

Fall 2022 English 1A-English 205

English 1A-58852: Reading and Composition ✍ T 9:00-10:50 / ONLINE (CC1 200)
 English 205-58855: Strategic Skills for Success in English ✍ TH 8:00-8:50 (CC1 200)

WELCOME!

The purpose of these courses is to assist you on your journey to becoming a better academic reader and writer. However, in order for these classes and me to assist you in this adventure, you must believe that reading, thinking, and writing well are important and serve a purpose in your life. You have to be willing to put in the time and effort necessary for success.

These particular sections of English 1A and English 205 are linked. Assignments will be interconnected between the courses; therefore, enrollment in both classes is required. English 1A is all about reading and writing. We will be doing a lot of both! I hope you enjoy the various texts we will be using. We'll be reading Sofia Segovia's *The Murmur of Bees*—Reedley College's One Book One College selection for 2022-2023—and several short pieces. The readings touch upon many themes such as choices, responsibility, education, motivation, and thinking critically.

I hope that you actively participate in class because I have found it to be the best way to learn—and it makes the class more enjoyable for all!

—Ms. Karle

Contents

INSTRUCTOR:.....	2
COFFEE CONNECTION HOURS – ZOOM.....	2
CATALOG DESCRIPTIONS	2
STUDENT LEARNING OUTCOMES.....	3
REQUIRED AND SUGGESTED MATERIALS AND TEXTS.....	3
COURSE GRADE.....	3
COURSE OBJECTIVES.....	6
COURSE OUTLINE.....	7
LATE ASSIGNMENTS.....	8
CHECKING GRADES.....	8
ATTENDANCE	9
CONDUCT	9
ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES.....	10
PLAGIARISM AND CHEATING	10
COMPUTER REQUIREMENTS.....	11
EMAIL	12
TIME COMMITMENT AND ESSENTIAL INFORMATION.....	13
HELPFUL HINTS.....	14
IMPORTANT DATES.....	15
PAPER POLICY.....	16

INSTRUCTOR:

Professor Carey Karle
 559-638-0300 ext. 3421
carey.karle@reedleycollege.edu

Office: CC1, Room 214

**COFFEE CONNECTION HOURS – ZOOM**

The time that I have listed as “Coffee Connection Hours” is time for **you**. During this time, I am available for whatever you need--okay, within reason related to school! If I am working on the computer, I will stop so that I can focus on you. We can talk about class, college, topics related to reading and writing, or other things. I am available for you during this time. Also, please, let me know if you need to make an appointment for another time. I can't wait to connect with you!

Coffee Connection Hours and any individually or optional whole class scheduled meetings (online sections only) will be held mostly via Zoom. Zoom links for regularly scheduled hours are found on Canvas and will be sent out just before each. In addition, I will be on campus for my Zoom Coffee Connection Hour on Tuesdays and Thursdays. This means I am available via Zoom and in person on Tuesdays and Thursdays.

Coffee Connection Hours –Fall 2022

Zoom ONLY

Mondays AND Wednesdays 1:00-1:50 pm

Zoom AND in person – CC1, Room 214

Tuesdays AND Thursdays 11:00-11:50 am

Additional Coffee hours - Arranged

CATALOG DESCRIPTIONS**ENGLISH 1A**

Students will read, analyze, and compose college-level prose, with emphasis on the expository; study writing as a process; explore different composing structures and strategies; edit and revise their own writing; and conduct research (gather, organize, evaluate, integrate, and document information), culminating in a term research paper and annotated bibliography. Students will write a minimum of 5,000 words in formal academic language.

ENGLISH 205

This course will be taught in conjunction with English 1A College Reading and Writing so that students can further their critical reading and writing skills for their English 1A course. Course will include assignments linked to and building on the English 1A coursework. **COREQUISITES:** English 1A or 1AH.

STUDENT LEARNING OUTCOMES

ENGLISH 1A	ENGLISH 205
<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Write a documented, well-organized research paper of at least 1,500 words that demonstrates critical thinking and command of the English language. 2. Complete a timed essay independently in class. 3. Summarize and comprehend college-level prose (will include a full reading). 	<p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Utilize the skills required to successfully complete English 1A.

