



Division: Language Arts
Course name: English 101 – Freshman Composition
Section: 3984 / **Semester:** Fall 2013

Instructor Name: K. Iwamizu	School Website: www.wlac.edu
Class Hours: Tuesdays 6:45PM-10PM	Address: 9000 Overland Ave., Culver City, CA 90230
Class Location: GC 160	
Office Hours: Tues/Thurs 6:00PM-6:30PM	Instructor E-mail: Iwamizkr@wlac.edu

Welcome

This semester, you will work to develop your writing, reading, vocabulary and critical thinking skills. You will also learn and practice the fundamentals of grammar and mechanics. The goal is for you to be 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 DO IT, and I'm here to help. ☺

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.

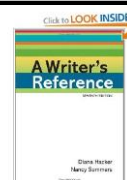
Prerequisite: Completion of English 28 with a grade of "C" or better or appropriate placement level demonstrated through the English assessment process.

Required Texts:

A Writer's Reference by Diana Hacker
ISBN-10: 0312601433 / ISBN-13: 978-0312601430

Textbook website:

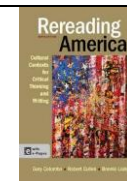
http://bcs.bedfordstmartins.com/writersref7e/#t_612701



Rereading America, 9th Edition by Gary Colombo
ISBN-10: 1-4576-0671-2 / ISBN-13: 978-1-4576-0671-7

Textbook website:

<http://www.bedfordstmartins.com/catalog/Product/rereadingamerica-ninthedition-colombo>



Recommended Materials:

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

Required Materials:

- 1 three ring binder (1")
- 8 ½ x 11 notebook paper
- 2 Blue or Green Composition Books (WLAC Bookstore)
- #2 pencils, blue or black pens, and highlighters
- Sheet protectors
- Divider tabs

Course Objectives:

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

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.
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) & Student Learning Outcomes (SLO)

This course will also facilitate the following Institutional Learning Outcomes:

- A. Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.
- B. Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.

Student Learning Outcomes and Assessment:

<p>Upon completion of this course, students will be able to...</p> <ol style="list-style-type: none">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.	<p>Students will be assessed by the following:</p> <p>Students will write several essays (25 pages of formal student writing during the semester). All essays will support strong thesis statements and will require the student to collect, analyze, and synthesize evidence from different sources, as well as to argue a thesis in an organized and persuasive manner.</p> <p>At least one of these 5-7 pg essays will be an in-class or on-line timed essay.</p> <p>At least one of these 5-7 pg essays will require research.</p> <p>Essays will be free of logical fallacies and grammatical and spelling errors.</p>
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Course Requirements and assignment guidelines

Responses

You are required to submit weekly responses to various topics assigned. Topics are related to the class and the world around us. Responses should be one complete page (250 words). Support your ideas. State your point and back them with facts or personal anecdotes.

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, even if you arrive late to class.

Essays

Essays provide you the opportunity to practice and demonstrate skills 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.** Grading rubrics will be attached to final essays.

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

- In Class Writing Responses
- Exams: Final
- Final Portfolio: a collection of your writing with all drafts of each response/essay; a display of the progression of your skill as a writer.

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 by one letter grade. DO NOT e-mail me your essays and other typed assignments. They will not be accepted. 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%
Responses	10	10	100	10%
Final Portfolio	1	100	100	10%
Essays	4	100	400	40%
Final Research Paper	1	200	200	20%
Final Exam	1	100	100	10%
Grand Total	22	-	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 2 absences are allowed. After that, you could be dropped. Students are expected to attend every class meeting, to arrive on time, and to stay throughout the class period. **Excessive absenteeism, as well as walking in and out of class, will lower your grade.** 2 tardies = 1 absence. Students may be dropped from class for excessive tardiness or for failure to attend class during the first two weeks.

Walking In and Out of Class

When you arrive to class, make sure you have used the restroom, have eaten, have checked your messages, etc. Walking in and out is rude and disruptive. If you need to leave early, or if you 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 will come to each class session prepared. You will have your books, binder, pens/pencils, and any work that is due; you will be prepared to discuss all readings/assignments.

Cell Phones, iPods, Laptops, etc.

