Mrs. Thurber

Syllabus: Spring 2022 ENGL 1A-ENGL 205

**These courses are fully online and will last 15-weeks.**

**The first day of instruction is January 24 and both courses end by May 13.**

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| **My Contact Information:**  **Mrs. Thurber’s E-mail:** [julie.thurber@reedleycollege.edu](mailto:julie.thurber@reedleycollege.edu)  I encourage you to message me through the Canvas Inbox from your *SCCCD email account only*.  **Mrs. Thurber’s Office Phone:** 559-638-3641, extension 3297   * + Note: Give your first and last name and section number; leave a voicemail with phone number and the best time for a return call. Please speak slowly and clearly; sometimes cell phone reception makes it difficult for me to understand this information.   **Mrs. Thurber’s Office Hours via Zoom:** Mondays 1:30-2:30pm, Tuesdays 10:30am-12:00pm, Wednesdays 1:30pm-2:30pm, Thursdays during scheduled Zoom meetings 10:00am-11:30am, and Friday by appointment. I am also available at other times, depending on my schedule.  Please don’t hesitate to request an appointment. We can communicate via phone, email, or Zoom. |

**Welcome!** My name is Mrs. Thurber and I will be your instructor for English 1A, a transfer-level class at Reedley College. This course is designed to help you strengthen your ability as a reader and writer to successfully understand, analyze, and respond to college-level reading material. Various reading and writing strategies are developed and improved for different styles of academic writing. Instruction emphasizes reading with multiple levels of inquiry and expressing those ideas within the framework and process of writing. We will read, analyze, and write about concepts related to two full-length texts, as well as articles, short stories and several forms of media. This course is paired with English 205, a corequisite support class that provides additional insight, instruction, and assignments to help you understand the readings and communicate your ideas in writing.

**The following specific sections of English 1A and English 205 are linked. Assignments are interconnected between the courses and enrollment in both classes is required.**

Find your sections from this list of ENGL 1A and ENGL 205 courses that I am teaching this semester:

**ENGL 1A:** **53527: Reading & Composition (4 units; web)**

**and ENGL 205:** **53528: Strategic Skills for Success in English (2 units; web)**

**ENGL 1A:** **53549: Reading & Composition (4 units; web)**

**and ENGL 205:** **53550: Strategic Skills for Success in English (2 units; web)**

## Communication:

I am a full-time instructor teaching fully online at RC. There are three ways to communicate with me in private: visiting my Zoom office hours, sending me an email, or leaving a detailed voicemail. If you feel confused regarding a reading or an assignment, don’t wait—share your concern. Since I am not available to respond in the evening or on weekends, it may be helpful to post your inquiry on the “Let’s Talk” Q&A Open Forum on Canvas in which anyone from the class may respond.

## Planning & Preparation:

Success in college involves planning and preparation. Knowing *what* is happening throughout the semester and *when,* is vital to successful completion of this and all of your courses. Below is a general RC calendar.

## Important Dates on the Academic Calendar

January 10 Spring 2022: First day of instruction for full 18-week courses

January 17 Martin Luther King, Jr. Day (Monday: *no class*, campus closed)

January 21 Last day to drop a full-term spring class to receive full refund

January 28 Last day to drop to avoid a “W” in person (1/30) on WebAdvisor)

**January 24 Spring 2022: First day of instruction for Thurber’s 15-week sections of English 1A/205**

**February 14 Last day to drop a 15-week class to avoid a “W” on WebAdvisor**

**February 18 Lincoln Day Observed (Friday: *no class*, campus closed)**

**February 21 Washington Day Observed** (Monday: *no class*, campus closed)

March 11 Last day to drop a fall class (letter grades assigned after this date)

