



Division: Language Arts

Course name: English 28: Intermediate Reading and Composition)

Section: 0967 / Semester Fall 2015

Instructor Name: Nancy Goldberg

School Website: www.wlac.edu

Class Hours: Tuesday & Thursday
1:00 to 3:10

9000 Overland Ave., Culver City, CA 90230

GC-150

Office Hours: Tuesday & Thursday

Instructor E-mail: godberg7@gmail.com

Immediately following class as needed

Welcome

This semester, you will develop your writing, reading, discussion, vocabulary and critical thinking skills. You will also review and practice fundamental grammar and mechanics. The overall goal is that you will become a better reader, thinker and more confident writer by the end of this course. 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. Successful college students understand the importance of studying the material, coming to class prepared and practicing skills learned. YOU CAN ACHIEVE THIS, and I'm here to help. 😊

Course Description:

attached link: http://ecd.laccd.edu/CC_Search_1.aspx

This is an intermediate course in written composition and critical thinking. It is a prerequisite for English 101. The course emphasizes academic writing based primarily on critical close reading. Six compositions of 500-700 words are required. *Prerequisite: Completion of English 21 with a grade of "C" or better or appropriate placement level demonstrated through the English assessment process.*

Required Texts:

The Elements of Style

By William Strunk, Jr.

Finding Flow

By Mihaly Csikszentmihalyi

Recommended Materials:

Dictionary – *Webster's New World College Dictionary* or *American Heritage College Dictionary*

Recommended Reading: Reading Like a Writer *MLA Reference in West Guide to Writing*

By Boutry Norris-Bell & Bailey-Hoffman

- three ring binder or comparable folder
- 8 ½ x 11 notebook paper (wide lined preferred)
- 2 Blue or Green Composition Books (WLAC bookstore)
- #2 pencils, blue or black pens,

Student Objectives:

See attached link: http://ecd.laccd.edu/CC_Search_1.aspx

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

- A. Identify and restate an author's thesis or main idea, whether it is stated or implied, and identify an author's main support points and organizing features.
- B. Evaluate the quality and reliability of support.
- C. Explain the author's tone and how it functions in the text.
- D. Recognize connections between two or more authors' ideas.
- E. Demonstrate mastery of subject/verb agreement and other common grammar and punctuation errors including: subject/verb agreement, past participle and illogical shifts in verb tense, punctuation (comma, semi-colon, and apostrophe), pronoun agreement, case, and reference.
- F. Compose essays that respond effectively to a topic based on one or more assigned readings.
- G. Prepare essays of 500-750 words that include clearly stated thesis statements and detailed support.
- H. Assemble essays that have clearly organized introductions, bodies and conclusions, and develop well-supported arguments.
- I. Employ vocabulary specific to convey intended ideas, as well as references to one's own experiences, ideas and observations.
- J. Differentiate rhetorical features such as compare-contrast, definition, description and argument, and analyze effective arguments.
- K. Employ MLA style and revise writing for content and mechanics.
- L. Identify which campus resources can promote academic success and facilitate transfer to four-year colleges and universities.

Student Learning Outcome* - SLO for English 28

At the conclusion of this course a successful student of this course will be able to argue a point or position and support it in writing with multiple examples and limited outside sources.

Institutional Learning Outcomes (ILOs) & SLO (use COR / ECD for approved SLOs)

See link: http://ecd.laccd.edu/CC_Search_1.aspx

This course will also facilitate the following Institutional Learning Outcomes:

- A. Critical Thinking: We will analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.
- B. Communication: We will effectively communicate thoughts in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.
- C. Self-awareness/Interpersonal Skills: We will apply self-assessment and reflective strategies to interpersonal, work, community, career, and educational pathways.
- D. Technical Competence: We will use the appropriate technology effectively for informational, academic, personal, and professional needs.
- E. Cultural Diversity: We will respectfully engage with other cultures in an effort to understand them.
- F. Ethics: We will practice and demonstrate standards of personal and professional integrity, honesty and fairness and apply ethical principles in submissions of our college work.

Course Requirements and assignment guidelines

Brief written Responses

You are requested to write periodic responses to various topics related to the class and the world around us. Brief Responses should be at least 3-8 complete sentences. Support your ideas. State your points and back them with facts, supports and personal anecdotes. Stay on topic. Keep in mind comments may be read in class. Therefore, refrain from making any deeply personal, sensitive, revealing, private or inappropriate comments. **NOTE: These assignments are to be typed and handed in when assigned.**

Quizzes

Quizzes will be given periodically to ensure that you are keeping up with the readings and attending class. Missed quizzes cannot be made up, even if you arrive late to class.