REQUIRED AND SUGGESTED MATERIALS AND TEXTS

1. Sofia Segovia's *The Murmur of Bees*
2. Flash drive (recommended as backup)
3. Access to a printer (recommended)
4. Ream of paper (recommended to print at times)



COURSE GRADE

Grading Philosophy

Your grade in this class is based entirely on the demonstrated mastery of skills of being a good reader and writer as shown through essays. All assignments leading up to an essay are crafted to help you attain these skills. Participation, effort, extra credit, and turning assignments in “on time” will not be part of your grade. While these skills can contribute to being a successful student, they are not necessarily skills required for a strong academic reader and writer. In this class, your grade is based on mastery of skills. That's it. This will likely be very different from what you are used to, but the grading system outlined below is designed to be bias-resistant, motivating, and accurately represent what you have learned in this class.

Late Assignments

Above I note that turning in assignments “on time” will not be part of your grade. This is correct! I used to have a late policy, but I never stuck to it. Why? Many of you are taking more than one class, have jobs outside of going to school (which I consider a job), have family, etc. Additionally, sometimes we just need a moment to breathe. I understand this and found myself always allowing for late work. However, I've also found that, some deadlines are needed or just helpful. Thus, all assignments will have a due date, but they will remain open. Remember, there is no penalty for late work (Canvas Gradebook will show/mark work as late when submitted after the posted due date—this can't be helped). If possible, get those assignments in by the posted due date as it can become very overwhelming if you fall too far behind. We also lose the value of completing assignments in stages when we skip assignments or submit them too much past the posted due date. We lose the opportunity for timely feedback.

I'll be reminding you of the due dates as they approach and reaching out to you if you do not submit an assignment by the posted due date. When I reach out to you about missing work, it is to check in and see how you are doing, if the work is too much, if you are having difficulty with the work, etc. It is not because you are in trouble! Remember—every assignment is intentionally chosen to help you obtain our course outcomes, to master skills, and if you are having difficulty, I want to help and/or steer you to available services provided by the college, such as counseling, the Reading & Writer Center, and more.

If you need more time, take the time, but, please, stay in contact with me. Ultimately, there is a deadline. I will let you know towards the end of the course what that final date will be. I need to make sure I have adequate time to evaluate assignments and complete grading for everyone. I also have an obligation to the college to submit final grades by a set due date (no late opportunities for me). Thus, I have to eventually close assignments in order to manage my work load.

Authentic Assessment

The assignments are your chance to show you have learned the skills your grade will be based upon.

If you complete an essay but the rubric indicates you have not yet mastered a skill, then you will receive a score of 1 or 2, which means that there are gaps in demonstrating mastery.

Skill Mastery Rubric

Criteria Description	Exceeding Mastery	Demonstrating Mastery of the Outcome	Gaps in Demonstrating Mastery of the Outline	Unable to Demonstrate Mastery of Outcome at this Time	No Evidence Provided for the Outcome
Points	4	3	2	1	0

Do not give up! You will have additional opportunities to work towards and show mastery through revision of major assignments. Before attempting to re-do an assessment, you will be expected to review the course content provided to you in the modules and seek additional support in understanding the course content. If you show improvement, your grade on that skill will be replaced to reflect your most recent work. Think about it this way, we are not perfect or near perfect the first time we do anything. We practice skills for sports, for music, for hobbies, and more. This same concept of practice is needed for academic readers and writers as well.

Graded Assignments & Final Grades:

Your grade is based on demonstrated understanding of skills contributing to mastery of outcomes as demonstrated leading up to and/or through the final portfolio. Each skill is assessed using a 4-point rubric attached to each assessment. Final grades are calculated by averaging the assessment level of all skills in the course using the following scale:

- A - 3.50 - 4.00 (87.5%-100%)
- B - 2.75 - 3.49 (68.75%-87.4%)
- C - 2.00 - 2.74 (50%-68.74%)
- D - 1.25 - 1.99 (31.25%-49.9%)
- F - 1.24 and below (below 31.25%)

Weighted Grade Categories

I know the concept of weighted grades is complex, but I truly believe in their value.

Academic Writing (SLO-1): 85%

General Writing (SLO-1 and SLO-3): 10%

Timed Writing Exams (SLO-2): 5%

Why do I weight grades in these categories?

As discussed earlier, all course content supports you in the mastery of our course outcomes. We have 3-course outcomes.