Turn off all electronic devices 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 several hours. Talking and texting on cell phones not only distracts you, but it serves as a distraction for your instructor and your peers. Distractions interrupt/disrupt the class. **You will be asked to leave if you use your phone in class, and one full absence will be recorded.**

Contacting Me

E-mail is the best and quickest way to contact me. **If you have a problem, do not let it snowball. Contact me immediately.** Students are **expected to ask questions and obtain help from the instructor via email and/or during office hours.**

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

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)

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

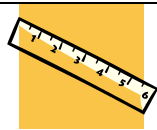
Heldman Learning Resources Center (HLRC) | (310) 287-4486

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).



A few simple rules:

1. Be prepared.
2. Ask appropriate questions that are relevant to the subject matter.
3. Maintain a positive attitude when communicating w/ others, and avoid being confrontational.
4. Answer questions when asked to respond.
5. Ask questions when you are unsure! I can only help you if I know you need help.
6. Be open-minded and receptive to new ideas. You don't have to believe them; you do have to accept their existence.

ENGLISH 101 COURSE GUIDE

Day	Topics Covered	Assignments
Week 1	Introduction/Overview Paragraph development Essay structure Steps in Writing, Outlining Paragraph Format Essay development Unity/Coherence	Response #1
Week 2	Editing: Sentence structure, Sentence types Quiz #1 Argumentation & Persuasion Thesis development	Reading #1 Response #2
Week 3	Discussion of Essay #1 Discussion of readings Quiz #2 Editing: Sentence structure, Sentence types MLA format: In-text citations Quoting, Summarizing, Paraphrasing	Essay #1 outline & bibliography Reading #2 Editing Assignment Pack (EAP), part 1
Week 4	Audience, Purpose, Style Peer editing MLA format: Works Cited pages Editing: Sentence errors Discussion of readings Quiz #3	EAP, part 2 Essay #1 first draft
Week 5	Academic Tone Rhetorical Modes Peer editing Editing: Sentence errors Quiz #4	Reading #3 Essay #1 final draft Response #3
Week 6	Discussion of Essay #2 Rhetorical devices: pathos, ethos, logos Academic Tone Editing: Sentence variety Discussion of readings	EAP, part 3 Reading #4 Essay #2 first draft
Week 7	Rhetorical devices: pathos, ethos, logos Editing: Parallelism, Modifiers Discussion of readings Mid-semester review	EAP, part 4 Essay #2 final draft Reading #5

Week 8

Discussion of Essay #3
Peer editing
Editing: Agreement (P/A), Pronoun case
Discussion of readings

Response #4
Essay #3 first draft

Week 9

Logical arguments
Editing: Agreement (S/V), Verb tense
Peer editing
Quiz #5

Response #5
Essay #3 final draft
Reading #6
EAP, part 5

Week 10

Logic/Logical fallacies
Editing: Wordiness, Cliché, Diction
Discussion of readings

Response #6
Reading #6

Week 11

Discussion of readings
Discussion of RACE IAT test
Response #7 (in-class)
Editing: Academic tone, jargon

Reading #8
Response #8
EAP, part 6

Week 12

Editing: Spelling, Diction, Usage
Editing: Punctuation
Timed writing exercise, Essay #4
Discussion of readings

Reading #9
Response #9
EAP, part 7

Week 13

Discussion of Final Research Paper (FRP)
Conducting research
Evaluating sources
Portfolio preparation
Editing: Review, Q+A
Discussion of readings

FRP first draft
EAP, part 8 & 9
Reading #10

Week 14

Writing the Essay Exam
FRP meetings
Response #10 (in-class)
Editing: MLA format
Discussion of readings

FRP final draft
Final portfolio
EAP, part 10

Week 15

Final Exam
Final portfolio review

- Instructor is not responsible for handouts uncollected due to absence; students are responsible for receiving assignment information and completing such assignments.
- This schedule is tentative. Some items and/or dates may be changed to reflect the needs of the class. Assignments will be further explained in class. The only way to be sure of what is due is to regularly attend classes.
- **You must take the final exam, complete the final research paper, and show proficiency in essay structure and essay development (including editing and revising) in order to earn a passing grade.**