



## Accelerated English 21

Spring 2015

Section 0938 (Tuesday/Thursday, 9:35 – 11 a.m. in MSA 302)

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Student Drop-In Hours: Tues. 11 – 12, Wed. 11 – 2, and Thurs. 11 – 12:30

Supplemental Instruction (SI) Leader: Darlin Santamaria

Supplemental Instruction Sessions:

### Welcome to Accelerated English 21!

Below you'll find information that will be valuable for you to gain the knowledge and skills you need from this English 21 class. Be sure to read it carefully, and consult it throughout the semester. Remember that the information is subject to change, so you must keep up with any changes by coming to class regularly and staying in touch with your classmates and me.

### Course Description

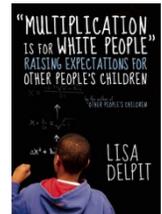
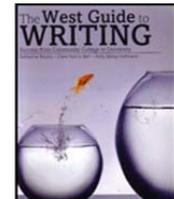
English 21 is a reading and writing course that gives students practice in developing clear compositions as they respond to a variety of reading materials.

Students end up in English 21 by either taking the assessment test, and the results show that they need two classes (English 21 and English 28) to prepare for College Reading and Composition (English 101) or students successfully complete English 20A and advance into English 21. West LA College's reading and composition classes are designed to bolster your reading and composition skills to make sure you are prepared to succeed in other college-level courses, which require extensive reading and writing.

**This class is part of a special pilot program. At the end of the semester, you and your classmates will have the opportunity to advance from English 21 directly into English 101.**

### Required Texts and Materials

- *Multiplication is for White People: Raising Expectations for Other People's Children* Lisa Delpit 978-1595588982
- *The West Guide to Writing: Success through the Sequence From Community College to University* Boutry, Bailey-Hofmann, and Norris-Bell
- 3-ring binder and dividers
- Bright (red, pink, green, etc) colored pen for revising
- Loose-leaf paper and blue/black pens
- STAPLER
- At least two different colored highlighters
- Two large green books from the WLAC bookstore or the ASO Office



### Syllabus

This syllabus contains our schedule of assignments, *so bring it with you every day to class*. To succeed in this class, you must consult this syllabus regularly. The syllabus is also available our course

ETUDES site. Go to this site to log in: <http://www.wlac.edu/online/logininfo.asp>.

### **Student Success**

Skip Downing, in his book *On Course: Strategies for Creating Success in College and Life*, notes that successful students are those who:

- 1) accept personal responsibility, seeing themselves as the primary cause of their outcomes and experiences.
- 2) discover self-motivation, finding purpose in their lives by discovering personally meaningful goals and dreams.
- 3) master self-management, consistently planning and taking purposeful actions in pursuit of their goals and dreams.
- 4) employ interdependence, building mutually supportive relationships that help them achieve their goals and dreams.
- 5) gain self-awareness, consciously employing behaviors, beliefs, and attitudes that keep them on course.
- 6) adopt life-long learning, finding valuable lessons and wisdom in nearly every experience they have.
- 7) develop emotional intelligence, effectively managing their emotions in support of their goals and dreams.
- 8) believe in themselves, seeing themselves as capable, lovable and unconditionally worthy human beings.

If you have not already adopted these choices of successful students, this course will help you to do so as you develop your reading, writing and critical thinking skills.

### **Student Learning Outcome:**

#### **English 21 Student 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.

#### **English 28 Student Learning Outcomes:**

- At the end of the course, the student will be prepared to enter English 101 by demonstrating the ability to argue a point and support it (in writing) with multiple examples and limited outside sources.

### **Etudes**

As a supplement to this class, an online Etudes site will be available to enrolled students. (Students adding the class late will have a delay in access.) This site will feature lecture content, handouts, etc. and is a helpful resource for the class. You can access our class Etudes site at:

<http://myetudes.org/portal>. For help logging in, contact the Distance Learning Office at 310-287-4306.

### **Helpful Resources**

You will have the support of a Supplemental Instruction (SI) Leader, a student who has already successfully completed English 21 (and 28 and 101) and is specially trained to help students learn more effectively. Your SI Leader, Darlin, will attend all class sessions, will take notes along with you, will read all the assigned material, and will conduct regularly-scheduled review sessions each week. Evidence shows that students who attend SI sessions regularly earn better grades than students who do

not. They develop a better understanding of the course content as well as more effective ways of studying. The skills attained in the SI sessions can be applied to other classes as well.

