Mrs. Thurber

Syllabus: Fall 2020 ENGL 1A-ENGL 205

**Fall Semester: August 10-December 11**

|  |
| --- |
| **Mrs. Thurber’s Contact Information:****Mrs. Thurber’s E-mail:** julie.thurber@reedleycollege.eduI 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 11:30-12:30pm, Tuesdays 10:30-11:30am, Wednesdays 1:00pm-2:30pm, Thursdays during scheduled Zoom meetings 10:30am-12:00pm/1:00pm-2:30pm, and Friday by appointment. I am also available at other times on various days, depending on my schedule. Please don’t hesitate to request an appointment for communication via phone, email, or Zoom. |

**Welcome!** My name is Mrs. Thurber and I will be your instructor for this transfer-level English 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; therefore, 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:** **52839: Reading & Composition (4 units; web)**

**and ENGL 205:** **50514: Strategic Skills for Success in English (2 units; web)**

**ENGL 1A:** **52942: Reading & Composition (4 units; web)**

**and ENGL 205:** **50519: 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. It is very likely you are not the only one thinking that idea, so be courageous and ask; others will benefit from clarification due to your inquiry. 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” Canvas Discussion Forum. Anyone from the class may respond and I will double-check the forum the next ‘business’ day.

## 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

August 10 Fall 2020: First day of instruction

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

August 28 Last day to drop to avoid a “W” in person (8/30 on WebAdvisor)

Sept 7 Labor Day Observed (Monday: *no class*, campus closed)

Oct 9 Last day to drop a fall class (letter grades assigned after this date)

Nov 11 Veterans Day (Wednesday: *no class*, campus open)

Nov 26-27 Thanksgiving Holiday (Thursday-Friday: *no class*, campus closed)

Dec 7-11 Final Exam Week

Dec 11 End of spring 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. I hope you read my Welcome Letter sent via Canvas to your SCCCD (RC) email prior to the first week of instruction. If you did not receive it, double-check your SCCCD email and let me know.
	+ 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, an optional Zoom interaction, *Thursdays with Thurber*, which give us the opportunity to discuss the week’s readings and allow for inquiry. The Zoom link will be available in the Monday Memo. Zoom meetings are effective with active participation and will earn 1 point of extra credit.
	+ Another mode of communication is the open discussion forum titled *Let’s Talk*, in which you may post a question for me or your peers to answer. This will be especially helpful during evenings and weekends as I will not be available to respond immediately. Please don’t hesitate to reach out, using my information below, when you would like to communicate with me for any reason. I am available during ‘school hours’ between 9am-3pm, Monday through Friday. I will typically respond the same day, though it may take up to 24 hours to reply to your voicemail or email message. 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 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, 10pm of Week 1. It is not enough to just log in to 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, 10pm of Week 1, and will be dropped from the class.*
* **Late Work Policy:**
	+ The first Discussion Forum initial post is due Thursday, 10pm and the Introductory video must be completed by Friday, 10pm of Week 1. 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 30% reduction for the first two days and a 50% reduction for the rest of that week. No points will be assigned beyond that time.
	+ 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 a total of four weeks (equal to four absences) before the drop date will result in being dropped from English 1A and two weeks (equal to two absences) for English 205.

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**: Humanities (HUM 58)

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**

|  |  |
| --- | --- |
| **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:

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

2. Westover, Tara. *Educated: A Memoir*. Random House, 2018.

 

**Student Learning Outcomes**

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| 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. 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.
 |

# Lecture Content

|  |  |
| --- | --- |
| English 1A | English 205 |
| 1. Expository Essays and a Narrative-Descriptive Essay (at the instructor’s discretion)

1. Reading, discussion of models2. The writing process3. Thesis and support4. Paragraphing, topic sentence5. Introductions and conclusions6. Use of showing details to support assertions7. Editing for grammar, punctuation, and usage1. Planning, Developing, and Writing the Research Paper

1. Library and Internet research2. Evaluation of sources for accuracy and reliability3. Evaluating and selecting evidence which supports a defendable thesis4. Summarizing with accuracy and academic respect5. Paraphrasing with attribution6. Use of quotation to develop, support, or refute an idea7. Planning, organizing, and outlining information and ideas8. Correct MLA documentation9. Completion of an annotated bibliography10. Reading discussions of arguments11. Reasoning, refuting opposition12. Avoiding fallacies1. 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 pressure2. Composing quickly3. Editing independently and within given time1. College-level reading skills

1. Analyzing/synthesizing2. Interpretation3. Evaluation4. Compare/contrast5. Drawing conclusions6. Distinguishing fact from inference7. Summarizing/paraphrasing | 1. Reading strategies
* Annotation
* Patterns of organization
* Vocabulary
* Rhetorical Situation: Audience, purpose, and voice
1. Writing strategies
* Generating ideas
* Outlining
* Creating drafts
* Revising essays to improve, focus, and strengthen ideas
* Editing essays for clarity and use of academic language
1. Finding and Evaluating Sources
* Databases
* Primary and secondary sources
* Summarize, Quote, and paraphrase sources
* Evaluate sources for credibility and currency
* MLA format and guidelines
* 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 that students expecting to receive college credit 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 assignments in a 4-week span) 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 at least 4 hours of time for a 2-unit class.