**March 19 Last day to drop a 15-week class (letter grades assigned after this date)**

**April 11-15** **Spring Break** (Monday-Friday: *no class*, campus open M-Th, closed F)

**May 13 End of Mrs. Thurber’s 15-week English 1A-205 sections**

May 16-20 Final Exam Week

May 20 End of 18-week fall semester

## Please Note the following Course Policies apply to English 1A & English 205:

* **Communication Policy:** 
  + I am here to guide your progress in these online courses and am looking forward to getting to know you this semester. The main line of communication is my weekly announcement called the *Monday Memo*, in which I provide an outline of the week’s objectives and assignments, so be sure to look for it each Monday morning in English 1A on Canvas.
  + This course has a supportive component, a required Zoom interaction, *Thursdays with Thurber*, which gives us the opportunity to discuss the week’s readings, allowing for instruction and inquiry. Use Mrs. Thurber’s Zoom Room link for access to the meeting. Zoom meetings are effective with active participation and are, therefore, required. If you cannot join ‘live,’ then you may watch the recording and submit the two-paragraph summary and response to the English 205 Discussion Forum.
  + Another mode of communication is the open discussion forum titled *Let’s Talk*, to post a question for me or your peers to answer. This may be helpful during evenings and weekends when I am not able to respond immediately. I am available during ‘school hours’ between 9am-4pm, Monday through Friday. I often respond the same day, though it may take up to 24 hours to reply. Please note that if you message me on a Friday afternoon, you may not receive a response until Monday. If you do not hear from me within 36 hours, however, please resend the communication.
* **Drop Policy**: Success in this fully online course begins with *preparation*. All first week assignments are due *on time*, including:
  + The Canvas Orientation, Computer Readiness Test, and Online Readiness Quiz. These three items, along with the Syllabus Quiz *must be completed by Day 3 of the semester*: on or before Wednesday, 11:59pm of Week 1. It is not enough to just log into the course; you must read and follow instructions for each preparatory activity and submit the Syllabus Quiz on time. *Any student will be considered a ‘no show’ if the Syllabus Quiz is not submitted by Wednesday, 11:59pm of Week 1, and will be dropped from BOTH classes.*
* **Late Work Policy:**
  + *The Introductory video must also be completed by Wednesday, 11:59pm of the first week. The Week 1 Discussion Forum initial post is due Thursday, 11:59pm as is the first readings-based assignment. The Diagnostic Time Writing is due by Monday, 11:59pm. Failure to complete each of these engaging assignments will demonstrate a lack of attendance in the online format.*
  + It is important for students to demonstrate trust in one another’s consistency and commitment to the course right from the beginning. For this reason, ‘attendance’ means that all assignments for the week are complete and late submission of work will only be accepted with communication *prior to the deadline*. If a late assignment *is* accepted, it will receive an automatic 20% reduction the first day, 40% reduction the second day, and 50% reduction for the rest of that week. No points will be assigned beyond that time, except at my discretion.
  + You can expect that I will respond to and grade assignments within one week of the due date. Major papers will require additional time for me to read and offer detailed feedback, up to two weeks. Each paper has a set of preceding assignments as part of the writing process which must be completed prior to submission of the final draft. Always read rubric comments and check for feedback within each assignment for guidance toward improvement for the next stage of composition. Final Drafts will be accepted beyond the due date (with prior approval) only if *all* process work is complete and with a deduction of 10% per day through the third day, earning 0 points beyond that time.
  + If a student demonstrates a lack of high-quality and fully-engaged submissions in a given week, that constitutes an ‘absence.’ Four ‘absences’ or **no communication for two full weeks** (equal to 8 hours or 8 assignments) before the drop date will result in being dropped from English 1A and the equivalent of 4 hours or 4 assignments for English 205.

I encourage you to get to know the *Starfish* resource by enrolling in **Starfish for Students Canvas Course** :

**Starfish for Students Canvas Course**: <https://scccd.instructure.com/enroll/4JCFRB>

There are three **Academic Support Centers** (*ASC*-get it?!) on the Reedley College campus to assist students with a range of learning resources and I strongly encourage you to consider using their online services.

# Write down the center hours and consider *ASC-ing* for an online appointment!

1. **Learning Center for Tutoring and Supplemental Instruction**: located in the library, also known as the Learning Resource Center (LRC 111)

2. **Math Center**: Forestry, Engineering & Math (FEM 1)

3. **Reading and Writing Center**: now located in the Learning Resource Center

Librarians at **The Learning Resource Center (LRC)**, also known as the library, offer online appointments to assist with credible sources for your research work based on your inquiry. The LRC often has books and materials on reserve that may be of benefit. Check out the library webpage on the RC website for detailed information. I highly recommend that you take advantage of these supportive resources.

**Catalog Description**

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| **English 1A: Reading & Composition** | **English 205: Strategic Skills for Success** |
| 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 6,000 words in formal academic language. | 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. |

**Course materials** have been carefully selected to assist you in the pursuit of academic success. There is *no course textbook* to purchase, but there will be several readings, articles, and other documents to access and consider printing from Canvas. Two books are required. Locate and purchase these texts right away.