Essays

Essays provide you the opportunity to practice and demonstrate some skills you've learned in class. Previous drafts must be attached to final essays. **NOTE: All writing assignments, except those designated as "in class" writing assignments, must be typed.**

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

- Brief Writing Responses Quizzes
- Exams: Midterm and Final

Late Assignments

Each student is allowed one late essay assignment. It must be turned in by the next class meeting to receive credit and the grade will be reduced. DO NOT e-mail me your essays and other typed assignments, unless requested to do so. Other late assignments will not be accepted.

Grading

Assignment Category	# of Assign.	Points Per Assignment	Total Points	% of Total Grade
Quizzes	5	20	100	10%
Brief written Responses	10	10	100	10%
Presentation	1	100	100	10%
Essays	6	-		50%
<i>In Class Essay</i>	2	100	200	-
<i>Out of Class Essays</i>	4	100	400	-
Mid-Term	1	100	100	10%
Final	1	100	100	10%
Grand Total	30	550-	1000	100%
900 - 1000 = A	800 - 899 = B	700 - 799 = C	600 - 699 = D	599 and below = F

Class Policies

Attendance

Because class discussions and group work are an integral part of this course, attendance is mandatory. Up to 3 absences are allowed. After that, you could be dropped. Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. **Excessive absenteeism will lower your grade, as well as walking in and out of class.** 3 tardies = 1 absence. Students may be dropped from class for excessive tardiness, or for failure to attend class the first day or during the entire first week of the class.

Walking In and Out of Class

When you arrive to class, make sure you have used the restroom, had a chance to eat, check your messages, etc. Walking in and out is rude and disruptive. If you need to leave early, or have some other problem, you need to notify me in advance. **Any student who makes a habit of walking in and out of class may be asked to leave.**

Preparedness

You are expected to arrive on time. You need to come to each class session well prepared. You must have your books, binder/folder, pens/pencils, any work that is due, and be prepared to discuss all readings/assignments.

Cell Phones, iPods, etc.

Turn them off and put them away when class begins! Although it may not seem possible, you can survive without talking and texting on your cell phone, or listening to your iPod, for a little over an hour. Talking and texting on cell phones not only distract you, but they are a distraction to me and your peers. Distractions interrupt/disrupt the class and I will not tolerate interruptions. **You will be asked to leave if this offence occurs.**

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 and/or during office hours.**

Refer to the course website/blog for more information on UMOJA policies

http://www.wlac.edu/academics/pdf/WLAC_10-12Catalog_Policies.pdf

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, the exception being a group assignment, paper or project when the instructor has specifically stated students may cooperate, submitting the same term paper to more than one instructor, or allowing another individual to assume your identity for the purpose of enhancing his or her 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).

http://www.wlac.edu/academics/pdf/WLAC_10-12Catalog_Policies.pdf

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)

Heldman Learning Resources Center (HLRC), Room 119 | (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).

for more information refer to attached link:

http://www.wlac.edu/academics/pdf/WLAC_10-12Catalog_Services.pdf

English 28 Class Schedule – Fall 2015

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1:00 p.m. – 3:10 p.m.

Book Abbreviation Key: *The Elements of Style* EOS Finding Flow - FF

NOTE: This syllabus and class schedule are subject to change if circumstances warrant it (e.g. student performance, etc.). Expect some revisions and divergences.

