



Division: Language Arts
Course name: College Reading and Composition 1
Section: 8080 / Semester Fall 2013

Instructor Name: S. Lyons-Burns

School Website: www.wlac.edu

Class Hours: Online Only

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

Office Hours: Chat Room from 10:00 AM – 11:00 AM on TR

Instructor E-mail: lyonsburns101@yahoo.com

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.

Required Texts:

- *A Writer's Reference* (2011) by Diana Hacker
- *How to Watch TV News* (2008 edition) by Neil Postman and Steve Powers
- *Fast Food Nation* by Eric Schlosser

Recommended Materials:

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

Required Materials:

- A flash drive or an online file saving device such as dropbox.com to save your assignments

Student 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.
10. Practice proper attribution of all sources that are quoted and paraphrased in essays.
11. 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.
12. Use appropriate MLA citations/works cited.
13. Demonstrate continued development in writing correct and sophisticated college-level English prose.
14. Demonstrate mastery of English grammar, syntax and spelling through writing assignments.
15. 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:

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.

Assignment Guidelines

On Monday of every week a new module will open, and it will remain open so that you can review any of the modules at any time. Make sure that you begin each module during the week that it opens in order to remain in chronological order, and so that you can complete the assignments that coincide with the module before the due date.

The following modules will open during the first week of class and will remain open until the end of the course: Essay Guide and Guide to Using ETUDES-NG. These modules have pertinent information that will help you complete some of the assignments from the other modules. For instance, when completing essays, it is necessary to refer to the Essay Guide module.

Quizzes

Quizzes will be given regularly to ensure that you are keeping up with the readings and logging into the class site.

Assignments

After you read each module, you will be led to the Assignments, Tests, and Surveys section (ATS) to put your knowledge of that module into practice by completing an assignment. It is your responsibility to make sure all of the assignments are submitted before the due date. Make sure that you save all of your assignments for your own records and read the opened module(s) before completing the work. All of the instructions will be in the ATS for every assignment.

If you have any questions about an assignment, please post it in Questions forum on the discussion board—NOT on the page where you submit your assignment.

Also, do NOT send any assignments to my email address or to my personal messages unless you have trouble submitting an assignment in the ATS. If you believe an assignment did not go through, or if you are having technical difficulties, please send me a PM or email with the assignment attached before it is due.

Due Dates

All of the assignments are due according to the dates on the Assignments, Tests, and Surveys (ATS) section. You will have a one-day grace period after the due date of the assignments, so assignments can be submitted up to one day after the due date without any penalty. However, after that grace period, assignments will NOT be received. If you have an extenuating circumstance and need me to be more lenient in regards to the due dates for the assignments, please let me know in a timely fashion, and I will consider giving you an extension.

Essays

In order to make the requirements for every essay clear to you, I have included a module entitled "Essay Guide." This module should answer any basic questions you may have about the requirements for each essay. It will be open during the entire class session. Please refer to it before posting any questions concerning the essay and before submitting your essay. Also, the modules cover information that should be applied to writing your essays in this class, so make sure that you read all of the open modules and use your handbook as a reference book.

Class Policies

Dropping the course

If you decide to drop the course, be sure to do so at the Admissions and Business Offices. Otherwise, the grade drops to a "D" or "F" and cannot be removed. If you do not drop the course, then you may automatically get a failing grade. **If you do not login to the class for more than 7 days, then you may be excluded from the class, so make sure that you login regularly.**

Email/Personal Message (PM) Correspondence

In order to get in contact with me, you can either send me a Personal Message (PM) from the class site or send me an email at lyonsburns101@yahoo.com. I believe that email and personal message correspondence is an excellent opportunity to improve your netiquette and written communication skills, so make sure that you practice proper netiquette when sending me a message or I may comment on it and have you redo the message. Module 1 contains a PowerPoint lesson on email etiquette.

If you send me a message and you do not receive a reply from me within 24 hours, please send me another message. It is NOT necessary to send a message through both the class site and email in order to get a response.

Grading

Assignment Category	# of Assign.	Points Per Assignment	Total Points	% of Total Grade
Quizzes, Assignments, and Discussion Posts	20	10 - 40	250	25%
Essay 1	1	100	100	10%
Essay 2	1	200	200	20%
Essay 3	1	300	300	30%
Mid-Term	1	50	50	5%
Final	1	100	100	10%
Grand Total	25	-	1000	100%
900 - 1000 = A	800 - 899 = B	700 - 799 = C	600 - 699 = D	599 and below = F

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 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:

If you are having problems, don't let them snowball. Contact 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).

English 101 Tentative Schedule

This syllabus may be modified by the instructor. If this happens, you will be given proper notification. Detailed assignment guidelines will be given in the Assignments, Tests, and Surveys (ATS) section of the site. **All of the assignment due dates are in the ATS section on the class site.**

Week	Modules	Books and Major Assignments	Due Dates
1 9/23 – 9/29	Reading due: Module 1	Reading due: Chapters 1 and 2 of <i>How to Watch TV News</i>	9/29
2 9/30 – 10/6	Reading due: Module 2	Reading due: Chapters 3 and 4 of <i>How to Watch TV News</i>	10/6
3 10/7 – 10/13	Reading due: Module 3	Reading due: Read Chapters 5 and 7 (skip Ch. 6) of <i>How to Watch TV News</i>	10/13
4 10/14 – 10/20	Reading due: Module 4	Reading due: Chapters 8, 9, and 12 (skip Ch. 10 and 11) of <i>How to Watch TV News</i> Essay # 1 due on 10/20	10/20
5 10/21 – 10/27	Reading due: Module 5	Reading due: Chapters 1 of <i>FF Nation</i>	10/27
6 10/28 – 11/3	Reading due: Module 6	Reading due: Chapters 2 of <i>FF Nation</i> Midterm due on 11/3	11/3
7 11/4 – 11/10	Reading due: Module 7	Reading due: Chapters 3 of <i>FF Nation</i> Essay # 2 due on 11/10	11/10
8 11/11 – 11/17	Reading due: Module 8	Reading due: Chapters 4 and 5 of <i>FF Nation</i>	11/17
9 11/18 – 11/24	Reading due: Module 9	Reading due: Chapters 6 and 7 of <i>FF Nation</i>	11/24
10 11/25 – 12/1	Reading due: Module 10	Reading due: Chapters 8 of <i>FF Nation</i> Essay # 3 due on 12/1	12/1
11 12/2 – 12/8	Reading due: Module 11	Reading due: Chapters 9 and 10 of <i>FF Nation</i>	12/8
12 12/9 – 12/15	Reading due: Module 12	Final Essay due on 12/15	12/15