On the bottom floor of West Los Angeles College's HLRC (Library building), you will find the Learning Center. The Center provides **free tutoring** for West LA students. You can call the Writing Lab at (310) 287-4420. Take advantage of this service. The tutors are there for you. Check out the lab's website at <http://www.wlac.edu/library/learningcenter/Writing-Lab.aspx>.

Check out Purdue University's Online Writing Lab here: <http://owl.english.purdue.edu/>. It is full of useful information on writing, grammar, punctuation, and research.

### **Attendance and Participation**

Your regular attendance and active participation are crucial to your success in this class. You cannot learn if you are not in class. I realize that people fall ill and that medical appointments sometimes cannot be scheduled outside the three hours a week reserved for this class. However, **if you accumulate more than three unexcused absences, you risk being dropped from the course.** If you experience serious health problems or other impediments to your completing the class, please talk to me. We will discuss your options and find the best solution for your situation. (Sometimes the best solution might be to drop the class and to take it again after your health or situation has stabilized.)

Any student who is absent from either of the first two class sessions will be dropped from the course. If you miss class after the first week, you are responsible for finding out from your classmates what you missed and for ensuring your work is turned in on time.

It is also important that you come to class prepared and on time. Not only does tardiness disrupt the class, it also results in your missing crucial information. You will have an assignment due at the beginning of every class session. If you are late or absent, you will miss those points. If you know ahead of time that you will be absent or late, please let me know. As a reward for attending every class *in its entirety*, students with perfect attendance will be exempt from writing the final in-class essay.

If you stop attending, you are responsible for dropping the class before the deadline to avoid receiving an "F" in the course.

### **Assignments**

The following assignments will give you the opportunity to practice and demonstrate what you are learning in our class.

**Essays:** Students will type four essays outside of class based on reading assignments. These essays ***must be typed in MLA format***. You will turn in required multiple typed drafts of each essay. **Students must turn in all four essays in order to pass the class.**

**In-Class Essay:** You will complete one timed, in-class writing assignment during the semester (the final exam). You must be present for this in-class writing assignment to demonstrate your "off the cuff" writing skills. (An exception will be granted for students who have perfect attendance.)

**Writing Improvement Journal:** You will reflect on every writing assignment that you submit and that is returned to you by responding to specific questions that I will pose. You will write these journal entries in a green book and turn it in with each essay and again on the day the essay is returned to you.

**Reading Logs:** You will complete reading assignments throughout the semester, and you will

complete a metacognitive reading log with each reading. **COMPLETING EACH READING ASSIGNMENT SHOULD TAKE YOU SEVERAL HOURS, SO PLAN ACCORDINGLY.** Each student will be expected to participate in discussions about the readings. All completed Reading Logs will be stamped at the beginning of each class meeting, and *you must be present at that time to earn credit.*

**Peer-Led Reading Discussions:** You will also be divided into groups, and each group will present and lead a discussion on one of the reading assignments. This will be a fun way for you to show off what you're learning.

**Office Visit:** You are required to visit me in my office at least one time before May 19. If your schedule conflicts with my drop-in schedule, talk to me and we'll find another time to meet.

**Writing Lab Tutoring Session:** You are also required to attend at least one tutoring session in the Writing Lab. During that session, you should bring the written instructions for the assignment you are working on, as well as the work you have already completed. This requirement is in addition to your voluntary attendance at weekly Supplemental Instruction sessions.

**Synthesis Quizzes:** For each unit of reading we do, you will have an in-class writing assignment that requires you to apply what you read to your own experience. These quizzes will help you draw connections between the readings and prepare to write the formal essays.

**Portfolio:** At the end of the semester you will submit revised versions of one synthesis quiz and two essays. You will also write an in-class essay in which you will reflect on your learning.