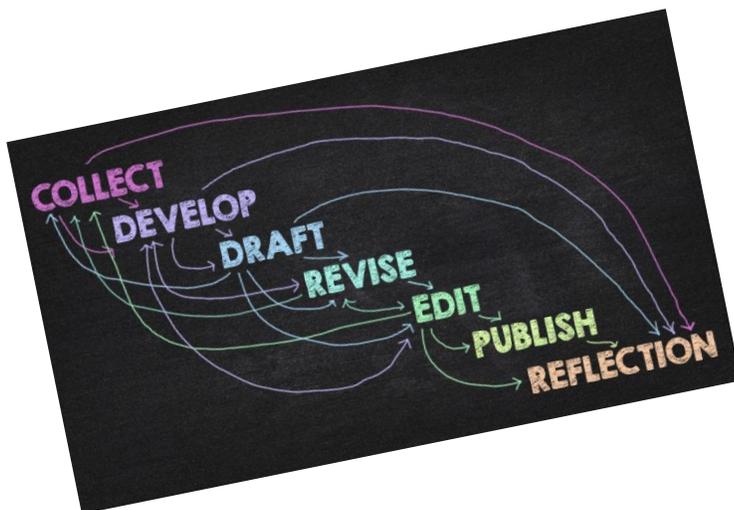
1. Write a documented, well-organized research paper of at least 1,500 words that demonstrates critical thinking and command of the English language.
2. Complete a timed essay independently in class.
3. Summarize and comprehend college-level prose (will include a full reading).

Grades will be tracked in the Canvas Gradebook

Please let me know if you are having trouble completing assignments for any reason. The more I know, the more I can help you. Considering dropping a class? [Read this article \(Links to an external site.\)](#) first.

COURSE OBJECTIVES

ENGLISH 1A	ENGLISH 205
<p>In the process of completing this course, students will:</p> <ol style="list-style-type: none"> 1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation that includes: <ol style="list-style-type: none"> 1.1 a sophisticated introduction, multiple body paragraphs, and conclusion. 1.2 a clearly defined, arguable thesis sentence. 1.3 supporting details that exhibit critical thinking and use credible secondary sources. 1.4 correct usage of MLA format, including a Works Cited page. 1.5 sentences which exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments, and which show a command of mechanics. 1.6 controlled and sophisticated word choice. 1.7 writing in the third person. 1.8 an avoidance of logical fallacies. 1.9 demonstration of an awareness of purpose and audience. 1.10 appropriate and purposeful use of quotations. 1.11 correct in-text citations. 1.12 an annotated bibliography of multiple sources. 1.13 a lack of intentional and unintentional plagiarism. 2. Write one or more organized, independently-written in-class essays with thesis and adequate support. 3. Read and understand college-level prose. 	<p>In the process of completing this course, students will:</p> <ol style="list-style-type: none"> 1. Further utilize appropriate pre and post reading strategies to analyze patterns of organization within a variety of texts. 2. Further demonstrate awareness of rhetorical situations: audience, purpose, and voice. 3. Further practice the writing process in support of students writing essays in English 1A. 4. Practice finding and evaluating sources for their credibility. 5. Improve in writing grammatically correct sentences that adhere to conventions of written English. 6. Revise essay drafts to improve, focus, and strengthen ideas. 7. Proofread and edit essays for clarity and use of academic language.



COURSE OUTLINE

ENGLISH 1A	ENGLISH 205
<p>A. Expository Essays and a Narrative-Descriptive Essay (at the instructor's discretion)</p> <ol style="list-style-type: none"> 1. Reading, discussion of models 2. The writing process 3. Thesis and support 4. Paragraphing, topic sentence 5. Introductions and conclusions 6. Use of showing details to support assertions 7. Editing for grammar, punctuation, and usage <p>B. Planning, Developing, and Writing the Research Paper</p> <ol style="list-style-type: none"> 1. Library and Internet research 2. Evaluation of sources for accuracy and reliability 3. Evaluating and selecting evidence which supports a defensible thesis 4. Summarizing with accuracy and academic respect 5. Paraphrasing with attribution 6. Use of quotation to develop, support, or refute an idea 7. Planning, organizing, and outlining information and ideas 8. Correct MLA documentation 9. Completion of an annotated bibliography 10. Reading discussions of arguments 11. Reasoning, refuting opposition 12. Avoiding fallacies <p>C. Full-length work: Instructors should have students read a full-length novel, book, short stories or poems.</p> <p>D. Assignments based on the work will vary.</p> <p>E. In-class timed essay</p> <ol style="list-style-type: none"> 1. Planning and organizing ideas under pressure 2. Composing quickly 3. Editing independently and within given time <p>F. College-level reading skills</p> <ol style="list-style-type: none"> 1. Analyzing/synthesizing 2. Interpretation 3. Evaluation 4. Compare/contrast 5. Drawing conclusions 6. Distinguishing fact from inference 7. Summarizing/paraphrasing 	<ol style="list-style-type: none"> 1. Reading strategies <ul style="list-style-type: none"> ○ Annotation ○ Patterns of organization ○ Vocabulary ○ Rhetorical Situation: Audience, purpose, and voice 2. Writing strategies <ul style="list-style-type: none"> ○ Generating ideas ○ Outlining ○ Creating drafts ○ Revising essays to improve, focus, and strengthen ideas ○ Editing essays for clarity and use of academic language 3. Finding and Evaluating Sources <ul style="list-style-type: none"> ○ Databases ○ Primary and secondary sources ○ Summarize, Quote, and paraphrase sources ○ Evaluate sources for credibility and currency ○ MLA format and guidelines ○ MLA Citation

