

ENGLISH 101: COLLEGE READING AND COMPOSITION I

SECTION #17725

8/30/2021 – 12/20/2021

MW 5:10pm – 6:35pm via Zoom

<https://laccd.zoom.us/j/7045189355>

Instructor Information:

Professor: **Labina Ula**
Office Hours: MW 1:00pm – 4:00pm &
ZOOM
TH 3:00pm – 5:00pm via ZOOM
*and by appointment

Email: ulals@laccd.edu
Location: Online via CANVAS &

Course Description:

English 101 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. This semester we will be meeting both Synchronously (real-time class meetings via Zoom) and Asynchronously (where you will work independently to read, respond to discussion posts, generate writing, and complete coursework independent of our class meetings).

Student Learning Outcomes: English 101:

Students will demonstrate actual mastery of the college essay by composing an in class final exam characterized by:

CLO 1 - Analytical Close Reading

Students summarize and critique college-level texts, synthesizing information that is incorporated into an extended essay.

Grade Breakdown:

Essays:	30%
Research Paper.....	25%
Canvas Coursework:.....	15%
Midterm Exam:.....	10%
Final Exam:.....	20%
Total:.....	100%

CLO 2 - Composition

Students conduct research in order to compose reasoned arguments with relevant support in accordance with the Modern Language Association format. Length of Final Exam Essay will be 1,000 – 1,400 words.

Student Office Hours:

If you absolutely cannot meet with me during my scheduled office hours because of other commitments, please let me know and I will make my best effort to meet with you at an alternative time.

In my experience teaching both face-to-face & online for the past few years, it can be difficult to make a connection with your professor. I want you all to know that I'm here to guide you through the course material (and also that professors don't bite!). Thus, I require each of you to see me during student office hours at least once during the semester for a 15-minute session.

Please do not wait until the end of the semester to make your appointment with me; make use of my student office hours early and often! You may use this session to discuss anything regarding the class, such as your grade, essay drafts, or other issues. **You can schedule an appointment with me any time during the above hours using the calendar feature on Canvas. You can find a tutorial on how to do so in the welcome module.**

Course Guidelines:

Acceptable File Formats: all written assignments should be written in Microsoft Word and must be submitted in electronic format via CANVAS (with **.doc**, **.docx**, or **.pdf** file extensions only). I will NOT accept any assignments as attachments via email, dropbox, or google drive. Only assignments submitted via CANVAS will be graded. No exceptions to this policy will be made.

Announcements:

Announcements are the primary way in which I will communicate with you, and will be posted in Canvas at least twice weekly. They will be sent to you directly through your **preferred method of notification** and will also be available by clicking on the Announcements tab and at the top of the home page. **Please be certain to check regularly, as I will post important information about upcoming projects or class concerns.**

Email/Messaging:

In this course we will use the **Inbox** feature (located on the left side of the page on the green strip) to send private messages. You can either check your messages in the Canvas system or **set your notifications to your preferred method of contact**. Please check your messages regularly.

If you have questions about the course, **first check the syllabus (the loooong document you're reading right now)**. If you still have questions, please post in the **Question forum**, and I (or another student) will answer them promptly so that the entire class may see the answer. If you have a question that's specific to one of your assignments or if you need to share something personal with me, please message me privately. **You can also directly email me at ulals@lacc.edu**

Email etiquette:

When you correspond with me via email, please do so in a professional manner. This means at a minimum:

- **put the class title and time in the subject line,**
- **write in complete sentences, and**
- **sign your name.**

Note: If you message me from Canvas, the class title is automatically added to the subject line

Netiquette:

When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, **netiquette**. You can read more about the rules of netiquette at **[Netiquette Home Page -- A Service of Albion.com](#)**. Here are the basics (click on each link for more):

- [Rule 1: Remember the Human](#)
- [Rule 2: Adhere to the same standards of behavior online that you follow in real life](#)
- [Rule 3: Know where you are in cyberspace](#)
- [Rule 4: Respect other people's time and bandwidth](#)
- [Rule 5: Make yourself look good online](#)
- [Rule 6: Share expert knowledge](#)
- [Rule 7: Help keep flame wars under control](#)
- [Rule 8: Respect other people's privacy](#)
- [Rule 9: Don't abuse your power](#)
- [Rule 10: Be forgiving of other people's mistakes](#)


Messaging/feedback turnaround:

During the week (M-F) I will check my Canvas messages and email and monitor the discussion boards daily. If you send me a message, you can expect a response within 24 hours (but usually sooner). On the weekends I will respond to emails within 48 hours.

