English 101

College Reading and Composition

### Spring 2021

Los Angeles City College

Course Syllabus

Wresting with Reality: Recognizing Cognitive Dissonance in Reading and Writing

Instructor: Michael Miklos, Ph.D. Class Number: 17358

Class Meetings: TTh 8:00-9:25 Location: Online

Phone: (323) 953-4000, ext. 2728 Email: miklosmj@laccd.edu

Office: JH 301D Office Hours: [MW 9:00-9:30 & 12:35-1:20; TTh 11:00-12:30; and by appt.](https://laccd.zoom.us/j/9641895457)

Embedded Tutor: Matty Auld ([auldm@lacitycollege.edu](mailto:auldm@lacitycollege.edu); [writersblock.lacitycollege.edu](http://writersblock.lacitycollege.edu/))

# Texts

Hacker, Diana. *Rules for Writers*. 9th ed. Bedford/St. Martin’s, 2019.

Orwell, George. *1984*. Signet, 1949.

Additional readings will be posted online; you are expected to have hard copies on the appropriate days. Electronic copies of *any and all readings* are not permitted.

## Course Description

PREREQUISITE: ESL 8. ADVISORY: English 108

DESCRIPTION: English 101 is a transferable course that develops proficiency in college-level reading and writing through practice of critical thinking and well-developed expository writing.

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.

# Course Goals

# Upon completion of this course, students will be able to:

1. Reading: Read sophisticated college-level expository texts, distinguish main ideas and supporting points, evaluate the persuasiveness of arguments and evidence, critique assumptions, and make relevant inferences, including inferences about authorial motivation and biases.
2. Writing: Plan and write well-focused, logically organized, thoroughly developed, and coherent extended college level essays (1000-2000+ words) that analyze, interpret, and compare concepts and that argue for or against a position.
3. Writing Process: Demonstrate in-depth knowledge of the writing process and pre-write, plan, draft, revise, edit, and proofread work and respond critically and productively to the work of peers in revision group.
4. Syntax and Stylistics: Be able to distinguish between different styles of written English and evaluate the appropriateness of a particular style, tone, or voice for a given audience. Vary sentence shape and structure for emphasis and effect.
5. Grammar: Use all major forms of punctuation effectively, including colons, semi-colons, dashes, and quotation marks.

## SLOs FOR ENGLISH 101

1. The student’s essay writing will follow MLA guidelines, will include a clearly stated thesis or argument, and will develop support in well-organized and unified paragraphs.
2. The student’s writing will demonstrate a clear understanding of the requirements of clear exposition for college-level written communication such as analysis of evidence, appropriate inferences from the evidence, and coherent focus on the argument.

# COURSE REQUIREMENTS:

# Readings & Writing Assignments

Complete all reading assignments and writing assignments, formal or informal, by the date they appear on the syllabus. Reading and the ability to write well are inextricably linked, so it is important to read regularly and critically in order to improve your writing skills. With this in mind, you will be responsible for discussing the reading in class and writing about what you have read. **You are expected to have a printed copy of that day’s reading with you during each meeting.**

# Discussion Question Responses

Throughout the semester you will be required to submit responses to Discussion Questions that I post at the end of the preceding week. These questions are intended to help guide you through the reading as well as give you a chance to begin articulating ideas that you might want to incorporate into your more formal writing assignments. For each assignment, you will submit your initial reply and then respond to two of your fellow students’ posts. These responses are worth 10 points each, and you must complete both the response and the peer review to receive credit for each individual assignment.

# Reading Quizzes

In order to monitor your level of engagement with the readings for this course, I will be giving periodic reading quizzes (both announced and unannounced); the idea is for these to be posted on Canvas for you to do **during** a class meeting, so you’ll need to make sure you’re on a computer (as opposed to a phone) during our meetings. Each quiz will be worth 10 points. **Reading quizzes cannot be made up**.

# Formal Assignments

In addition to an in-class midterm and final, you will be required to complete three out-of-class assignments. All out-of-class assignments are to be in MLA format: typed in 12-point Times New Roman font, double-spaced with 1-inch margins, and with sources cited properly. More detailed explanation of MLA format can be found in sections 50-60 of *Rules for Writers*, on the [Purdue OWL’s website](https://owl.purdue.edu/owl/purdue_owl.html), or the MLA formatting module in Canvas.

I generally don’t accept late submissions, although I’m willing to grant extensions in emergencies, *provided that you’ve given me advance notice*.

