



Dear student,

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. The syllabus begins with the best ways to stay in touch with me—my email address, office phone number, office location and visiting hours:

<p>Instructor: Janelle Blount Email: blountj@wlaac.edu Office: GC280Q Office Visiting Hours: Mondays and Wednesdays 9:35-10:45 or by appointment Phone: 310-287-4590 Classroom: GC340 Supplemental Instruction (SI) Leader: Taneka Hamilton Supplemental Instruction (SI) Sessions:</p>	<p>Important Dates: <u>LAST DAY TO</u> Add/Audit Traditional Classes Feb 20 Drop a Class with no Fee Feb 20 Drop a Class with no W Feb 20 Drop with a W May 8</p> <p><u>CAMPUS CLOSED</u> President's Day Feb 13-16 Cesar Chavez Day March 31 Spring Break April 4-10 Memorial Day May 25</p>
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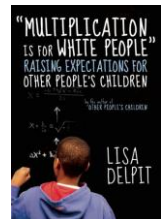
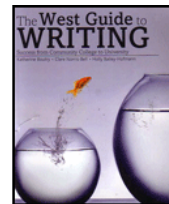
Course Description: English 21 is a reading and writing course that gives students practice in developing clear compositions as they respond to a variety of reading materials.

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 & 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.wlaac.edu/online/logininfo.asp>.

Instructor Responsibilities: Here is what you can count on me to do this semester:

Be on time to class and dismiss class on time.	Hold you accountable for your learning.
Respond to your email within 24 hours (except on weekends).	Create a safe learning environment.
Be available during regular office visiting hours.	Expect you to succeed.
	Provide you constructive feedback.

English 21 Student Learning Outcomes: SUCCESSFUL STUDENTS LEARN.

- 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 do the following:

- Argue a point and support it (in writing) with multiple examples and limited outside sources.

Office Visiting Hours and Contacting the Instructor: SUCCESSFUL STUDENTS STAY IN

TOUCH. I provide office hours to discuss your performance on any particular assignment, your performance in the course, and/or any relevant personal situations. You are also welcome to email me anytime, and I will respond. PLEASE CONTACT ME; I WANT TO HEAR FROM YOU!!!

Helpful Resources: SUCCESSFUL STUDENTS UTILIZE RESOURCES. You will have the support of a Supplemental Instruction (SI) Leader, a student who has already successfully completed English 21 and is specially trained to help students learn more effectively. The SI Leader will attend all class sessions, will take notes along with you, will read all 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 LA's HLRC (Library building), you will find the Learning Center. The Center provides **complimentary tutoring** for West LA students. You can call the Writing Lab at (310) 287-4420. Check out the lab's web site: <http://library.wlac.edu/writinglab.html>. Take advantage of this service! The tutors are there for you!!

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.

Disabilities: If you feel that you may need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Also contact the Disabled Student Programs and Services in SSB 320 or at (310) 287-4450 to coordinate reasonable accommodations if you know you have a documented disability. Here is the office web site: <http://www.wlac.edu/dsps.htm>

Plagiarism and Cheating: SUCCESSFUL STUDENTS DO THEIR OWN WORK. You probably know that plagiarism is basically presenting another person's work as your own. 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.**

Classroom Conduct - English 21 Expectations:

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Attendance and Tardy Policy: SUCCESSFUL STUDENTS ATTEND EVERY CLASS.

1. Any student who is absent from either of the first two class sessions will be dropped from the course.
2. **Attending class is critical for your learning and achieving the course outcomes. As a result, if your unexcused absences add up to more than three, YOU RISK BEING DROPPED FROM THE COURSE. You are responsible for keeping track. Please contact me if you accumulate two absences.**
3. As a reward for attending every class session in its entirety, students with perfect class attendance will be exempt from writing the final in-class essay.
4. 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 you will be absent or late ahead of time, please let me know.
5. If you stop attending, you are responsible for dropping the class to avoid receiving an “F” in the course.

Late Assignment Policy: SUCCESSFUL STUDENTS MANAGE THEIR TIME WISELY. I do not accept late work. However, I will make an exception to my late work policy one time, with the No Questions Asked (NQA) 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. The NQA coupon cannot be used on work due after May 18.

ASSIGNMENTS: SUCCESSFUL STUDENTS SUBMIT ALL 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.

In-Class Essay: You will complete one timed, in-class writing assignment at the end the semester. You must be present for these in-class writing assignments to demonstrate your “off the cuff” writing skills.

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 in that same green book with each essay and again on the day the essay is returned to you.

Reading Logs: You will complete reading assignments throughout the semester. 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 complete 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 will earn points for visiting me in my office at least one time during the semester by May 18.

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.

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.

TRACK YOUR GRADES: SUCCESSFUL STUDENTS KEEP TRACK OF THEIR PROGRESS.				
Assignment:	Due Date:	Percentage of Final Grade	Points Possible	Points Earned
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	
Total		100%	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

OK, so now that you've read four pages of information about the course, you're ready for some specifics. On the next two pages you'll find the schedule of activities and assignments for the semester. You'll also see the list of your Reading Log assignments. I look forward to working with you!! Please feel free to come to me with questions. Enjoy the semester!