Questions:

In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the **Question forum**, which you can access by clicking the **Discussions** button in the **course navigation links** or in the **Welcome module**. This is an open forum, and you are encouraged to give answers and help each other. For anything more personal, please send me a message on Canvas or email me at ulals@laccd.edu.

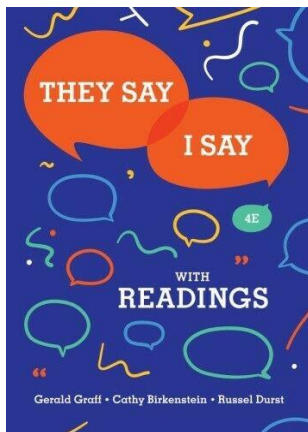
Required Texts and Materials:

-  **CANVAS** All course materials this semester will be available on our course CANVAS page. All course documents, including access to readings, will be available on our course CANVAS page. (Please also download the CANVAS app on your mobile device / tablet)

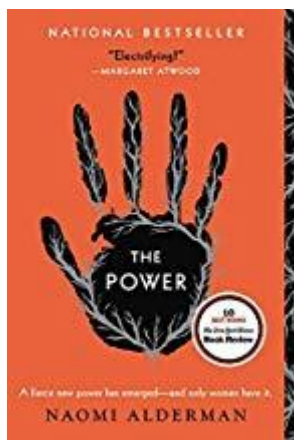


- **Technology Requirements:** Desktop/Laptop/Tablet/ipad that is enabled with a webcam and microphone so that you can actively participate and contribute to Zoom meetings and class discussions. You will need to have an up-to-date browser and operating system on your computer to take this class. Your computer should be equipped with a microphone and a web camera. Some of the documents in this course will be available to you in PDF form. You will need download and install Adobe Acrobat Reader software on your computer.

Gerald Graff. *They Say, I Say: With Readings*, 4th edition. WW Norton, 2018. ISBN-13: 978-0393631685 \$23.00 to Rent from Amazon. \$52 to purchase hard copy.



Naomi Alderman. *The Power*. Back Bay Books, 2008. ISBN-13: 978-0316547604 ([a \\$9.29 on Amazon.com](https://www.amazon.com/dp/B001183800))



Course Handbook: [OWL Purdue](#)

Course Requisites:

All assignments including essay drafts, essays, discussion posts, quizzes, and exams, will be due by 11:59pm PST on Friday night each week. New assignments will be available beginning at 12am on Saturday mornings.

- **CANVAS Coursework - Discussions & Quizzes (15%):** Each week you will respond to a discussion question on CANVAS based upon the week's readings. These discussion threads on CANVAS will form the basis for the three short essays and longer research paper. Our discussion thread will function as a space where you can develop and strengthen your individual literary voices. I cannot stress the importance of this discussion space enough, especially in light of the remote nature of this semester's classes. Your discussion threads are where you will not only develop your own narrative voices, but are also the safe spaces in which you can engage in debate and rational discourse with your peers. Quizzes will be given on the various texts from the course reader and two course novels throughout the semester.
- **Short Essays (30%):** You will write 3 essays (5 pages) based upon essay prompts that highlight and exemplify the critical discussions and analyses presented in class each day. Essays will be based upon our daily readings, and most importantly, the class discussions we conduct in the discussion threads on CANVAS; thus, it is **CIRITICAL** that you be present and prepared for each class and **PARTICIPATE** in class discussions. The essays in this class will be written from various rhetorical perspectives, including Aristotelian, Toulmen, and Rogerian argumentation models. Essay assignments will be developed from In-Class writing assignments and must be submitted on **CANVAS**. All essays should be **TYPED, DOUBLE SPACED, 12-SIZE FONT, TIMES NEW ROMAN**, with **1-INCH MARGINS**. No late work will be accepted. **NO EXCEPTIONS. YOU MUST SUBMIT ALL 3 SHORT ESSAYS IN ORDER TO PASS THE CLASS.**
- **Research Paper (25%):** You will write Research paper (7-10 pages in length) this semester with an argumentative thesis statement, coherent paragraphs, textual analysis, and conduct research on your chosen topic. Your essay will be based upon the course novels and 6 secondary sources on a chosen topic and will demonstrate skilled mastery of integrating quotations. You will construct an Annotated Bibliography with a total of 10 entries based upon the secondary sources you will research. Your essay will focus on close textual analysis, mastery of rhetorical and syntactical strategies, and will demonstrate skilled mastery of integrating quotations. The Research Paper will be based upon the course novel and must be submitted on **CANVAS**. Your essay must be **TYPED** according to MLA standards: **TYPED, DOUBLE SPACED, 12-SIZE FONT, TIMES NEW ROMAN**, with **1-INCH MARGINS**. No late essays will be accepted. **YOU MUST SUBMIT A RESEARCH PAPER IN ORDER TO PASS THE CLASS.**
- **Midterm (10%) & Final Exam (20%):** There will be two (2) written exams on the assigned readings, lectures, and discussions. These exams are not timed assignments.