It is the *student’s responsibility* of to ensure that no technical issues have occurred while submitting assignments. Examples include but are not limited to submitting the wrong file, submitting an incomplete file, or submitting a blurry file that cannot be read. Students are strongly advised to view all submissions after uploading them to ensure everything is correct.

Students should also bear in mind that it is their responsibility to incorporate feedback from previous drafts and formal assignments into future submissions. Not doing so is grounds for me to reject those submissions.

# Grading

A number of factors go into determining a student’s grade on a given assignment: content (the strength of the student’s engagement with the readings), essay structure (how ideas are arranged), and grammar. Generally speaking, content and structure are the most important factors. More specifically, a paper that advances a B-level idea can’t get higher than a B, regardless of how well it is written. That said, grammar becomes a more important factor in situations when grammatical errors are so severe that they disrupt the flow of ideas.

My grading practices reflect that I am more interested in the standard of writing you achieve at the end of the semester than the beginning. This is not to say that you can slack off in the beginning and expect improvement alone to get you a good grade in the course.

Here are the values of the assignments that make up your course grade:

Four essays 700 points total

Essay 1 100 points

Essay 2 (online timed essay) 150 points

Essay 3 200 points

Essay 4 250 points

Final (online timed essay) 200 points

Discussion Posts and Quizzes 10 points each

Course grades will be based on the following percentages of the total points possible at the end of the semester.

A= 90%-100% B= 80%-89% C= 70%-79% D= 60%-69% F= below 60%

# GENERAL COURSE POLICIES:

# Attendance/Participation

Surviving a college-level class without attending it is virtually impossible. Therefore, attendance at all class meetings is mandatory. Students are expected to log into the Zoom meeting on time and to be present throughout the period (technological issues aside). While you are not required to have your camera enabled, I encourage you to do so, as it increases student engagement with the class, which is vital to your success in it.

College policy allows me to remove students from a Zoom session (and mark them absent for the day) if they don’t answer when I call on them, so *if you need to step away for a second, just send me a private message in Chat so that I know*. Los Angeles City College’s official policy allows me to exclude students with one week’s worth of absences. While I won’t take attendance during individual class meetings, I will check students’ Zoom attendance and Canvas participation weekly. In addition, students who have not been active in the class for the previous ten days will be excluded from the class.

Students who fail to attend either class meeting during the first week will be dropped from the course so as to accommodate students who have been present.

Students who miss class for religious holidays can be excused if they make arrangements with me in advance.

If you miss a class meeting, you are still responsible for turning in any missed assignments (both those due and assigned on the missed day) by their respective due dates.

According to official college policy, three tardies will add up to one absence.

*It is the student’s responsibility to drop the course officially.*

# Class (N)Etiquette

Students are encouraged to speak up honestly in all class-related writing (whether with me or each other), and as such I don’t want to limit your use of language. However, because we are learning in a community environment, we must be aware of those around us. We are a diverse academic community, representing different faiths, lifestyles, ethnicities, sexualities, and cultures. Therefore, I ask that you think about your fellow classmates and be tolerant, respectful, and considerate of your colleagues during any discussions, even (especially?) at times when you may disagree with an opinion that someone else has expressed. This is particularly important in an online setting where certain gestures, facial expressions, or intonations don’t come across the way they would in a face-to-face setting.

Bear in mind that while some of our class readings will contain adult topics and images, the point of the class is to study and write about their larger implications. Remember that this is first and foremost an academic/professional environment.

# ADDITIONAL SUPPORT:

# Embedded Tutors

Embedded Tutors help students gain the writing skills needed to be successful in English 101 through participation in classroom activities and individual writing consultations in The Writers' Block. Students can find more information or schedule an appointment on [The Writers’ Block website.](http://writersblock.lacitycollege.edu/)

# NetTutor

The district has subscribed to this online tutoring service, which is available in Canvas.

# Office Hours

I will be holding office hours via Zoom at the times listed at the top of this syllabus. The link will be posted on Canvas. Be advised that the Waiting Room will be enabled, so you might need to hold tight if I happen to be working with another student when you log in.

# A Note on Scheduling/Time Management

While I don’t want to scare anyone away, students should be advised that this course will require 2-3 hours of out-of-class work for every hour that is spent in class. Expecting to pass this course without having that much time available is unrealistic.