**Your Accelerated English 21 Instructor,
J. Blount**

Accelerated English 21 Class Reading Strategies

Class Meeting #	SCHEDULE OF ASSIGNMENTS
1 February 9	Welcome; Introduce Acceleration and SI; Nancy Sander in ESL; Preview Reading 1: <i>The West Guide</i> Chapter 1; Talking to the Syllabus; Outcomes; Time Management;
2 February 11	UNIT 1: EDUCATIONAL SUCCESS Due: Reading 1: Course Syllabus (Talk to the Text); West Guide Chapter 1 pp. 3-15 Log; After reading pp. 3-15, complete the Time Management Table on p. 7. Every box should be filled in with your daily activities. Introductions (Scavenger hunt); Metacognitive Reading Log for Reading 1; Preview Reading 2; Introduce Educational Autobiography;
3 February 18	Due: Reading 2: The College Fear Factor Chapter 2 and “Brainology” Log; Reading 2 Discussion; Interviews
4 February 23	Due: Reading 3 The West Guide Chapter 9 Log English 21 Ground Rules; Reading Apprenticeship Concepts: Think Aloud, Talking to the Text, Golden Lines, Class Reading Strategies; Introduce Peer-Led Discussions
5 February 25	Due: Educational Autobiography Journal Entry Introduce Unit 2, Preview <i>Multiplication is for White People</i> , “Thin Ice,” and “The Latino Gap”
6 March 2	UNIT 2: EQUITY IN EDUCATION – RACE AND ETHNICITY Due: Reading 4: Multiplication is for White People Chapter 1 Log; Reading Discussion; Essay
7 March 4	Due: Reading 5: Multiplication is for White People Chapters 2-3 Log Reading Peer-Led Discussion
8 March 9	Due: Reading 6: Multiplication is for White People Chapters 4-5 Log; Reading Peer-Led Discussion; Discuss essay
9 March 11	Due: Reading 7: Multiplication is for White People Chapters 6-7 Log; Reading Peer-Led Discussion; Discuss essay
10 March 16	Due: Reading 8: Multiplication is for White People Chapters 8-9Log; Reading Peer-Led Discussion; Discuss essay
11 March 18	Due: Reading 9: Multiplication is for White People Chapters 10-11; “Thin Ice” and “The Latino Gap: Not Quite Tri-lingual” Log Reading Peer Led Discussion; Discuss essay
12 March 23	Due: Reading 10: West Guide Chapter 21 “Writing With Research: Quotations” and 22 through p. 390 and 399 Log; Synthesis Quiz prep Synthesis Quiz; Discuss Essay: Thesis Statement, Quote Sandwich
13 March 25	Due: Race Out-of Class Essay First Draft; Revising and Editing
14 March 30	Due: Race Out-of Class Essay Final Draft; Journal Entry; Editing Session; Preview Unit 3
15 April 1	Due: Reading 11: West Guide Chapter 16 Log Revision; Preview Unit 3
16 April 13	UNIT 3: EQUITY IN EDUCATION – SOCIAL CLASS Due: Reading 12: Pedagogy of the Oppressed Excerpt Log Reading 9 Response; Introduce essay assignment

17 April 15	Due: Reading 13 “Social Class and the Hidden Curriculum of Work” and “Who Gets to Graduate?” Log Reading 10 Response
18 April 20	Due: Synthesis Quiz Prep Synthesis Quiz; Discuss Essay
19 April 22	Due: Social Class Essay Draft Due Revising and Editing
20 April 27	Due: Social Class Essay Final Draft Due Sentence Skills Session; Journal Entry; Preview Unit 4
21 April 29	<u>UNIT 4: EQUITY IN EDUCATION - GENDER</u> Due: Reading 14: Excerpt from “Where the Girls Are” Reading Discussion
22 May 4	Due: Reading 15: “Is there a Crisis in Education of Males” and “The Problem of Boys’ Literacy Underachievement: Raising Some Questions” Reading Discussion
23 May 6	Due: Prep for Synthesis Quiz Synthesis Quiz; Discuss Essay
24 May 11	Due: Gender Out-of-Class Essay Draft Due Revising and editing
25 May 13	Due: Gender Out-of-Class Essay Final Draft Due; Review <i>The West Guide</i> Chapter 16; Discuss portfolio and revisions
26 May 18	Due: Revised Essay Draft and Synthesis Quiz Revising and editing
27 May 20	Due: Second Revised Essay Draft Revising and editing
28 Ma 27	Due: Portfolio of Revised Out-of-Class Work Recap; Evaluation; Timed Essay (<i>The West Guide</i> Ch. 20)
Finals Week	June 3rd 8:00 a.m. – 10:00 a.m. Due: In-Class Essay

Group Member Contact Information		
Name	Email	Phone
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7.		

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 18, 2015

Valid only in Accelerated English 21