Each Exam will be submitted to Canvas like an Essay assignment. Please see the Schedule in this Syllabus for the Midterm Exam and Final Exam due dates. We will review possible exam questions during the Zoom meeting preceding each exam. **YOU MUST TAKE THE MIDTERM & FINAL EXAMS IN ORDER TO PASS THE CLASS.**

Academic Integrity is expected, and academic dishonesty is a serious offense. Plagiarism is taking someone else's words and/or ideas and pretending they are your own. Any assignment that is plagiarized receives an F. I may exclude/drop a student for plagiarizing. Forms of academic dishonesty include: Collusion-- lending your work to another person to submit as his or her own; Fabrication-- deliberately creating false information on a works cited page. If you have any questions or doubts about plagiarism, please ask me or check the ELAC course catalog. When there is evidence of academic dishonesty, the instructor may issue the student a zero or a substantial grade "F" on that particular assignment or test. The instructor may also initiate student discipline under LACCD Board Rule 91101, which may include the issuance of a verbal or written warning.

Student Feedback: Essays will be evaluated using the rubric based upon the course learning outcomes listed in the syllabus above. Discussion posts will be evaluated using a separate rubric. Feedback on student writing will be given on the Final Drafts of essays. If you would like feedback on your drafts, please make an appointment to visit me during office hours. Rubrics for Essays and Discussion posts can be found on the course CANVAS page.

Student Services

CANVAS & Zoom Support can be found on the ELAC website. If you are having trouble with the course CANVAS page, please visit the [CANVAS Support](#) page. If you are having trouble logging into Zoom, please visit the [Zoom Resources](#) page for technical assistance.

Modern Language and ESL Lab is dedicated to serving ELAC students in a creative environment focused on strengthening students' language skills. Please visit their site to chat with a tutor at the [Language Lab](#)

Diverse-abilities Support Program and Services serves students with diverse needs may be provided with supportive accommodations in the educational setting based upon the documented disability. For more information, please contact [DSP&S](#) .

The Learning Assistance Center provides tutoring is provided online for many college-level courses. You can chat with a tutor from the [learning center](#) to set up an appointment.

The Reading and Writing Center assists students in all subjects to become more effective readers and writers. To book an appointment, please visit the [Reading and Writing Center](#) .

Veterans Resource Center is dedicated to providing veterans and active military personnel with assistance to obtain access to benefits and resources. Please visit the [Veterans Resource Center](#) for more information.

Professor Ula
English 101, Section #17725
Email: ulals@lacc.edu

Spring 2021 Office Hours: TH 7:00am-8:30am MAIN CAMPUS
MW 1:00pm – 4:00pm & TH 3:00pm – 5:00pm via ZOOM
Phone: (323) 265-8632

The Dream Resource Center As part of the **Safe Zone Coalition**, my office is a Safe-Zone for [LGBTQ+](#) and Undocumented students. You may also chat with someone from [Dream Resource Centers](#) for more assistance.

*** We will frequently refer back to this syllabus throughout the semester. PLEASE REVIEW IT CAREFULLY.**

Reading Schedule: *subject to change

*****All assignments are due FRIDAY at 11:59 PST unless otherwise specified*****

Week 1 8/30/2021

Introduction to Course

Review Syllabus

Distribute Essay #1 Prompt

Zoom Class Meeting: MW 5:10pm – 6:35pm (if you cannot attend the Zoom class meeting, please email me at ulals@lacc.edu before the meeting time to inform me of your absence)

Weekly Readings: all texts available on CANVAS

- *They Say, I Say: "Introduction" (p.1-29) & "Reading for the Conversation" (p.176-186)*
- Reader: "The 'Other Side' Is Not Dumb" p.212
- "Why Rural America Voted for Trump" p. 279
- "Outbreaks Are Not an Excuse to Trample on Our Rights" by Marni Soupcoff (CANVAS)
- "The Argument Against the Argument Against Face Masks" by Robert Roy Britt (CANVAS)