Week	Date	Course topics	Assignment (Due Next Class Meeting)
The Way We Speak v. Formal Writing			
1	Tues 09/01	<ul style="list-style-type: none"> Welcome & Introductions Review syllabus and course policies Read: in FF Introduction and start Chpt. 1 Review of grammar & punctuation basics Read: in EOS pgs. 1-7 "What Makes You Happy?" (brief writing sample) 	<ul style="list-style-type: none"> Purchase books and materials Examine your views on Happiness Read: assigned FF pages Consider your various views of Happiness for class discussion Thurs.
	Thurs. 09/03	<ul style="list-style-type: none"> Discuss returned writing samples Review punctuation & sentence construction basics (EOS pages 7 through 9) Mini lesson "The Essay Part I" Pre-writing and Basic Structure" Sentence and paragraph construction Discussion: Subject of the Best essay you've ever read 	<ul style="list-style-type: none"> Brief written response: Should being happy be a goal in our lives? Read : in EOS pages 10 to 13 Read: assigned pages in FF Quiz on punctuation and sentence structure basics next class Tues.
2	Tues 09/08	<p>Take Quiz # 1</p> <p>Get into groups of 4 and discuss points made in FF Each group will choose a spokesperson and summarize your group's 2 main conclusions verbally. Full class discussion- Is Csikszentmihalyi on target? Close Read pages of FF Read Around/discuss Review MLA - handout</p>	<p>Research the role of experience in our happiness</p> <p>Take Notes for Tues discussion on it.</p> <p>Read: in EOS pages 14 to 20</p> <p>Review your exposure to the Bard for Tues. class discussion</p>
	Thurs 09/10	<ul style="list-style-type: none"> Discussion Topic – How has Shakespeare influenced Modern Society? Discuss the theme of Experience Review Active Voice in EOS pages 20 – 22 together Brief introduction to MLA style "The Essay – Elaborate on various expository forms Paragraph analysis and transitions – Mini lesson 	<ul style="list-style-type: none"> Brief written Response #2 What most influences Americans today? Research The importance of the Bible in American Society today. Use MLA standards (Handout) <p>Compose your first essay based on the following prompt: Analyze American culture for its most significant motivations. This essay must be typed; have a minimum of 5 paragraphs and be submitted at the Tuesday, Sept 15th Class.</p> <p>(1)</p>
3	Tues. 09/15	<ul style="list-style-type: none"> Essay Analysis: Examples of Good Essays Commonly held beliefs about essays Discuss The Elements of Style and why it works. Review the modern influences on society as opposed to the Bible –Take Notes Turn in your Analysis essay #1 	<ul style="list-style-type: none"> Read ...complete FF Chpt 2 for discussion on Thurs. Consider the areas in your life where you believe you practice Mastery. For class discussion on Thurs.
	Thurs. 09/17	<ul style="list-style-type: none"> Discuss Mastery in the modern world Introductory Paragraphs; Forming & Supporting A Thesis Group Activity - Arguing with support "The Argumentative/Persuasive Essay: Crafting a Good Argument" Essay #1 hand back 	<ul style="list-style-type: none"> Brief written Response #3 What causes arguments in general? Examine: Are arguments healthy? Read EOS pages 23 to 26 <p>Reminder of Quiz on components of the argument. Tues.</p>
4	Tues. 09/22	<ul style="list-style-type: none"> Quiz #2 on argument process Watch video on Csikszentmihalyi's Flow presentation Discuss his ideas...does he make a clear argument? Supports and Developing logical Paragraphs, Examine what makes us 'tune in' on some speakers and reject others? Review the Persuasion essay form and its "parts" 	<ul style="list-style-type: none"> Where do you fit in to Csikszentmihalyi's designations? Read EOS Pages 27 – 32 Is Mr. Strunk penetrating your consciousness? Research the term Rhetorical Appeals on Google etc. (MLA

