**Syllabus – Fall 2019**

**Course:** Academic Reading and Writing-ESL 15 (51009)

Academic Reading and Writing-ESL 315 (51010)

**Time/ Location:**

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| --- | --- | --- |
| **Monday** | **Wednesday** | **Friday** |
| 10:00-11:50AMHUM 64 | 10:00-11:50AMHUM 64 | 10:00-11:50AMLAL 1 |

**Units:** 6 (ESL 15) 0 (ESL 315)

**Important Dates:** No Classes: 09/02; 11/11; 11/28-29

Deadline to add or drop the class to avoid a “W” (withdrawal): 09/02

Deadline to drop the class to avoid a grade: 10/11

 Final Exam: **Wednesday, December 11, 10:00AM to 11:50AM**

**Instructor**: Rebecca Al Haider

Office: HUM 54

Office Hours: Monday 2:00-3:00PM HUM 54;

 Tuesday 10:00-11:00PM Tutorial Center

 Thursday 1:00AM to 3:00AM Tutorial Center

 Friday 9:00AM to 10:00AM Tutorial Center

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| Office hours are an opportunity for you to ask me questions about grades, homework, quizzes and exams. Also, I can assist you in developing the skills covered in class. If you are not available during my office hours, please make an appointment, and I’d be happy to meet with you. |

 Phone: 638-3641 x 3220

 Email: rebecca.alhaider@reedleycollege.edu

**Materials**: 1. **Required**: ESL 15/315 *Course Packet*

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| This is a course packet that can be purchased at the bookstore or downloaded from Canvas and printed from home or the library. It is an integral part of the course. We will get started reading this packet the first week of the semester.  |

2. **Required**: *Warriors Don’t Cry* by Melba Pattillo Beals (ISBN:978-1-4169-4882-7)

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| We will read this novel starting week 2. It is important for you to buy these books as soon as possible. Also, it is crucial that you keep up with the reading assignments because there will be written assignments based on the novels. |

3. **Required:** *The 57 Bus* by Dashka Slater (ISBN: 978-0-374-30323-5)

4. **Required**: Highlighters (three different colors)

**Welcome!**

I look forward to spending the semester learning academic reading and writing with you. This semester you might experience a range of feelings, including success and failure; challenge and boredom; accomplishment and frustration. Please know that I am here to help you get through the course and with persistence and hard work, you will succeed.

**Description:** Students explore themes encountered in college classes through critical reading and writing. Students evaluate authentic, college-level texts, including academic, technical, and literary works. Students develop and support their theses in multiple-draft, source-based expository essays in academic English. This course provides language support and a lens for cultural insight for multilingual students. Successful completion of this course will prepare students for English 1A. ADVISORIES: English as a Second Language 225W and 226R or English as a Second Language 325W and 326R, or placement through a multiple-measure process, including an appropriate score on an approved ESL placement test. (A, CSU)

**Subject Prerequisites:** Advisory of ESL 226R/326R and ESL 225W/325W or placement through a multiple-measure process, including an appropriate score on an approved ESL placement test.

**Course Objectives**

* read and analyze academic texts using effective strategies and considering cultural implications
* recognize the credibility of an argument
* determine the writer’s purpose, point of view, and manner of presentation
* conduct guided research to inform and support a formal essay
* write shorter pieces such as responses, journal entries, summaries, and discussion board posts
* articulate and support an arguable thesis
* synthesize ideas and information from multiple sources
* identify and use appropriate rhetorical strategies
* credit sources of ideas using a standard format
* analyze lexical and grammatical choices of a writer in reading texts
* use effective strategies to understand new vocabulary
* practice and adapt effective strategies according to the reading or writing task
* recognize and employ academic and topical vocabulary appropriate for academic register
* identify lexical and syntactic second language errors, and edit their own and others’ writing
* identify their own second language error patterns and apply effective error-correction strategies

**Student Learning Outcomes**

* Analyze and synthesize concepts in college-level texts.
* Write multiple-draft, source-based essays of at least 1200 words with limited second-language errors.
* Compose in-class timed essays with limited second-language errors on an assigned topic related to class readings.

**Grading**: This is a pass / no pass course. Current grades will be available to students throughout the semester on *Canvas*. Final grades will be calculated as follows:

 *Pass* (P) >70%; *No Pass* (NP) <70%

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| **Categories**  | **Weight** |
| Homework | 20% |
| Quizzes and Exams and In-Class Timed Writings | 20% |
| Essays | 60% |

**Homework:** Classroom and lab assignments are due at the beginning of the class period on the date due unless stated otherwise. Late homework will not be accepted. Some assignments may be turned in electronically. Extra work or makeup work will not affect your grade.

**Quizzes and Exams:** The date for quizzes and exams will be announced in advance. If you are absent on the day of an exam, you will receive a zero score. You will not be allowed to take the exam on a later day unless you have made arrangements with the instructor **before** the exam. Some exams may be given using the computer. The lowest score in the Quizzes and Exams category will be dropped.

**Literature Discussion Groups**: You will meet with your literature group on announced dates. You need to attend and be prepared for each group meeting. Your grade will be affected if you miss class or are not prepared to engage in discussion. If you are absent, you will not receive credit by giving your assignment to a classmate to show me in class. Receiving credit requires you to discuss the questions and themes in the reading assignment.