LATE ASSIGNMENTS

Under the COURSE GRADE header (page 3), I note that turning in assignments “on time” will not be part of your grade. This is correct! I used to have a late policy, but I never stuck to it. Why? Many of you are taking more than one class, have jobs outside of going to school (which I consider a job), have family, etc. Additionally, sometimes we just need a moment to breathe. I understand this and found myself always allowing for late work. However, I’ve also found that, some deadlines are needed or just helpful. Thus, all assignments will have a due date, but they will remain open. Remember, there is no penalty for late work (Canvas Gradebook will show/mark work as late when submitted after the posted due date—this can’t be helped). If possible, get those assignments in by the posted due date as it can become very overwhelming if you fall too far behind. We also lose the value of completing assignments in stages when we skip assignments or submit them too much past the posted due date. We lose the opportunity for timely feedback.

I'll be reminding you of the due dates as they approach and reaching out to you if you do not submit an assignment by the posted due date. When I reach out to you about missing work, it is to check in and see how you are doing, if the work is too much, if you are having difficulty with the work, etc. It is not because you are in trouble! Remember—every assignment is intentionally chosen to help you obtain our course outcomes, to master skills, and if you are having difficulty, I want to help and/or steer you to available services provided by the college, such as counseling, the Reading & Writer Center, and more.

If you need more time, take the time, but, please, stay in contact with me. Ultimately, there is a deadline. I will let you know towards the end of the course what that final date will be. I need to make sure I have adequate time to evaluate assignments and complete grading for everyone. I also have an obligation to the college to submit final grades by a set due date (no late opportunities for me). Thus, I have to eventually close assignments in order to manage my work load.

CHECKING GRADES

- Grades are available on Canvas. You should check your grade regularly.
- It is important to understand that grades are based on percentages—not points.
- If a grade has not been recorded, first check with me to see if the assignment (such as a paper) has been graded. Please, do not ask or email a day or two after a paper has been submitted asking for the grade. It does take a week or more to grade papers. Just like you have a lot going in your life, I do as well. Please, be patient.
- Also, do not email or ask me “what do I need to get on an assignment to pass the class.” I ask that you play the “what if / what score” game on your own through Canvas - Grades. As long as an assignment has been created in Canvas, through Grades you can play with scores. This function of Canvas Grades is demonstrated through this video: <https://vimeo.com/74677642>

ATTENDANCE

- Roll is taken every week in class and through your participation in discussion boards, completion of assignments, and more.
- I do not distinguish between excused and unexcused absences. However, I am more than willing to work with you through life's emergencies. This means keeping me informed as soon as possible. An email really only takes a few moments to send.
- Ultimately, it is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc....

A -- Attend Class

- 90% of Life is just showing up.
- I can't teach you if you aren't here.
- **Discussion and interaction aid learning.**
 - Few people can get everything they need and remember it from just reading the textbook.
 - Learn to take notes; the act of writing things down helps with memory.
 - I try to help with memory clues, examples, etc.
 - The questions and comments of other students are important and useful.

- **IMPORTANT:**

- ✍ If you do not complete any/all work for the first week of the semester, you will receive an email from me checking in with you and asking what plan(s) you have in place to begin completely all the work each week. I have found that students who have trouble completely a few quick assignments the first week often have trouble all semester. I want to work with you to solve whatever obstacles presented themselves week one in order to move forward and have a successful semester.
- ✍ If you miss the second or third week of class (English 1A or English 205) without contacting me, you will be dropped from the class.
- ✍ I am obligated by the college to drop students by week three if they are not attending class. This is really for your benefit. It is best to put effort into the classes we are attending and passing.

- Physically attending class and completing work each week and completing all assignment each week is essential. It does not guarantee a passing grade; however, it is definitely a step on the road to success!

CONDUCT

In order for us all to grow as writers, we need to work together. This can be scary; I understand this. However, in order to learn we need to share our writing. This happens by posting writing to discussion boards when asked; completing writing, reading, and assignments as assigned; and discussing our writing. We also need to listen to one another and be respectful of one another.