Week	Date	In Class Topics	Assignment (Due Next Class Meeting)
			handout)
4	Thurs. 09/24	<ul style="list-style-type: none"> Discuss The Art of Persuasion – How does Research and Data affect Persuasion? Basic Research Methods reviewed Group activity – Create a product and persuade the class to buy it. Class divided into 4 groups (20 mins) Reflect on why one group was more effective. Read together Chpt. 3 of Finding Flow 	<ul style="list-style-type: none"> Brief written Response #4 The role of conflict in persuasive essays. Research the most persuasive speech, presentation or idea you've ever heard. Remember to credit your sources!! Read EOS pages 33 to 39
5	Tues. 09/29	<ul style="list-style-type: none"> Conclude The Elements of Style – Close read & discuss Discuss the best way to internalize grammar Using various “appeals” in persuasive essays Close read remainder of FF Chpt. 3 	<ul style="list-style-type: none"> Do you think of yourself as an intrinsic learner” Why? Why not? Read assigned pages in FF Chpt 4 Work on your Persuasive essay due next Tuesday
	Thurs. 10/01	<ul style="list-style-type: none"> Quiz #3 on EOS <p>Review the Persuasive essay form. Entertain some possible prompts. Propose various prompts...class votes for next Tuesday’s Persuasion essay prompt. Voluntary presentation on the greatest benefits that Mr Strunk has given you, personally. (presentation points) Turn in your #5 written response.</p>	<ul style="list-style-type: none"> Brief written Response #5 Respond to How your idea of Happiness has changed...due 10/6 Complete your Persuasion essay, due next Tuesday...it must respond to class selected prompt and have 5 or more paragraphs.(2)
6	Tues. 10/06	<ul style="list-style-type: none"> Turn in your Persuasion essay Discuss the role of research in a successful essay Write an in class mid-term essay – prompt provided (3) 	<ul style="list-style-type: none"> Come to class with comments and insights about the requirements for a good Persuasion essay. Read assigned pages of FF (3)
	Thurs 10/08	<ul style="list-style-type: none"> Discuss the relationship of challenge to skills level Review and exchange issues the class experienced during their recent compositions. (Group activity) View another Csikszentmihalyi video Close read FF Chpt.5 	<ul style="list-style-type: none"> Brief written response # 6 on your view of Leisure. Read assigned pages of FF conclude Chpt 5
7	Tues. 10/13	<ul style="list-style-type: none"> Mini lesson – sentence types and patterns...beyond EOS Take notes. Editing as a way to perfection Can Csikszentmihalyi’s book help you understand life? Return corrected essays 	<ul style="list-style-type: none"> Research the modern view of happiness...what does it include? How do men and women’s views of happiness differ? Prepare for class discussion on Thurs. 10/15
	Thurs. 10/15	<ul style="list-style-type: none"> Discuss- Personal motivation as it affects happiness In groups of 3 to 4, explore personal issues that are affected by a lack of motivation. How would you describe a life devoid of motivation? Of happiness? This discussion will serve as a presentation evaluation for points. 	<ul style="list-style-type: none"> Write Brief Response #7 based on the most important relationship in your life. Think about your grammar level for class Tuesday. Read: Chpt 6 of FF...Prepare to discuss relationships on Tues.
8	Tues. 10/20	<ul style="list-style-type: none"> Close read the rest of Chpt. 6 in Finding Flow Examine the role of meaningful relationships in life. General Grammar review – Take notes <p>Consider several prompts as a class. Vote for your favorite...- go home and write to it for Thursday’s class...due at the start of class. Your essay must be</p>	<ul style="list-style-type: none"> Research the role of patterns in life. Brief written response #8 – Address the importance of patterns to mechanics/grammar and form for an effective essay. Due Thurs. 10/22 Write to the prompt chosen by the