Homework: 1. Answer discussion question on "The 'Other Side' Is Not Dumb" and "Why Rural America Voted for Trump" on CANVAS 2. Answer discussion question on "Outbreaks Are Not an Excuse to Trample on Our Rights" and "The Argument Against the Argument Against Face Masks" by Robert Roy Britt on CANVAS 3. Familiarize yourself with the course CANVAS page and syllabus. Please consult the ELAC [Distance Education](#) page for more information. 4. Take QUIZ on Introduction to Syllabus and Course. 5. Read through essay #1 prompt and choose the two texts you would like to write about.

Week 2 9/6/2021

MONDAY 9/6/2021 LABOR DAY – NO ZOOM MEETING

Zoom Class Meeting: WEDNESDAY 5:10pm – 6:35pm (if you cannot attend the Zoom class meeting, please email me at ulals@lacc.edu before the meeting time to inform me of your absence)

Draft #1 of Essay #1 DUE on CANVAS

Weekly Readings: all texts available on CANVAS

- "The New Jim Crow" p.230
- "Minority Student Clubs: Segregation or Integration?" p. 269

- “Why America is Self-Segregating” p.219
- Reader: “Hillbilly Elegy” p.251
- “A Tax System Stacked against the 99 Percent” p. 286
- *They Say, I Say: “Entering Class Discussions” (p.162-165)*

Homework: 1. Respond to Essay Prompt #1 and submit assignment on CANVAS 2. Answer discussion question on “Minority Student Clubs: Segregation or Integration?” and “Why America is Self-Segregating” p.21

Week 3 9/13/2021

Draft #2 of Essay #1 DUE on CANVAS

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@laccd.edu before the meeting time to inform me of your absence)

Weekly Readings: all texts available on CANVAS

- “Fake News Is Killing Us. How Can We Stop It?” by Kate Yoder
- “Speak Freely: Lose free speech, and lose our political freedom too” by Bruce S. Thornton
- “Is College the Best Option?” p. 315
- “Should Everyone Go to College?” p. 318
- “The Liberal Arts” p. 336
- *They Say, I Say: “The Art of Quoting” (p.43-51)*

Homework: 1. Submit draft #1 of Essay #1 in CANVAS. Continue adding content to the first draft that you submitted last week. 2. Answer discussion question on “Is College the Best Option?” and “Should Everyone Go to College?”

Week 4 9/20/2021

Essay #1 DUE via CANVAS

Distribute Essay #2 Prompt

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@laccd.edu before the meeting time to inform me of your absence)

Weekly Readings: all texts available on CANVAS

- “Are Too Many People Going to College? p. 344
- “Two Years Are Better Than Four” p. 365
- “Hidden Intellectualism” p. 369
- “Blue-Collar Brilliance” p. 377
- *They Say, I Say: “Three Ways to Respond” (p.54-66)*
- *They Say, I Say: “Distinguishing What You Say from What They Say” (p.67-74)*

Homework: 1. Submit the final draft of Essay #1 on CANVAS. The final draft should consist of 5 solid pages of writing and should follow the MLA guidelines listed on the course syllabus. 2. Answer discussion question on “Hidden Intellectualism” and “Blue-Collar Brilliance” p. 377. 3. Review prompt for essay #2 and create and outline of what you plan on writing.

Week 5 9/27/2021

Draft #1 of Essay #2 DUE on CANVAS

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@laccd.edu before the meeting time to inform me of your absence)

Weekly Readings: all texts available on CANVAS

- “Shut Up About Harvard” p. 390
- “On the Front Lines of a New Culture War” p. 398
- “Are We In A Race Against The Machine?” p. 421
- “Is Google Making Us Stupid?” p. 424
- “Smarter Than You Think: How Technology Is Changing Our Minds for The Better” p. 441

Homework: 1. Submit draft #1 of Essay #2. 2. Watch TedTalk “Is Technology Really Ruining Your Life?” 3. Respond to discussion question regarding the Pros and Cons of Technology.