<b>TRACK YOUR GRADES: SUCCESSFUL STUDENTS KEEP TRACK OF THEIR PROGRESS.</b>				
<b>Assignment:</b>	<b>Due Date:</b>	<b>Percentage of Final Grade</b>	<b>Points Possible:</b>	<b>Points Earned</b>
Educational Autobiography		2.5%	25	
Reading Logs (15)		15%	150	
Essays (3)		30%	300	
Synthesis Quizzes (3)		10%	100	
Group-Led Reading Discussions (1)		7.5%	75	
Final Portfolio		25%	250	
Writing Improvement Journal (10)		5%	50	
Office Visit		2.5%	25	
Writing Lab Tutoring Session		2.5%	25	
<b>Total</b>		<b>100%</b>	1000	

**Final grade score:** 900-1000 points=A, 800-899 points=B, 700-799 points=C, 600-699 points=D, Less than 600 points=F

**Late Work Policy**

I do not accept late work. If you cannot make it to class the day an essay is due, please arrange for someone else to hand it to me at the start of class. I also will not accept final drafts of paragraphs or essays without the prewriting exercises and rough drafts.

I will make an exception to my late work policy one time, with the No Questions Asked coupon found at the end of the syllabus. If you choose to use your NQA coupon, you will have until the next class meeting to turn in your late work.

### **Academic Integrity**

According to LACCD Board Rule 9803.28, “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.”

Plagiarism—passing off another’s work as your own, **either intentionally or unintentionally**—is a very serious offense. If someone else is doing your assignments for you, or if you are copying someone else’s work or copying and pasting from the Internet, you are not learning or improving your writing. Your purpose here is to learn and improve your reading and writing skills, so **don’t plagiarize**. If any student turns in an assignment that contains plagiarism or cheats on a test or assignment, **that assignment will earn 0 credit, and the student will be reported to the Dean of Support Services**. I would rather mentor than police; please ask me for help if you are having problems with an assignment.

### **Students with Disabilities**

Students with disabilities--whether physical, learning, or psychological--who believe that they may need accommodations in this class are encouraged to contact Disabled Students Programs & Services (DSP&S) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Authorization, based on verification of disability, is required before any accommodation can be made. The phone number for DSP&S is (310) 287-4450, and they are located in SSB 320.

### **Classroom Conduct**

All electronic devices that can cause a distraction or disturbance (pagers, cell phones, video games, etc.) must be silenced and off your desk. If there is an urgent reason why you need to be accessible during class, please speak to me before class begins. We will figure out how to accommodate your situation without disrupting class.

We will determine additional conduct codes and consequences as a class. At a minimum, I expect each person to treat his or her classmates and instructor with respect.

### **Important Dates**

LAST DAY TO		CAMPUS CLOSED	
Add/Audit Traditional Classes	Feb. 20	President’s Day	Feb. 13-16
Drop a Class with no Fee	Feb. 20	Cesar Chavez Day	March 31
Drop a Class with no W	Feb. 20	Spring Break	April 4-10
Drop with a W	May 8	Memorial Day	May 25

### **And finally...**

Visit <http://www.wlac.edu/services-resources/index.aspx> for up-to-date information on Campus Resources, such as the Library, Learning Resources Center, Financial Aid, and special programs you might qualify for (Puente, EOPS, LEARN, etc.).

I look forward to working with each of you this term. If you have any questions, please ask. If I don’t know the answer, one of your classmates will.



### **Schedule of Assignments and Activities**

*Note: Schedule subject to change--changes will be announced in class*

(Be sure to look ahead at the schedule, as some assignments will take longer than others to complete.)

#### Week 1.1—February 10

Course Overview and Expectations

Introduction to Supplemental Instruction

Preview Reading 1: *The West Guide* chapter 1

Talking to the Syllabus

Time Management

How to Complete the Metacognitive Reading Log

*Homework: Read the Syllabus and Chapter 1 of The West Guide to Writing (West)*

*Complete Metacognitive Reading Log 1*

*Complete the Time Management Table—EVERY box should be filled with your daily activities*

*Log onto Etudes and accept the syllabus*

#### Week 1.2—February 12

**Metacognitive Reading Log 1 Due at the Start of Class**

**Time Management Table Due at the Start of Class**

Reading Discussion

Introductions

Preview Reading 2: *The College Fear Factor* chapter 2 and “Brainology”

Begin Educational Autobiography Essay

*Homework: Read The College Fear Factor chapter 2 and “Brainology” (both on Etudes)*