		typed and include 5 paragraphs.	class...your essay must be typed and 5 paragraphs only. (4)
	Thurs. 10/22	<p>Turn in your essay assignment (from Tues)</p> <ul style="list-style-type: none"> • Read and discuss the changing patterns of life in these United States...Chpt 7 of Finding Flow • Can you outline the ideal pattern for a modern education? For a marriage? 	<ul style="list-style-type: none"> • Read assigned pages in FF • Research other cultures to discover any major differences between them and our U. S..culture <p>Use your MLA citing conscience!!</p>
9	Tues. 10/27	<p>Why patterns change as we move through life?</p> <p>Discussion</p> <p>Close read together some of Chpt 8, Finding Flow</p> <ul style="list-style-type: none"> • Review of grammar, sentence construction and essay writing basics • Peer editing, its purpose and value 	<ul style="list-style-type: none"> • Read about the autoteletic personality • FF, Chpt 8 • <i>Brief written response #8 Characterize Americans as autoteletic or not...OR Are most Americans egotistical?</i>
	Thurs. 10/29	<p>Turn in your brief written response #8</p> <p>Complete Chpt. 8 of Finding Flow and Discuss</p> <p>Review the components of exceptional arguments</p> <p>Remember: Logos, Pathos and Ethos to support your Contentions.</p>	<ul style="list-style-type: none"> • Compose an argument essay, taking a position in favor of or opposed to National Holidays. Only one draft is required, but someone else must edit your essay for errors. Please advise the name of your editor and reason you chose them for the task. <p>Your essay is due on Tuesday, 10/29 at the start of class.(5)</p>
10	Tues. 11/03	<ul style="list-style-type: none"> • Pass in your persuasion essay on Holidays • View You Tube video on Persuasion • Discuss Politics and Advertising as using persuasive techniques effectively. • Sign up for class presentations (5mins.) on 12/8 and 12/10 <p>Pass around sign up sheets...if you sign up and miss it your grade will be affected.</p>	<ul style="list-style-type: none"> • Brief written response #9 on The Art of Persuasion <p>Research rhetorical devices ...</p> <p>How do such approaches/ methods influence the outcomes of elections and sales? (Give credit where it's due when you research!)</p>
	Thurs. 11/05	<ul style="list-style-type: none"> • Discussion: How persuasive is the narrative approach? • Does telling the reasons why you chose to do something win support from your listeners? We'll exchange some powerful "narratives" that explain why we chose to continue our educations after high school. 	<ul style="list-style-type: none"> • Final Brief written response #10...Examine your reaction to today's discussion and relate to your audience <p>Why you chose to continue to further your education after high school Due Tues 11/10 at start of class</p>
11	Tues 11/10	<ul style="list-style-type: none"> • Week 11 Review What topic to choose for your presentation? • Brush up review of EOS Take notes! • Read and Discuss: Chpt 9 of Finding Flow 	<ul style="list-style-type: none"> • Review Chpt 9's major points about Happiness • Consider: Is there real happiness without financial security?
	Thurs. 11/12	<ul style="list-style-type: none"> • Fine Tuning your perspective on happiness - discuss • View brief video on leadership and happiness. • Sign up for your topic for your presentation or be assigned. Dates for presentations are 12/03, 12/08 and a make up date of 12/10 	<ul style="list-style-type: none"> • Prepare your topic for presentation. Research several websites as well as other resources that you anticipate will be of assistance. Remember! If you use a source, credit it! 5 min time limit
13	Tues 11/17	<ul style="list-style-type: none"> • Class Presentations expected format and approved approaches • Peer evaluations of student effort etc. These judgments are required and credited to your GPA 	<ul style="list-style-type: none"> • Consider the upcoming Thanksgiving holiday. Bonus Brief Writing – Explain what adds happiness to your Thanksgiving? What dilutes that happiness?
	Thursday 11/19	<p>Discussion – What part of Finding Flow do you see as the least valid?</p> <p>Turn in your Bonus Brief writing</p>	<ul style="list-style-type: none"> • Reread portions of Finding Flow for insights on the above assignment

14	Tues 11/24	Discuss the effect of focus on one's ego... Does total immersion into an idea, an activity or commitment, shut the door on egotism? Or merely hold it at bay for a time? Do National Holidays produce much real happiness?	Enjoy your Thanksgiving Holiday No assignments
	Tues. 12/01	Discuss – Is there a reality such as National Happiness? If so, when does it occur? Do some cultures lend themselves to a greater Degree of joy and delight? Which ones? Why? Handout requirements for your presentations- Read it carefully!	Work on your presentations No change in subject is permitted From this point on...
15	Thurs. 12/03	Presentations and Observer Evaluations	
	Tues. 12/08	Presentations and Observer Evaluations	
16	Thurs. 12/10	Make up presentations – Review of the best communicators in the class...Why?	
	Tuesday 12/15	All Grade sheets must be submitted today. The prompts for the Final Exam will be passed out General anonymous assessment of the course...minimum of one paragraph.	Outline your essay. Verify your supports and provide MLA format.
	Thurs. 12/17	Final Exam – you may bring one 3x5 card with notes and your prompt sheet. These must be submitted with your final exam essay at the end of class	One or more quote or reference is requested. (6) Please use the small blue or green exam booklet and dark ink.
	1	<i>Final Exam: Thursday, December 17th from 1:00 a.m.-3:10 p.m. (Small Blue or Green Book REQUIRED)</i> <i>NOTE: The date and time for the Final Exam could change. You will be notified well in advance if this is the case.</i>	

Some faculty have used a "Student Acknowledgement" sheet such as the one below as a means to check students' understanding of the material on the course syllabus. The sheet can be placed at the end of the syllabus and removed by students after they have signed the form. The sheet can also be given as a handout.

Student Acknowledgment

(Please return this sheet to the instructor)

PRINT YOUR NAME

"I _____, have completely read this syllabus and understand and agree to the course requirements."

Please indicate below, any special needs or circumstances that may have some impact on your work in this class, and for which you may require special accommodations, including but not limited to physical or mental disabilities, inability to arrive in class on time or need to leave class early, observance of religious holidays, etc.

Special needs or circumstances:

E-MAIL _____

Cell Phone _____