seven Discussion Boards</li> <li>Quiz # 5</li> </ul>

			<ul style="list-style-type: none"> <li>• Finish <i>DWYL</i></li> <li>• Outline of research Essay Due</li> </ul>
8	Mon. 12/14- 12/18	<ul style="list-style-type: none"> <li>• Wrap up</li> <li>• YOU made it! Well done!!</li> </ul>	<ul style="list-style-type: none"> <li>• Research Essay Due</li> <li>• Final Exam</li> <li>• Final Discussion Board</li> <li>•</li> </ul>