Week 6 10/4/2021

Draft #2 of Essay #2 DUE on CANVAS

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@laccd.edu before the meeting time to inform me of your absence)

Weekly Readings: all texts available on CANVAS

- “Does Texting Affect Writing?” p. 462
- “How I Learned to Love Snapchat” p. 474
- *They Say, I Say: “Planting a Naysayer in Your Text”* (p.77-89)
- “Google, Democracy, and the Truth about Internet Search” p. 480
- “Go Ahead: Waste Time on the Internet” p. 500
- *They Say, I Say: “Saying Why it Mattered”* (p.91-100)
- *They Say, I Say: “Connecting the Parts”* (p.101-116)

Homework: 1. Submit draft #2 of Essay #2 – continue adding content to the existing draft #1. 2. Watch TedTalk: “Is Social Media Hurting Your Mental Health?” 3. Respond to discussion question on Social Media

Week 7 10/11/2021

Essay #2 DUE via CANVAS

Distribute Essay #3 Prompt

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@laccd.edu before the meeting time to inform me of your absence)

Weekly Readings: all texts available on CANVAS

- “No Need to Call” p. 505
- “Does a Protest’s Size Matter? P. 525

- “What’s Gender Got to Do with It?” p. 531
- “Why Women Still Can’t Have It All” p. 534
- “Why Men Still Can’t Have It All” p. 555
- “I’m Gay and African American. As a Dad, I Still Have It Easier Than Working Moms” p. 576
- “From He to She In First Grade” p. 583
- “Teaching Men to Be Emotionally Honest” p. 589

Homework: 1. Submit the final draft of Essay #2 on CANVAS. The final draft should consist of 5 solid pages of writing and should follow the MLA guidelines listed on the course syllabus. 2. Watch “Violence Against Women” TedTalk by Jackson Katz. 3. Respond to discussion question on Gender disparities.

Week 8 10/18/2021

MIDTERM EXAM: timed essay (120 minutes)

Draft #1 of Essay #3 DUE via CANVAS

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@laccd.edu before the meeting time to inform me of your absence)

Weekly Readings: all texts available on CANVAS

- “Brutality and Racial Bias: What the Data Say”
- “All Schools Should Teach Black Lives Matter”
- “Video: Films on Demand” CANVAS
- *Letter From Birmingham Jail*. Martin Luther King Jr.

Homework: 1. Respond to the Discussion question on *Letter From Birmingham Jail* in preparation for the MIDTERM EXAM. 2. Submit Draft #1 of Essay #3 via CANVAS. 3. Join Zoom Meeting on WEDNESDAY 10/21/2021 for directions on the MIDTERM EXAM (look for the link in CANVAS under ZOOM MEETINGS)

Week 9 10/25/2021

Draft #2 of Essay #3 DUE via CANVAS

Comprehensive QUIZ on *The Power*

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@laccd.edu before the meeting time to inform me of your absence)

Weekly Readings: begin reading course novel.

- Naomi Alderman – *The Power* pp. 1-58

Homework: 1. Submit Draft #2 of Essay #3 on CANVAS 2. Respond to Discussion question on *The Power* 3. Complete and submit QUIZ on *The Power*.

Week 10 11/1/2021

Essay #3 DUE via CANVAS

Distribute Essay #4 Research Paper Prompt

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@lacc.edu before the meeting time to inform me of your absence)

Weekly Readings: Course Novel

- Naomi Alderman – *The Power* pp. 59-108

Homework: 1. *The Power* COMPREHENSIVE QUIZ 2. Answer Discussion Question on *The Power* via CANVAS 3. Final Draft of Essay #3 Due via CANVAS. The final draft should consist of 5 solid pages of writing and should follow the MLA guidelines listed on the course syllabus. 4. Peer Review Annotation Assignment

Week 11 11/8/2021

Draft #1 of Research Paper DUE via CANVAS

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@lacc.edu before the meeting time to inform me of your absence)

Weekly Readings: Course Novel

- Naomi Alderman – *The Power* pp. 108-162

Homework: 1. Respond to the Discussion question on *The Power* via CANVAS. 2. Submit Draft #1 of Research Paper via CANVAS. 3. Peer Review of Research Paper due on CANVAS

Week 12 11/15/2021

The Power COMPREHENSIVE QUIZ

Draft #2 of Research Paper DUE via CANVAS

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@lacc.edu before the meeting time to inform me of your absence)

Weekly Readings: Course Novel

- Naomi Alderman – *The Power* pp. 163-215

Homework: 1. Complete and submit the comprehensive quiz on *The Power* via CANVAS. 2. Respond to the Discussion question on CANVAS. 3. Submit Draft #2 of Research Paper via CANVAS. 4. Peer Review of Research Paper due on CANVAS

Week 13 11/22/2021

Draft #3 of Research Paper DUE on CANVAS

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@lacc.edu before the meeting time to inform me of your absence)