*Complete Metacognitive Reading Log 2 (form on Etudes)*

#### Week 2.1—February 17

**Metacognitive Reading Log 2 Due at the Start of Class**

Reading Discussion

Interviews

*Homework: Begin writing your essay*

*Read The West Guide chapter 9*

*Complete Metacognitive Reading Log 3 (form on Etudes)*

#### Week 2.2—February 19

**Metacognitive Reading Log 3 Due at the Start of Class**

Week 2 Self-Assessment

Establishing Class Norms

Effective Reading Strategies

Introduce Peer-Led Discussions

Drafting the Essay

*Homework: Final draft of your essay (typed, double-spaced, in MLA format)*

*Bring a green book and The West Guide*

#### Week 3.1—February 24

**Final Draft of Educational Autobiography Due at Start of Class**

Writing Improvement Journal 1

Preview *Multiplication is for White People*, “Thin Ice,” and “The Latino Gap”

*Homework: Read Multiplication is for White People chapter 1*

*Complete Metacognitive Reading Log 4*

Week 3.2—February 26

**Metacognitive Reading Log 4 Due at the Start of Class**

Reading Discussion

Introduce Race and Ethnicity Essay

*Homework: Read Multiplication is for White People chapters 2 and 3  
Complete Metacognitive Reading Log 5  
Groups 1 and 2 Finalize Peer-Led Discussion*

Week 4.1—March 3

**Metacognitive Reading Log 5 Due at the Start of Class**

Peer-Led Discussions 1 and 2

Essays Returned

Writing Improvement Journal 2

*Homework: Read Multiplication is for White People chapters 4 and 5  
Complete Metacognitive Reading Log 6  
Groups 3 and 4 Finalize Peer-Led Discussion*

Week 4.2—March 5

**Metacognitive Reading Log 6 Due at the Start of Class**

Peer-Led Discussions 3 and 4

*Homework: Read Multiplication is for White People chapters 6 and 7  
Complete Metacognitive Reading Log 7  
Groups 5 and 6 Finalize Peer-Led Discussion*

Week 5.1—March 10

**Metacognitive Reading Log 7 Due at the Start of Class**

Peer-Led Discussions 5 and 6

*Homework: Read Multiplication is for White People chapters 8 and 9  
Complete Metacognitive Reading Log 8  
Groups 7 and 8 Finalize Peer-Led Discussion*

Week 5.2—March 12

**Metacognitive Reading Log 8 Due at the Start of Class**

Peer-Led Discussions 7 and 8

*Homework: Read Multiplication is for White People chapters 10 and 11  
Read “Thin Ice” and “The Latino Gap: Not Quite Trilingual” (on Etudes)  
Complete Metacognitive Reading Log 9  
Groups 9 and 10 Finalize Peer-Led Discussion*

Week 6.1—March 17

**Metacognitive Reading Log 9 Due at the Start of Class**

Peer-Led Discussions 9 and 10

Drafting the Essay: Thesis Statements

*Homework: Read West Guide pp. 359-363 and 385-390  
Complete Metacognitive Reading Log 10  
Begin writing Race and Ethnicity Essay*