## 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 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 Quizzes, Timed Essays and the Final Reflection are required Assessments**. A missed quiz will automatically earn a 0 in the Canvas grade book as will any missing assignment. The Final Reflection 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

|  |  |
| --- | --- |
| Categories | Percentages |
| 1. Class Participation
2. Timed Essay Exams (3)
3. Discussion Boards, etc.
4. Paper 1
5. *OWM* Assignments:
* Reading Response Journal
* Annotated Bibliography 1
* Paper 2

6. Paper 3 7. *Educated* Assignments:-Reading Response Journal-Annotated Works Cited 2-Research Paper | Required10%15%10%20%---10%35% |
| **English 1A Grading Scale**90-100%=A80-89%=B70-79% C60-69%=D59% or below=F |  |
| Required Course Work: ENGL 205 |
| 1. Class Participation
2. Quizzes (15)
3. Homework, writing, etc.
4. Final Reflection
5. Research Paper:
* Research
* Outline
* Draft
* Workshop
 | Required30%30%20%20% |
| **English 205 Grading Scale**90-100%=A80-89%=B70-79% C60-69%=D59% or below=F |  |

**English 1A Course Map for the 18-week semester**

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

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

* Mindset Theory: Carol Dweck
* Hoonuit: “Unlocking Potential: The Impact of Mindset on Success”
* Simon Sinek, “Start with Why”
* Student Interaction: Introductory Video
* Discussion: Metacognition & Reading-Writing History
* Syllabus Quiz

**Learning Unit 2**:Making Meaning: Prior Knowledge, Comprehension, Active Reading Processes (1 week)

* Grit: Angela Duckworth, “The Grittiest College Students”
* Hoonuit: “Reading Comprehension Strategies”
* Active versus passive learning
* Summary & Paraphrase versus Quotation
* Evidence & Interpretation
* Discussion: Establishing Norms
* **Diagnostic Timed Writing Assessment**

**Section B: The Writing Process (2 weeks)**

**Learning Unit 3**: CreatingMeaningful Ideas through the Written Voice: The Writing Process (1 week)

* Hoonuit: “How Do I Become a More Effective Writer?”
* Inquiry, research, pre-write, outline, drafts with revision, edit & review
* Thesis Statement, Topic Sentences, Evidence & Interpretation
* MLA Formatting Basics
* Paper 1 Outline due
* Group Discussion: Peer Review Workshop of Diagnostic Writing Revision for Paper 1

**Learning Unit 4:** Patterns & Purpose (1 week)

* Introduce Rhetorical Appeals (ethos, pathos, logos)
* Application Text: Martin Luther King, Jr., “I Have a Dream”
* Author’s Purpose
* Transitions and Patterns of Organization
* Application: Identifying the model, summarizing the thesis, locating supporting information
* **Paper #1 Due: Biography**

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

**Learning Unit 5:** Expectation & Environment (*OWM*, Introduction & Part I: Fathers & Angels) (1 week)

* Privilege & Perspective
* Text set: privilege and equity-mindedness

**Learning Unit 6:** 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 7:** 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 8:** 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 9:** Careful Conclusions (1 week)

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

**Section D: Inquiry & Relevant, Credible Research- *Educated*, by Tara Westover (5 weeks)**

**Learning Unit 10:** Introduction of second text:*Educated,* Prologue & Part 1a: Ch. 1-7 (Westover) (1 week)

* Historical Context via media, text set
* Rhetorical devices
* Midpoint Timed Writing

**Learning Unit 11:** *Educated,* Part Ib: Ch. 8-16 (Westover) (1 week)

* Identity & Imposter Phenomenon
* Peer Review Writer’s Workshop Discussion: Revision of Timed Writing for Paper #3 Prompt
* Outline & Works Cited Due

**Learning Unit 12:** *Educated,* Part IIa: Ch.17-23 (Westover) (1 week)

* Meet with Reading & Writing Center tutor for additional guidance
* Scaffolding of self-editing in the writing process
* **Paper #3 Due: Identity and Independence (or Interdependence)**

**Learning Unit 13:** *Educated*, Part IIb: Ch. 24-29 (Westover) (1 week)

* Create an inquiry
* Conduct search for evidence
* Meet with RC librarian online for additional guidance
* Develop an annotated bibliography from sources for the research paper

**Learning Unit 14:** *Educated*, Part III (Westover) & Art of Argument (1 week)

* Logical Argument:identify Author’s *Claim* & *Supports;* decide if author’s support is *relevant* & *adequate*.
* Avoidance of logical fallacy
* Outline Due
* **Annotated Bibliography 2 due**

**Section E: The Writing Process deepened based on extensive reading and research (3 weeks)**

**Learning Unit 15:** Research Paper Drafting Wk. 1 (1 week)

* Required Peer Editing & Review Workshops
* Paper #4 draft due

**Learning Unit 16:** Research Paper Drafting Wk. 2(1 week)

* Independent self-correction: employ complex sentence structure
* Draft Revision
* Discussion Forum: Writer’s Workshop

**Learning Unit 17:** Research Paper Drafting Wk. 3 (1 week)

* Sharing of Research
* **Paper #4: Final Draft due**

**Section F: Meta-Cognition and Course Conclusion**

**Learning Unit 18:** Final Exam (1 week)

* Meta-Cognitive Self-Assessment: Final Timed Writing- Reflection Essay

**You persevered through weighty concepts this semester and proved your determination! Well done.**

Please Note: The above schedule is tentative. It will be followed carefully, though I may decide, in my professional judgement, to alter the order or content of this material, as needed, during the semester.