

**Language Arts**  
**English 101: College Reading and Composition I**  
**Section: 3988 / Semester: Fall 2013**

**Instructor: D. Szklarek**

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

**Class Hours: Thursday**

**Address: 9000 Overland Ave., Culver City, CA 90230**

**6:45 p.m. – 10:00 p.m.**

**Instructor E-mail: [szklard@wlac.edu](mailto:szklard@wlac.edu)**

**Class Location: GC 160**

**Office Hours: Thursday/6:00- 6:45 p.m. and by appt.**

**Course Description:**

This is a college-level freshman composition course which focuses on expository writing and argumentation and requires the writing of a minimum of 6000 words in essays and a research paper. Students study a variety of texts written at the college level, including literature, that reflect current academic concerns relating to issues of language, ethnicity, class, gender, identity, psychology, and cultural studies. The course is intended for students who plan to transfer to a four-year college or university.

**Required Texts:**

*Fast Food Nation* by Eric Schlosser ISBN-13: 9780395977897

Supplemental Readings (I will provide readings via ETUDES)

**Recommended Materials:**

*A Pocket Style Manual* Diana Hacker, 2010 ISBN-13: 9780312664800

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

Thesaurus – *American Heritage College Thesaurus*

An ETUDES.org account

- 1 three ring binder
- 8 ½ x 11 notebook paper (plenty)
- 2 Blue or Green Composition Books (WLAC bookstore)
- #2 pencils, blue or black pens, and highlighters
- A stapler

**Student Objectives:**

1. Apply critical reading strategies to college-level texts in order to understand the writer’s rhetorical intent and method of organization: inductive or deductive.
  2. Read and evaluate college-level material from a variety of sources, ideally representing a multicultural perspective.
  3. Evaluate the validity and soundness of arguments, and distinguish fact from opinion in reading, class discussion, and writing.
  4. Develop skills needed for close reading and effective writing, such as attention to word choice and word placement.
  5. Write college-level essays that argue a position in response to readings.
  6. Produce essays that demonstrate analysis, and that are organized, logical and provocative.
  7. Research and identify credible and relevant print and electronic sources to summarize, quote and paraphrase in essays without plagiarism.
  8. Write essays that are evidence-based, using detailed and specific support from credible sources.
  9. Quote from a variety of sources that are formatted in different ways: poetry, drama, short stories, novels, non-fiction books, biographies, articles, essays, journals, publications attributed to organizations and corporations, and publications with and without publication dates.
  9. Practice proper attribution of all sources that are quoted and paraphrased in essays.
  10. Draft, write, revise and proofread an essay that supports a thesis and counters a convincing antithesis by citing facts, expert opinions, relevant anecdotes, and descriptions of situations and events.
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11. Use appropriate MLA citations/works cited.
12. Demonstrate continued development in writing correct and sophisticated college-level English prose.
13. Demonstrate mastery of English grammar, syntax and spelling through writing assignments.
14. Write six to seven full-length essays (4 to 6 pages in length) including an in-class midterm and final as well as a research essay of six to eight pages.

### **Institutional Learning Outcomes (ILOs) & SLO**

**This course will also facilitate the following Institutional Learning Outcomes:**

Institutional SLOs:

- A. Critical Thinking
- B. Communication

Program SLOs:

1. Write effectively, using the conventions of standard English, with a clear focus, using appropriate support/evidence and logical organization.
2. Collect and organize research data, using credible sources to write a convincing/persuasive document.
3. Analyze, synthesize and evaluate information to assess the validity and usefulness of an argument.
4. 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.

### **Course Requirements and Assignment Guidelines**

\* All major assignments must be turned in on white paper, in MLA format, with 1" margins, in 12pt. Font of Times New Roman. I do not accept written work, unless I provide other directions. All assignments listed below will come with a fully explained assignment sheet or writing prompt which will go into greater detail.

#### **Essays: 200 points**

This will include **FOUR** research based papers (three 4-6 page papers and one 6-8 page paper).

#### **In- Class Essay (Midterm): 25 points**

You will be given a one page essay and asked to identify the main arguments and explain whether or not you agree or disagree with the main argument.

#### **In- Class Essay (Final): 25 points**

#### **Participation/ Journals: 50 pts**

This will include class activities and weekly in-class activities and journals on assigned topics.

#### **Homework: 50 pts**

These points will include several drafts of your major papers and writing process exercises.

#### **Quizzes: 50 pts**

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This will include announced and pop quizzes on readings, grammar, and lectures.

**Total Points: 400**

## Grading

The average of all your writing assignments, class work, and tests together with attendance and participation will determine the final grade. Active class participation is mandatory in order to earn an "A" or "B" in the course. Each absence will drop the participation grade. Each tardy (arriving late or leaving early or walking in and out of class) will deduct from the participation grade. All assignments must meet course standards and be submitted on deadline. **In order to pass the course, all papers and the midterm and final must be submitted.**

### Grading Scale:

A 90-100

B 80-89

C 70-79

D 60-69

F 50-59

## 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.**

### Classroom Behavior

Disobedient, disruptive or disorderly behavior exhibited by any student may result in disciplinary action in accordance with District policies and procedures. Action may include, but is not limited to expulsion from class.

### Email

I will email the class with updates, reminders, instructions, and clarifications. I do this to make sure that the class is clear on what is expected of them. I am available to answer questions through email and will get back to you within 24 hours. In the subject of your emails to me please put your last name and English 101. Otherwise, I might not respond to you.