Weekly Readings: Course Novel

- Naomi Alderman – *The Power* pp. 216-267

Homework: 1. Respond to the Discussion question on CANVAS. 2. Submit Draft #3 of Research Paper via CANVAS. 3. Peer Review of Research Paper due on CANVAS

Week 14 11/29/2021

Draft #4 of Research Paper DUE on CANVAS

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@laccd.edu before the meeting time to inform me of your absence)

Weekly Readings: Course Novel

- Naomi Alderman – *The Power* pp. 268 – 325

Homework: 1. Respond to the Discussion question on CANVAS. 2. Submit Draft #4 of Research Paper via CANVAS. 3. Peer Review of Research Paper due on CANVAS

Week 15 12/6/2021

Final Draft of Research Paper DUE

Zoom Class Meeting: MW 12:10pm – 1:35pm (if you cannot attend the Zoom class meeting please email me at ulals@laccd.edu before the meeting time to inform me of your absence)

Weekly Readings: Course Novel

- Naomi Alderman – *The Power* pp. 325 - 382

Homework: 1. Respond to the Discussion question on CANVAS. 2. Submit FINAL Draft of Research Paper via CANVAS. The Final Draft should consist of 10 solid pages of writing, plus a works cited page. The Final Draft of the research paper should also contain citations from 6 secondary sources and the two primary course novels. The Final Draft of the Research Paper should also follow MLA guidelines as outlined in the course syllabus. 3. Peer Review of Research Paper due on CANVAS

Week 16 12/13/2021

FINAL EXAM – Due on CANVAS by **MONDAY 12/13/2021 by 11:59pm**

Join **Zoom Meeting** on **MW 12/14/2021** for directions on the FINAL EXAM (look for the link in CANVAS under ZOOM MEETINGS)

Guidelines for Writing a Persuasive / Argumentative Essay

1. The purpose of a persuasive essay is to convince the reader to do something (such as agree with your argument). I suggest you use the three persuasive appeals (ethos, pathos, and logos) we discussed in class to persuade the reader.
2. Your essay must have a title, a thesis statement, and at least five paragraphs. Use prewriting techniques to generate ideas if you need to.
3. Well-developed arguments for complex issues often require much more than the minimum word count to be persuasive.

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4. Students must organize their argument using a recognizable organizational pattern for argumentation: the classical, Toulmin, or Rogerian patterns of argument. All three patterns acknowledge and describe an alternative or counterargument within the main body of the argument. The classical pattern is the most common and useful across college courses.
 5. Refutation and/or Concession: students may either refute or concede to one or more alternative or counter-arguments, as long as such arguments are addressed in order to demonstrate ethical and fair reasoning.
 6. Summary of the issue or problem: students must summarize the issue so that the reader may understand the problem and why it necessitates consideration. Summary is used throughout an argument, but is especially useful in the introduction and early body paragraphs. When summarizing, the writer should always cite the source of information.
 7. Thesis: students must assert their claim or position on the issue with an explicit thesis statement. A strong thesis in argumentation consists of a claim, a rationale (why and/or how statement), and a statement of why the argument is significant (and often, for whom).
 8. Rhetorical purpose and context: students should demonstrate that they identify an audience and purpose for their argument; this may be demonstrated in the introductory or concluding paragraphs, and/or within the body paragraphs.
 9. Rhetorical appeals: students should demonstrate their understanding of how rhetorical appeals shape their arguments, such as demonstrating credibility through ethical appeal; demonstrating appropriate use of emotional appeals; demonstrating understanding of the purpose and timeliness of an argument; and demonstrating logical appeals by using authorities, examples, facts and other forms of persuasive evidence.
 10. Outside sources: students must base their argument primarily on outside sources, and not on personal experience. While some explanation of personal experience may be useful in creating ethical appeal, students must use textual evidence to support their argument through the use of paraphrase, summary, and quotation. Whichever sources you use, please list them on your essay's works cited page.
 11. Please use MLA formatting, including Works Cited list and in-text citations.

Professor Ula
English 101, Section #17725
Email: ulals@laccd.edu

Spring 2021 Office Hours: TH 7:00am-8:30am MAIN CAMPUS
MW 1:00pm – 4:00pm & TH 3:00pm – 5:00pm via ZOOM
Phone: (323) 265-8632

12. Please proofread, with minimal surface and grammatical errors.

**All documents for this class must follow
MLA Guidelines and should be written in
Times New Roman Font, Double Spaced, 12-
point Font, with 1” margins all around.**