If you continually disrupt class online, you will be asked to leave and, thus, counted as absent for that particular week. If the behavior becomes too disruptive, disciplinary steps will be taken, as Board Policy 5550, "including but not limited to the removal, suspension or expulsion of a student."



per

SCCCD Board Policy 5550 (#11) description of disruptive behavior:

"Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel, including obstruction or

disruption of teaching, research, administration, disciplinary regulations, or other college activities, including, but not limited to community service functions or other authorized activities on or off campus.”

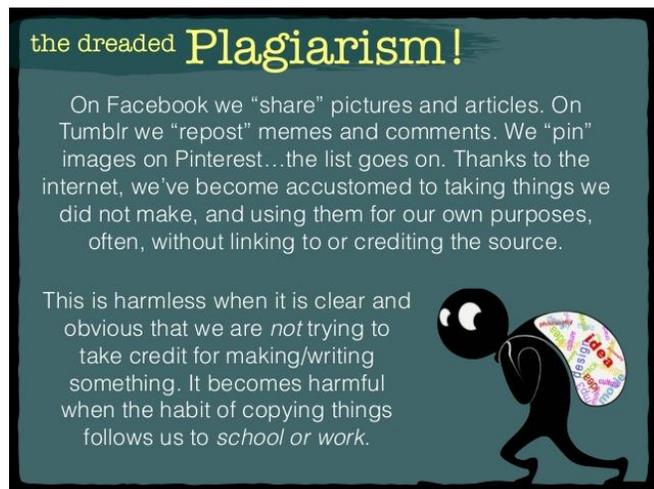
You will get out of this class as much as you put in to it. My job is to help you gain a stronger appreciation for reading and writing and to become a stronger reader and writer. I truly care about your success and will do whatever I can to help you. However, the final responsibility is ultimately yours.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Please, visit our DSP&S office if you are need of academic accommodations. I cannot honor your accommodations if I am not aware of them. This means you need to advocate actively for yourself. Thus . . . if you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

PLAGIARISM AND CHEATING

1. *Plagiarism means to pass off the work of others as your own. Plagiarism is dishonest and represents an attempt to obtain the benefits of a college degree without doing the work.*
2. Often, students plagiarize when they wait to completed an assignment or they are becoming concerned about their grade. The best open for the latter is to seek out assistance. Meeting with me, an RWC tutor, or using Smarthinking is the way to work towards a higher grade. If cheating or plagiarism is discovered, you will be given an opportunity to revise, unless it is the final paper of the semester. If plagiarism continues, a plagiarism report will be filed with the administration. *Plagiarism of the final paper for the semester will result in a failing grade in the class.*
3. For more information about plagiarism and cheating, refer to the Current Class Schedule (Campus Policies).
4. **Bottom line:** Do the work yourself! If using someone else’s words or ideas, give him/her credit. Never use another student’s paper as your own. Never use a paper you wrote from another class in this class. Never use a paper you wrote for this class in a previous semester. Never have another person write the paper for you. All of these are forms of cheating. You will receive a zero on the assignment (whether it is something plagiarized on your papers or on the discussion board) and a report will be filed with the college administration for their review. Please be advised that you will submit the final drafts of your papers through TURNITIN (through links on Canvas), so if you do plagiarize, you will be caught.



COMPUTER REQUIREMENTS

This is a hybrid English 1A linked with a face-to-face English 205, so technology is IMPORTANT. You MUST also have a back-up plan for problems with technology. Know where you can go for free Wi-Fi. Know who you can go to for computer use if yours should malfunction. Know where labs are on campus and when they are open. Back up all work in progress and final assignments through email, the Cloud, a flash drive, etc. Review the COMPUTER REQUIREMENTS carefully.

Skills Needed:

- Know basics of word processing (*saving files, using spell check, using grammar check, moving text, inserting page numbers, creating page breaks, using the Help function, etc.*).
- Know how to access and navigate the Internet (use a browser, utilize search engines, save and or print from the Internet).
- Know how to send e-mail and attachments.

Hardware Needed:

- Pentium (PC) or Mac equivalent.
- *Home Internet access is desirable. You can use the computers on campus, but they are not always available. You need to know when each lab is open and available for drop-in use. Also, know if your local library has computers available with Internet access.*
- If your home computer crashes, is in need of repair, or you lose Internet access, you must find an alternative way to complete the required work on time for this class. This means, of course, that you need to constantly back up the work from your hard drive to a flash drive or other source. This also means avoiding completing assignments at the last minute.