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## Late Work

Please bring your work in on time. Your papers and assignments must be turned in on the due date and in class. I will not accept late homework or drafts of papers.

## Revision Policy

If you receive a grade you are dissatisfied with, you are welcome to revise and resubmit that paper provided that you talk with me and/or visit one of the tutors on campus. This does not guarantee a higher grade, but you cannot receive a lower grade.

## 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).

**For more information refer to the attached link:**

[http://www.wlac.edu/academics/pdf/WLAC\\_10-12Catalog\\_Policies.pdf](http://www.wlac.edu/academics/pdf/WLAC_10-12Catalog_Policies.pdf)

## Campus Resources:

**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)

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). "Students with disabilities who need any assistance or accommodations should contact the instructor. Students should also contact the Disabled Student Programs & Services (DSPS) center located in SSB 320 or call 310-287-4420." [dsps@wla.edu](mailto:dsps@wla.edu)

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## 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](http://www.wlac.edu/academics/pdf/WLAC_10-12Catalog_Services.pdf)

## Important Dates:

Last date to: Add Traditional Classes	Aug 25 online Sept 6 in-person
Drop a Class w/o a Fee	Sept 6
Drop a Class w/o a W	Sept 6
Drop w/ a W	Nov 15
File Pass/No Pass	Sept 6

## English 101 Schedule (This schedule is subject to revision.)

Week	Date	Course topics	Assignment (Due Next Class Meeting)
1	Thur 8/29	<ul style="list-style-type: none"><li>Welcome &amp; introduction</li><li>Review syllabus and course policies</li><li>Geometric Activity</li><li>Why We Write Discussion</li><li>Writing Process Lecture</li></ul>	<ul style="list-style-type: none"><li>Purchase books and materials</li><li>Review Syllabus for Quiz</li><li>Read Irvin's article "What is Academic Writing" and answer questions 1 and 2 on p. 17. Each response should be a paragraph. (Handwritten okay)</li></ul>
2	Thur 9/5	<ul style="list-style-type: none"><li>Reading Critically/ Strategies</li><li>"My Name" by Sandra Cisneros</li><li>Introduction to MLA style<ul style="list-style-type: none"><li>Subject- Verb Agreement</li><li>The Paragraph/Topic Sentences</li></ul></li><li><b>Quiz on Syllabus</b></li></ul>	<ul style="list-style-type: none"><li>Journal 1: My Writing Process (MLA)</li><li>"Steps Towards Rhetorical Analysis" pages 46-57 and answer either question 1 or 2 on p 57 (MLA)</li></ul>
3	Thur 9/12	<ul style="list-style-type: none"><li>Ethos, Pathos, Logos</li><li>Activity/ In-class Writing</li><li>Pronoun Reference</li><li>Genre Activity</li><li><b>Writing Process Quiz</b><ul style="list-style-type: none"><li>Essay #1 handout</li><li>Analyzing Media</li><li>Classical Arrangement</li></ul></li></ul>	<ul style="list-style-type: none"><li>Journal 2: Why Nick? (MLA)</li><li>Complete Paper 1 Readings</li><li>Bring in advertisement</li></ul>

4	Thur 9/19	<ul style="list-style-type: none"> <li>Considering Visual Arguments</li> <li>Thesis Statement Workshop Part 1</li> <li>Sentence Fragments</li> </ul>	<ul style="list-style-type: none"> <li>Invention Activities Paper 1</li> <li><b>Draft 1 of Essay 1</b></li> </ul>
5	Thur 9/26	<ul style="list-style-type: none"> <li>Essay 1 Revision Workshop</li> <li>Run-ons and Comma Splices</li> <li>Essay 1 Revision Workshop</li> <li>Works Cited</li> </ul>	<ul style="list-style-type: none"> <li><b>Final Draft Essay 1</b></li> </ul>
6	Thur 10/3	<ul style="list-style-type: none"> <li>Introduction to <i>Fast Food Nation</i></li> <li>Subjective vs. Objective</li> <li>Discussion</li> <li>MLA Style Part II – Citation, Paraphrasing &amp; Summarizing, Avoiding Plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 1 <i>FFN</i></li> <li>Be prepared for Quiz on the reading</li> <li>Read Chapter 2 <i>FFN</i></li> <li>Reading Questions</li> </ul>
7	Thur 10/10	<ul style="list-style-type: none"> <li>Discussion</li> <li>Quiz on Chapter 1</li> <li>Grammar TBA</li> <li><b>Assign Essay #2</b></li> </ul>	<ul style="list-style-type: none"> <li>Read Chapters 3 and 4</li> <li>Thesis Statement</li> </ul>
8	Thur 10/17	<ul style="list-style-type: none"> <li>Discussion</li> <li>Research</li> <li>Grammar Review</li> <li>Midterm Study Guide</li> </ul>	<ul style="list-style-type: none"> <li>Study for Midterm</li> <li>Work on Essay 2</li> <li><b>Draft of Essay #2</b></li> </ul>
<b>Week 9: 10/24</b> <b>Midterm Exam</b> (Blue or Green Book REQUIRED!)			
<b>*You will receive the second half of the schedule the day of the Midterm.</b>			
16	Thur 12/12	<b><i>Final Exam: Wednesday, Dec 12<sup>th</sup> from 6:45- 8:45 p.m.</i></b>	