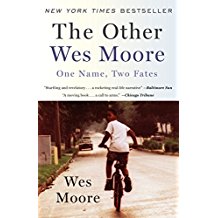
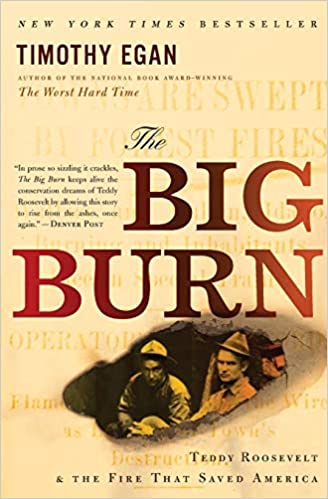
# Required Materials:

* Internet access and the ability to login and submit course assignments to Canvas
* A computer or laptop to access Canvas for these web courses (a smartphone alone is not sufficient)
* The ability to save your work to a laptop, flash drive, or other device to back up your documents
* Paper or notebooks, as desired, for notetaking, outlining, journaling, etc. to record your thoughts
* Microsoft Word or Office 365, which is available to all students for free

# Two Required Books:

1st Book: Moore, Wes. *The Other Wes Moore: One Name, Two Fates*. Spiegel & Grau, 2011.

2nd Book: Egan, Timothy. *The Big Burn: Teddy Roosevelt & the Fire that Saved America*. Mariner Books, 2010.

**Student Learning Outcomes**

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| **English 1A** | **English 205** |
| Upon completion of this course, students will be able to:   1. Write a documented 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). | Upon completion of this course, students will be able to:   1. Utilize the skills required to successfully complete English 1A. |

## Course Objectives

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| English 1A | English 205 |
| In the process of completing this course, students will:   1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation that includes:    1. a sophisticated introduction, multiple body paragraphs, and conclusion.    2. a clearly defined, arguable thesis sentence.    3. supporting details that exhibit critical thinking and use credible secondary sources.    4. correct usage of MLA format, including a Works Cited page.    5. sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments, and which show a command of mechanics.    6. controlled and sophisticated word choice.    7. writing in third person.    8. an avoidance of logical fallacies.    9. demonstration of an awareness of purpose and audience.    10. appropriate and purposeful use of quotations.    11. correct in-text citations.    12. an annotated bibliography of multiple sources.    13. an avoidance 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. | In the process of completing this course, students will:   1. Practice finding and evaluating sources for their credibility. 2. Further practice the writing process in support of students writing essays in English 1A. 3. Revise essay drafts to improve, focus, and strengthen ideas. 4. Further utilize appropriate pre and post reading strategies to analyze patterns of organization within a variety of texts. 5. Further demonstrate awareness of rhetorical situations: audience, purpose, and voice. 6. Improve in writing grammatically correct sentences that adhere to conventions of written English. 7. Proofread and edit essays for clarity and use of academic language. |

# Lecture Content

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| English 1A | English 205 |
| 1. Expository Essays and a Narrative-Descriptive Essay (at the instructor’s discretion)   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   1. Planning, Developing, and Writing the Research Paper   1. Library and Internet research  2. Evaluation of sources for accuracy and reliability  3. Evaluating and selecting evidence which supports a defendable 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   1. Full-length work: instructors should have students read a full-length novel, book, short stories or poems 2. Assignments based on the work will vary 3. In-class timed essay   1. Planning and organizing ideas under pressure  2. Composing quickly  3. Editing independently and within given time   1. College-level reading skills   1. Analyzing/synthesizing  2. Interpretation  3. Evaluation  4. Compare/contrast  5. Drawing conclusions  6. Distinguishing fact from inference  7. Summarizing/paraphrasing | A. Reading strategies  1. Annotation  2. Patterns of organization  3. Vocabulary  4. Rhetorical Situation: Audience, purpose, and voice  B. Writing strategies  1. Generating ideas  2. Outlining  3. Creating drafts  4. Revising essays to improve, focus, and strengthen ideas  5. Editing essays for clarity and use of academic language  C. Finding and Evaluating Sources  1. Databases  2. Primary and secondary sources  3. Summarize, Quote, and paraphrase sources  4. Evaluate sources for credibility and currency  5. MLA format and guidelines  6. MLA Citation |

**Your success in this class depends on your understanding that there are three elements required for successful completion of this course.**

These are described below: Attendance, Assignments, and Assessment.