Software Needed:

- The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF).
- Adobe Reader. This can be downloaded for free. Papers may be returned to you in PDF form. Most handouts will also be uploaded as PDFs.



PLEASE:

- Send all work as a WORD or RFT file.
- While it might seem easy to share a file with me or send a link to a file, this really slows me down. I can potentially have up to 100 students a semester. If I have to always click several times to get to a document, well, that means it takes me longer to get work back to you.
- The same goes for PDFs. I often use the Comments function in Word to respond to papers. If I receive a PDF, I have to convert the file, and conversions do not always work properly. Again, time is needed to convert files, which makes it take me longer to get work back to you.
- While I can convert PDFs to Word files, I cannot convert pages files. I do not have a program do to this, so if you send me pages file, I have to email you asking for you to resend the file. Again, time becomes a factor.

P
L
E
A
S
E

EMAIL

1. **An e-mail address is essential.** The college uses college email accounts. Please, use your college account for this and any Reedley College class. You can set your sccd.com email to forward to another email account if you do not want to check your sccd.com email regularly.
2. **I use e-mail to communicate with the class as a whole, with groups, and with individuals.** Whether you have Internet and e-mail access at home or on campus, you should plan on checking your e-mail at least every other day—once a day is preferred. I highly recommend that you do not use your cell phone as the primary means of checking/reading email. Phone screens are too small; therefore, you are not easily able to view the whole picture when reading email. Additionally, many phone programs do not allow for spell check on email messages, so refrain from using your phone as a primary means of communication with me.
3. **When you send an email, you must be specific in the message and always sign your name.** Your email address does not necessarily identify who you are unless you are using your sccd account. *I do not read or respond to email if I do not know the sender. If your email is luckduck.22@gmail.com, well, I won't open that email as I do not know luckyduck.22.*
4. **In the subject line, include the class and section number.** I teach multiple classes as well as serve as department chair, so I received quite a few emails each day. In order to respond quickly, I need to match you to the correct class—which means it is helpful if you add the section number as well (i.e., English 1A-58853).
5. **In addition, remember, when you email me, your instructor—your English instructor—you are not text messaging or emailing a friend.** While I do enjoy getting to know my students, I also feel it is important to learn how to send more professional emails as this is a skill needed when you are working. Run spell check and think about the way you are writing, for example, do not use lower case i's when using the first-person pronoun "I". While this might not seem important, practicing using I instead of "i" becomes a habit—a good habit.
6. **After sending an email, look for a response!** This might sound like common sense, but I am always surprised by students who send an email with an urgent question or an important question about a paper or grade, to which I reply in a timely manner with a question or further information, and it takes three or four days for a response from the student, or I see the student in class and he/she states, "Oh, I didn't check my email for a response."
7. **Please** use your sccd email instead of the Canvas to email me as this system does not keep email threads active. Through Canvas, if we end up replying back and forth, the original conversation is lost. You can use this function for a quick comment—but not one where an ongoing conversation is likely to take place as then more time is needed to clarify. The message threads really are important, so, please, use your sccd email when contacting me.
8. **Please, do not** leave questions for me in Grades on Canvas (I know—this one isn't about email). You can leave a comment in Grades if it is something that can wait until I am actually grading the assignment. If you are asking a question that needs a response BEFORE you complete an