Week 6.2—March 19

**Metacognitive Reading Log 10 Due at the Start of Class**

Practice Incorporating Sources: The Quote Sandwich

**Synthesis Quiz**

*Homework: Complete a Draft of Race and Ethnicity Essay (typed, in MLA format)*

Week 7.1—March 24

**Completed Draft of Race and Ethnicity Essay Due at the Start of Class**

Giving and Receiving Feedback

Peer Review

Writing Improvement Journal 3

Revising and Editing

*Homework: Finalize Race and Ethnicity Essay*

Week 7.2—March 26

**Final Draft of Race and Ethnicity Essay Due at the Start of Class**

Writing Improvement Journal 4

Revision

Preview Unit 3

Introduce Graphic Organizer for Social Class Essay

*Homework: Read West Guide chapter 16*

*Complete Metacognitive Reading Log 11*

*Bring your Educational Autobiography and the grading rubric to class April 2*

Week 8.1—March 31

**Cesar Chavez Day—Campus Closed**

Week 8.2—April 2

**Metacognitive Reading Log 11 Due at the Start of Class**

Race and Ethnicity Essay Returned

Writing Improvement Journal 5

Reading Discussion

Revision

Writing Improvement Journal 6

*Homework: Read chapter 2 of Pedagogy of the Oppressed (on Etudes)*

*Complete Metacognitive Reading Log 12*

*Begin Graphic Organizer*

**APRIL 4 – 10: SPRING BREAK WEEK**

Week 9.1—April 14

**Metacognitive Reading Log 12 Due at the Start of Class**

Reading Discussion

Preview “Social Class and the Hidden Curriculum of Work” and “Who Gets to Graduate?”

*Homework: Read “Social Class and the Hidden Curriculum of Work” and “Who Gets to Graduate?” (on Etudes)*

*Complete Metacognitive Reading Log 13*

*Finish Graphic Organizer*

Week 9.2—April 16

**Metacognitive Reading Log 13 Due at the Start of Class**

**Graphic Organizer Due at the Start of Class**

Reading Discussion

Synthesis Exercise: Graphic Organizer

*Homework: Begin Writing Social Class Essay*

Week 10.1—April 21

**Synthesis Quiz**

*Homework: Completed Draft of Social Class Essay (typed, MLA format)*

Week 10.2—April 23

**Completed Draft of Social Class Essay Due at the Start of Class**

Revision

*Homework: Revise Social Class Essay*

Week 11.1—April 28

**Final Draft of Social Class Essay Due at the Start of Class**

Writing Improvement Journal 7

Sentence Skills

Preview Unit 4

*Homework: Read Excerpt from “Where the Girls Are” (on Etudes)*

*Complete Metacognitive Reading Log 14*

Week 11.2—April 30

**Metacognitive Reading Log 14 Due at the Start of Class**

Reading Discussion

*Homework: Read “Is There a Crisis in Education of Males?” and “The Problem of Boys’ Literacy*

*Underachievement: Raising Some Questions” (on Etudes)*

*Complete Metacognitive Reading Log 15*

Week 12.1—May 5

**Metacognitive Reading Log 15 Due at the Start of Class**

Reading Discussion

Organizing Your Ideas

*Homework: Begin Gender Essay*

Week 12.2—May 7

**Synthesis Quiz**

Social Class Essay Returned

Writing Improvement Journal 8

*Homework: Completed Draft of Gender Essay (typed, MLA format)*

Week 13.1—May 12

**Completed Draft of Social Class Essay Due at the Start of Class**

Revision

*Homework: Revise Social Class Essay*

*Bring All Graded Synthesis Quizzes*

Week 13.2—May 14

**Final Draft of Social Class Essay Due at the Start of Class**

**No Questions Asked Coupon for Extra Credit**

Writing Improvement Journal 9

Revision

*Homework: Review Chapter 16 of West Guide*

*Revise (and type) One Synthesis Quiz*

*Bring All Graded Essays (and Rubrics)*

Week 14.1—May 19

**Revised Synthesis Quiz Due**

Editing

Writing Improvement Journal 10

*Homework: Revise One Previously Graded Essay*

*Bring Three Copies of the Revised Essay to Class*

Week 14.2—May 21

**Three Copies of Revised Essay Due**

Small Group Revision Workshop

Gender Essay Returned

*Homework: Finalize One Essay*

*Begin Revision of Second Essay*

Week 15.1—May 26

**Second Revised Essay Due**

Self-critique

Revision and Editing

*Homework: Complete Final Portfolio*

Week 15.2—May 28

**Final Portfolio Due**

Writing Effective In-Class Essays

FINALS WEEK

The final exam for this class is scheduled for **Tuesday, June 2, from 10:15 a.m. to 12:15 p.m.** Please bring a large green book.

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**NO QUESTIONS ASKED COUPON**

This coupon entitles the bearer to turn in one homework assignment late one class period, no questions asked. One coupon per student. The coupon must be turned in on the day an assignment is due. The assignment must be turned in the following class period to earn credit. Unused coupons may be redeemed for extra credit at the end of the semester.

Used by (Name): \_\_\_\_\_

Used for (Assignment): \_\_\_\_\_

Expires: May 14, 2015

Valid only in Dr. Manner's class