1. **Attendance is required-even in an online class!** Timely submission of Discussion posts and coursework constitutes ‘attendance’ in the online environment. Please review the Course Policies regarding late work and the drop policy on pages 2-3 of this Syllabus for further detail. Communication is *essential*, although notifying me does NOT excuse the absence. There is no such thing as an “excused absence” in college. The state of California requires students receiving college credit to attend the class; therefore, all assignments are required. I keep a record of attendance based on the *quality* of submissions. This includes the *time* you spent working: diligently reading, thinking, and composing your writing. The attendance document is sent to Admissions & Records at the end of the semester. Any student who misses a total of 8 class hours of ENGL 1A (equivalent to 8 assignments) or 4 class hours of ENGL 205 (2 weeks of assignments) before the drop date will be dropped. A student who does not submit the first assignment, as stated in the drop policy, will be considered a “no show” and will be dropped immediately. *Logging in* to Canvas does not ‘count’ as attendance-only *submission* of assignments proves a record of attendance. Please note that if you have decided to stop attending class, it is still your responsibility to drop officially in order to avoid an “F” in the course. I cannot drop any student after the ninth week; therefore, any student no longer attending would earn an “F” in the class. Please pay attention to these important dates on the academic calendar.

**Canvas,** Reedley College’s online management system, is updated weekly with course information, assignment links, feedback, and grades. All of this information is available to you, so check Canvas regularly for current information. Research shows that student success increases with significant time spent in preparation and study. The standard expectation for college coursework is that students will spend at least twice as much time as the number of units earned: at least 8 hours per week in reading, thinking, and writing for a 4-unit class and 4-6 hours of time for a 2-unit class. Please plan time each day to focus on course material.

## As a community of learners, our choices impact others, so we all need to be *fully* present:

* 1. Submit initial Discussion posts on time and respond to your peers with thoughtful insight.
  2. Prepare for Zoom meetings to the best of your ability. Be willing to participate you’re your camera on, and try to limit distractions to be fully present.
  3. PLAGIARISM and CHEATING of any kind will NOT be tolerated. See below.

1. **Completion of Assignments are required**. **Reading and writing assignments are expected to be completed on or before the due date.** Assignments should be typed in MLA format, using a font such as Times New Roman or Palatino; size 12 and double-spaced. Include your name, course title, instructor’s name, and due date in the upper left hand corner. Type the assignment title, centered, below this information. Use the spell check tool and **proofread all work carefully** before submission. Students are expected to use correct grammar, punctuation and spelling in college courses. Excessive errors will result in the deduction of points *if* the assignment is accepted, bcuz us teachers dont hafta except ur work if u chews not two take the thyme to proofread. *[Did you find 10 errors?* ☺]

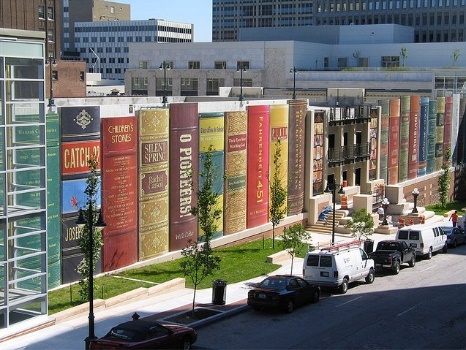
## Assignments & Originality:

Prepare your own work: the instructor utilizes both *turnitin.com* and professional judgment to determine **originality**. The term *originality* means that any work on which you have put your name is fully your own unique thought. Assignments suspected to have been plagiarized in *any* way including the *copying of words or ideas* from any website, in collusion with or completed by anyone other than the enrolled student, including well-meaning family members or a significant other, automatically earn 0 points and may face disciplinary action within the guidelines of the campus plagiarism policy as stated below.

Academic Dishonesty Statement

**“Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.” (RC Catalog)**

1. **Reading Assignments, Peer Reviews, Timed Essays and the Final Reflection are required Assessments**. A missed essay will automatically earn a 0 in the Canvas grade book, as will any missing assignment. The final peer review is **required** for successful completion of English 205 and all components of the research paper are **required** for successful completion of English 1.