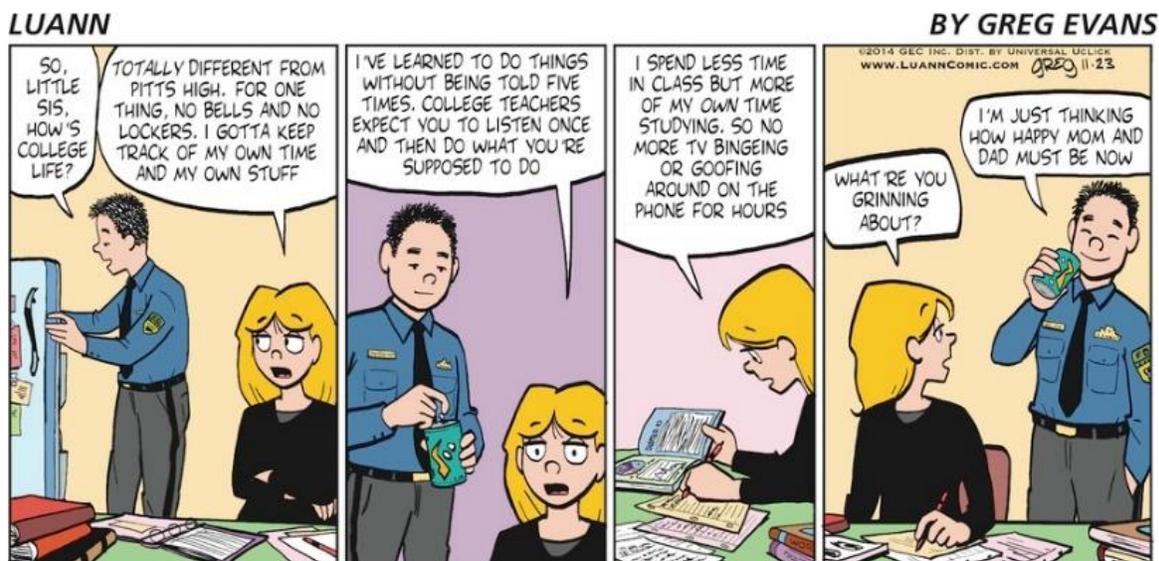
P
L
E
A
S
E

assignment and BEFORE I grade said assignment, use your school email account! Again, I can have up to 100 students a semester, and the time needed to go into Grades to different assignments for up to 100 students takes valuable time away from me helping you with an essay, crafting better assignments, and more.

9. **One more note about email—please, do not send email out of anger or frustration.** Do not send an email immediately after seeing a grade if the grade was not what you expected. If you have a question about a grade or comments made on a paper, take some time to think carefully about what you want to ask.

TIME COMMITMENT AND ESSENTIAL INFORMATION

- English 1A is a four-unit class. The average amount of homework for a unit hour is two-three hours. This means that the time needed outside of this class, for this class, is about EIGHT to TWELVE (8-12) hours per week during the eighteen-week semester. While not this much time is probably needed each week, it will come close. The time needed for this class is extremely important to understand. Now, this particular section is a hybrid course, which means time needed outside of class is needed!
- English 205 is two-unit class, which means another four to six hours added to the 8-12 hours outside of class listed above. This brings the total to 12-18 hours per week needed outside of class.
- It is ultimately your responsibility to stay informed concerning any changes of assignment due dates, readings, etc. This means you need to be in class/online and aware. Check email and Canvas often.
- It is your responsibility to officially withdraw from this and/or any course. Failure to do so may result in an "F" grade being awarded.
- As this is an online class, it is important to understand proper Netiquette. Rules for Netiquette apply in all emails, journals, discussion boards, etc. To review rules, copy and paste this link: <http://www.albion.com/bookNetiquette/0963702513p32.html>



HELPFUL HINTS

- Keep a copy of each of your papers. This protects you if I should happen to lose one of your papers. You should save your work on your hard drive and back up your work to a USB or other storage device.
- Keep track of your work. You should save all your work until the end of the semester so you can double check your final recorded grade. Of course, check your grade regularly throughout the semester.
- Should you discover that you are unable to regularly attend class for whatever reason, it is imperative that you discuss this with me as soon as possible. Telling me of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable. The window to make accommodations at that point has closed.

Academic Success High School vs. College

High School

- Requires more seat time in the classroom (1,080 hours total)
- A lot of tests which are more frequent and at the end of each chapter
- Passing grade guarantees you class standing
- Daily attendance as required by law
- Information is provided to you in class

College

- Requires more study time outside of the classroom (classroom time 336 hours total)
- 2-4 tests per semester and they cover many chapters
- Specific grades/GPA required to take certain classes/majors
- You decide if you attend class
- Research outside of class is required for better understanding of information

IMPORTANT DATES

DATE	DAY OF THE WEEK	ACADEMIC EVENT
August 8	(M)	Start of Fall 2022 semester
August 8 - October 7	(M-F)	Short-term classes, first nine weeks
August 19	(F)	Last day to drop a Fall 2022 full-term class for full refund
August 26	(F)	Last day to register for a Fall 2022 full-term class in person
August 28	(Su)	Last day to drop a Fall 2022 full-term class to avoid a "W" in person
September 5	(M)	Labor Day Holiday (no classes held, campus closed)
September 9	(F)	Last day to change a Fall 2022 class to/from Pass/No-Pass grading basis
October 7	(F)	Last Day to drop a full-term class (letter grades assigned after this date)
October 10 - December 9	(M-F)	Short-Term classes, second nine weeks
November 11	(Th)	Veterans Day (no classes held, campus open)
November 24-25	(Th-F)	Thanksgiving holiday (no classes held, campus closed)
December 5-9	(M-F)	Fall 2022 final exams week
December 9	(F)	End of Fall 2022 semester

**THE FINAL ESSAY
IS
OUR FINAL**



PAPER POLICY

All papers must be typed, saved as WORD files, and follow MLA guidelines. Read and review the PAPER POLICY below carefully.