# COLLEGE POLICIES:

# Drop Deadline

The deadline to drop without a “W” is the last day of Week 2. Dropping *after* Week 2 will result in a “W” on your transcript. Effective July 1, 2012 students will only have 3 attempts to pass a class. If a student gets a “W,” “D,” “F,” or “NP” in a class, that will count as an attempt. *A student’s past record of course attempts district-wide will also be considered.* Therefore, before the end of Week 2 you should carefully consider if you can reasonably manage this course with the other factors in your life (e.g. work, family, course load). If you have any questions, please don’t hesitate to talk to me. You may also see an academic counselor.

# Academic Integrity

Academic Dishonesty, e.g. plagiarism, in any form will be punished severely. 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. More information on plagiarism is available in section 54 of *Rules for Writers*.

Cheating is a violation of academic integrity and Board Rule 9803.28. Penalties for cheating may include a grade of zero or "F" on an exam or paper, or even suspension from the college.

# Note

Students with a verifiable disability who believe they need academic adjustments or accommodations for this class are encouraged to notify the instructor and to contact the Office for Special Services (SSB 1F; 323-943-4000, ext. 2270; [oss@lacitycollege.edu](mailto:oss@lacitycollege.edu); or [on their website](http://lacitycollege.edu/Resources/Office-Special-Services/)) at least two weeks before any scheduled exam or as soon as possible. OSS will determine if you are eligible for academic adjustments or accommodations and give you a form to present to the instructor authorizing your reasonable accommodations. Your information will remain confidential.

# Financial Aid

If you need help paying for books and other college expenses, call the Financial Aid Office at (323) 953-4000, ext. 2010, or email [finaid@lacitycollege.edu](http://finaid@lacitycollege.edu).

# Semester Schedule

Here are some important dates to be aware of this semester. You will need to have read the following materials prior to class for each date. Note that this schedule is subject to change; consult the Modules page in Canvas for the most up-to-date information.

# Week 1

February 9 Course Introduction

Diagnostic

February 11 Elliot Aronson and Carol Tavris, “The Role of Cognitive Dissonance in the Pandemic”

Introduce Essay 1

# Week 2

February 16 Topic Sentences and Elaboration (*Rules for Writers* section 3)

February 18 Topic Sentences and Elaboration (cont.)

Body Paragraphs due (online)

*Rules for Writers*, sections 53-56 (“Supporting a Thesis,” “Citing Sources; Avoiding Plagiarism,” Integrating Sources,” Documenting Sources in MLA Style”)

## Last day to drop classes without a “W”: February 21

## Last day to drop classes with a refund/drop classes and not owe a fee: February 21

# Week 3

February 23 Essay 1 drafting

February 25 Essay 1 drafting

Essay 1 due February 27

# Week 4

March 2 *1984*, pp. 1-48

March 4 *1984*, pp. 48-104

# Week 5

March 9 Continue discussion of *1984*/prepare for timed essay

March 11 Essay 2 (online timed)

Introduce Essay 3 and Resume *1984*

# Week 6

March 16 *1984*, pp. 105-167

March 18 *1984*, pp. 167-224

# Week 7

March 23 *1984*, pp. 225-298

March 25 Continue discussion of *1984*

# Week 8

March 30 Essay 3 drafting

April 1 Essay 3 drafting

Essay 3 due April 3

# Week 9

April 13 Incorporating Secondary Sources into an Argument

Louis Parascandola, “Love and Sex in a Totalitarian Society: An Exploration of Ha Jin and George Orwell”

April 15 Steven Blakemore, “Language and Ideology in Orwell’s *1984*”

# Week 10

April 20 Tony E. Jackson, “Oceania’s Totalitarian Technology: Writing in *Nineteen Eighty-Four*”

April 22 Lilian Feder, “Selfhood, Language, and Reality: George Orwell’s *Nineteen Eight-Four*”

# Week 11

April 27 Library Research Orientation

*Rules for Writers* sections 50-52 (“Thinking Like a Researcher; Gathering Sources,” “Managing Information,” “Evaluating Sources”

April 29 Research (Cont.)

# Week 12

May 4 Begin Discussion of Torture Memos/Introduce Essay 4

Reading: *Geneva Conventions* (excerpts)

May 6 TBD

## Last day to drop classes with a “W”: May 9

# Week 13

May 11 TBD

May 13 TBD

# Week 14

May 18 Essay 4 drafting

May 20 Essay 4 drafting

Essay 4 due May 22

# Week 15

May 25 TBD

May 27 TBD

# Final Exam Thursday, June 3, 8:00-10:00