**Please Note: If you have a verified need for an academic accommodation or materials in alternate media, as addressed by the American Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, notify your instructor, and immediate, reasonable efforts will be made to accommodate your situation. Some accommodations take time to prepare; it is important that you inform the instructor and/or appropriate department with enough time to comply.**

# Required Course Work: English 1A

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| Categories | Percentages |
| 1. Class Participation 2. Timed Essay Assessments (3) 3. Discussion Boards, etc. 4. Paper 1 5. *OWM* Assignments:  * Annotation of readings * Annotated Bibliography 1 * Paper 2   7. *The Big Burn* Assignments:   * Annotation, related readings * Annotated Works Cited 2 * Research Paper | Required  10%  15%  10%  20%  -  -  10%  35% |
| **English 1A Grading Scale**  90-100%=A  80-89%=B  70-79% C  60-69%=D  59% or below=F |  |
| Required Course Work: ENGL 205 |
| 1. Class Participation 2. Weekly Discussion Boards 3. Homework, writing, etc. 4. Metacognitive Reading Journals 5. Writing Process support for the   Research Paper:   * Group Meeting * Research * Drafting * Peer Review | Required  30%  20%  30%  20% |
| **English 205 Grading Scale**  90-100%=A  80-89%=B  70-79% C  60-69%=D  59% or below=F |  |

**English 1A-205 Course Map for the first half of this 15-week course**

**Section A: Foundational Principles of Literacy, Mindset & Motivation (2 weeks)**

**Learning Unit 1**: Course Introduction; Mindset & Motivation (1 week)

* Syllabus Quiz
* Student Interaction: Introductory Video & Meet with Mrs. Thurber
* 1. Mindset Theory: Carol Dweck
* Hoonuit: “Unlocking Potential: The Impact of Mindset on Success”
* 2. Grit: Angela Duckworth, “The Grittiest College Students”
* 3. Simon Sinek, “Start with Why”
* Summary & Paraphrase versus Quotation
* Evidence & Interpretation
* Week 1 Discussion: Metacognition & Reading-Writing History
* Week 1-205 Discussion: Establishing Norms
* **Diagnostic Timed Writing Assessment**

**Learning Unit 2**:Making Meaning: Prior Knowledge, Comprehension, Reading & Writing Processes (1 wk)

* Active Reading & Writing Processes
* Hoonuit: “Reading Comprehension Strategies”
* Active versus passive learning
* Hoonuit: “How Do I Become a More Effective Writer?”
* Introduce Rhetorical Appeals (ethos, pathos, logos)
* Application Text: Martin Luther King, Jr., “I Have a Dream”
* Transitions, Author’s Purpose and Patterns of Organization
* Application: Identifying the model, summarizing the thesis, locating supporting information
* Group Discussion: Peer Review Workshop of Diagnostic Writing Revision for Paper 1

**Section B: Creating Meaning-*The Other Wes Moore*: One Name, Two Fates, by Wes Moore (5 weeks)**

**Learning Unit 3:** Expectation & Environment (*OWM*, Introduction & Part I: Fathers & Angels) (1 week)

* Privilege & Perspective
* Text set: privilege and equity-mindedness
* Inquiry, research, pre-write, outline, drafts with revision, edit & review
* Thesis Statement, Topic Sentences, Evidence & Interpretation
* MLA Formatting Basics
* Paper 1 Outline due
* **Paper #1 Due: Biography**

**Learning Unit 4:** Expectation & Education (*OWM*, Part II: Choices & Second Chances, Moore) (1 week)

* “Being Honest about the Pygmalion Effect” (Ellison)
* Fact & Opinion; distinguishing fact from inference
* Summary, Evaluation, Statement of Usefulness
* Research: Locating credible sources based on inquiry
* Application: single source draft for Annotated Bibliography

**Learning Unit 5:** Significance of Supportive Structures (*OWM*, Part III: Paths Taken…, Moore) (1 week)

* Mentorship and community
* Inquiry, Research & Outline
* Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism
* **Annotated Bibliography 1 Due**

**Learning Unit 6:** Evidence Employed (1 week)

* Employ quotations, discriminating among sources for accuracy and validity
* Employ MLA formatting guidelines for Work Cited Page and in-text citations
* Lamont on first drafts
* Paper #2 Draft Due

**Learning Unit 7:** Careful Conclusions (1 week)

* Explicit versus Implicit Main Idea
* Inferences: Making VALID Inferences
* **Paper #2 due: Privilege and Perspective**

Please Note: The above schedule is tentative.

The instructor may choose to alter the order or content of this material, as needed, during the semester.