1. All papers must be revised and typed in accordance with MLA guidelines. It is expected that you learn various functions in WORD to format your papers correctly. Watch the MLA format video carefully, use the HELP function in WORD, and google "how to X" as needed. MLA guidelines will also be taught in class.
2. All work leading to your final paper must be kept—for example, all prewriting, rough drafts, peer responses, and any other work produced. ***There are no exceptions to this policy.***
3. Word Processing Formats: The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF). *Do not use Microsoft Works or any other program that does not allow for easy conversion. Using WordPad is unacceptable. If you have Pages, you must learn to convert files to WORD so they can be submitted to TURNITIN and read by others. **I do not accept Pages files, Google Docs, or PDF files OR links to files!!!*** 
4. If a paper is due and you cannot access Canvas, probably Canvas is down. Don't stress—wait a little bit and try again. When this happens, watch for email messages from me. Of course, if a paper is due and the Canvas is down, I will not hold you to the original due date. I will email and post to Canvas (once it is up again) the revised deadline.
5. All papers will be turned in through TURNITIN through links on Canvas. *TURNITIN is a website that detects plagiarism.* This means that if you copy and or copy/paste writing from a website, another published source, or from a previous student of mine, without properly quoting and citing the source or sources, the plagiarism will be detected. You will be "caught."
6. Should I discover while reading your paper that you have not run spell check or sufficiently proofread and edited your work, I will discontinue reading and return the paper to you for revision.
7. You will be required to share some of your papers in progress for peer review. We will have at least one type of Writer's Workshop for each paper. All students are required to share or post a rough draft or outline (as directed) for each Writer's Workshop (with minimum writing completed as announced). The Writer's Workshop will take place on the discussion board in a forum set up specifically for each paper.
8. We will be doing various types of writing assignments this semester—and each paper will be based on a reading. Before beginning a paper, a discussion will be completed. The discussion boards receive a grade separate from the paper.
9. With all our writing assignments, process will be focused upon as well as final product.

10. At my discretion, sentences and/or paragraphs may be taken from papers or other assignments and shared with the class to help illustrate grammar concepts, writing concepts, MLA guidelines, and more.
11. Graded papers are returned to you through the GRADES section of Canvas as quickly as possible. It is expected that you open, print, and read all comments on all returned papers. They contain comments about the paper and about writing to help you grow and improve as a writer.
12. If something happens to your computer and/or Internet and a paper (or other assignment) is due, ***email me, of course, using another computer or your phone***. Do not wait until everything is back up before contacting me. Moreover, you need to back up your work on a movable storage device. Public libraries have computers with Internet access—work can be completed in places and on computers other than those we have at home!
13. One final note: **NEVER submit a paper through Grades**. I will not grade papers found there. All essays/papers must go through the TURNITIN link in the appropriate module. NEVER leave questions in grades as you will not get a response until I am actually grading said assignment.



Semester Overview

The schedule below is an overview of assignments and due dates for the semester.

All assignments and due dates are subject to change.

This overview does NOT include all assignments.

Pay attention to announcements in class for more, more, and more!

Week 1	Welcome English 1A – English 205 Canvas Technology Seating Chart Pandemic
Week 2	Timed Essay Exam-1 Allegory Ant and Grasshopper Summary
Week 3	Plato Summary Paragraphs Comparison
Week 4	Thesis Topic Sentences and transitions Rough Draft – Paper-1
Week 5	Essay-1 Due
Week 6	Revision? <i>Murmur of Bees</i>
Week 7	<i>Murmur of Bees</i> Timed Writing Exam-2
Week 8	<i>Murmur of Bees</i> Annotated Works Cited-1 (Group Project)
Week 9	<i>Murmur of Bees</i> Incorporating research Signal phrases Citations and more

Semester Overview

The schedule below is an overview of assignments and due dates for the semester.

All assignments and due dates are subject to change.

This overview does NOT include all assignments.

Pay attention to announcements in class for more, more, and more!

Week 10	<i>Murmur of Bees</i> Rough Draft – Paper 2
Week 11	Paper 2 Due
Week 12	Revision? Brainstorming final essay ideas
Week 13	Research
Week 14	Research Sharing
Week 15	Annotated Works Cited – 2 Due
Week 16	Revision Any/all late work due this week
Week 17	Revision Research-Synthesis Paper Due
Week 18	Final Thursday, December 8 (English 1A/205)