**Cheating and Plagiarism**: You will receive no credit for an assignment or exam if in the opinion of the instructor you have cheated or plagiarized. You may be reported to the college for academic dishonesty. Please check the college’s website for a complete list of student conduct standards: <http://www.reedleycollege.edu/index.aspx?page=233>

**Cheating** is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

**Plagiarism** is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

*Reedley College Catalog*

**Class Participation:** Your active participation in class is important for not only you but also your classmates. Make it your priority to be in class every day. You are expected to come to class on time with your homework complete, and actively engage in classroom activities such as group discussions and pair practice. If you miss class, you are still responsible for the homework and activities that went on in your absence. Contact a classmate or your teacher for assignments so you can be prepared for the next class.

**Canceled Class:** In the event that class must be canceled unexpectedly, an official form will be placed on the classroom door by the Dean’s Office. When you arrive to class, you are responsible to read the notice for any special assignments or instructions.

**Accommodations for students with disabilities:** 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 Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact the instructor as soon as possible.

**Other Policies:**

* Children are not allowed in class. Adult visitors are allowed with permission of

the instructor. Please make arrangements in advance.

* Please do not allow your cell phones to disrupt class time. Set your phone so it

remains quiet. Do not answer your phone, make calls, text, or use your phone for any other non-academic purpose.

* You may be dropped from the class if you miss more than 4 class periods. If you

 miss class, please communicate with the instructor.

**Classmate’s Information:**

Name: Phone:

Name: Phone:

Name: Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Schedule** (subject to change):

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| **Week** | **Articles and Chapters** | **Novels** |
| 1 | Marsh, Jason, and Dacher Keltner. “We Are All Bystanders.” *Greater Good*, 1 Sept. 2006, greatergood.berkeley.edu/article/item/we\_are\_all\_bystanders. |  |
| 2 | Banaji, Mahzarin R., and Anthony G. Greenwald. “Us and Them.” *Blindspot: Hidden Biases of Good People*. Bantam Books, 2016, pp. 123-144. |  |
| 3 | Steele, Claude. “Identity Threat and the Efforting Life.” *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. W.W. Norton, 2011, pp. 99-113. | Assignment 1 |
| 4 | Steele, Claude. “The Distance Between Us: The Role of Identity Threat.” *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. W.W. Norton, 2011, pp. 191-210. | Assignment 2 |
| 5 | Tatum, Beverly. “Identity Development in Adolescence.” *Why Are All the Black Kids Sitting Together in the Cafeteria?: Revised Edition*. Basic Books, 2017, pp. 131-164. | Assignment 3 |
| 6 | Rothstein, Richard. “Local Tactics.” *The Color of Law: A Forgotten History of How Our Government Segregated America*. Liveright Publishing Corporation, a Division of W.W. Norton & Company, 2018, pp. 115-137. | Assignment 4 |
| 7 | Rothstein, Richard. “Looking Forward, Looking Back.” *The Color of Law: A Forgotten History of How Our Government Segregated America*. Liveright Publishing Corporation, a Division of W.W. Norton & Company, 2018, pp. 177-193. | Assignment 5 |
| 8 | GLSEN. *Laws that prohibit the “promotion of homosexuality”: Impacts and implications*. GLSEN, 2018, <https://www.glsen.org/sites/default/files/GLSEN%20Research%20Brief%20-%20No%20Promo%20Homo%20Laws_1.pdf>. Accessed 30 July 2019. |  |
| 9 | Hobaica, Steven, and Paul Kwon. “‘This Is How You Hetero:’ Sexual Minorities in Heteronormative Sex Education.” *American Journal of Sexuality Education*, vol. 12, no. 4, Oct. 2017, pp. 423–450. EBSCOhost, doi:10.1080/15546128.2017.1399491. |  |
| 10 | LeVay, Simon. “Introduction.” *Gay, Straight, and the Reason Why: The Science of Sexual Orientation*. Oxford University Press, 2017, pp. ix-xiv.LeVay, Simon. “What Is Sexual Orientation?” *Gay, Straight, and the Reason Why: The Science of Sexual Orientation*. Oxford University Press, 2017, pp. 1-14.LeVay, Simon. “Why We Need Biology.” *Gay, Straight, and the Reason Why: The Science of Sexual Orientation*. Oxford University Press, 2017, pp. 15-24. |  |
| 11 | Sax, Leonard. “Gender Nonconforming.” *Why Gender Matters: What Parents and Teachers Need to Know About the Emerging Science of Sex Differences*. Random House Inc, 2017, pp. 187-212.Sax, Leonard. “The Male/Female Mistake.” *Why Gender Matters: What Parents and Teachers Need to Know About the Emerging Science of Sex Differences*. Random House Inc, 2017, pp. 279-316. |  |
| 12 | Hirschfield, Paul. “The Role of Schools in Sustaining Juvenile Justice System Inequality.” *Future of Children*, vol. 28, no. 1, 2018, pp. 11-35.  | Assignment 1 |
| 13 | Oluo, Ijeoma. “What is the School-to-Prison Pipeline?” *So You Want to Talk About Race*. Seal, 2019, pp. 121-133. | Assignment 2 |
| 14 | Fergus, Edward. “Confronting Our Beliefs about Poverty and Discipline.” *Phi Delta Kappan*, vol. 100, no. 5, 2019, pp. 31–34., doi:10.1177/0031721719827542. | Assignment 3 |
| 15 | Alexander, Michelle. “The Color of Justice.” *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press 2012, pp. 97-139. | Assignment 4 |
| 16 | Alexander, Michelle. “The New Jim Crow.” *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press 2012, pp. 178-220.  | Assignment 5 |
| 17 |  |  |
| 18 | Final Exam: **Wednesday, December 11, 10:00AM to 11:50AM** |  |