

Syllabus for ENGL-1A-55159 & ENGL-205-55291

Reading and Composition

FALL 2021

Instructor: Elaine G. Stamper

Embedded Tutors: Hannah Kleinkramer and Yuritza Neri

Online Course

Please note: To be enrolled in this section of ENGL-1A, you must also be enrolled in ENGL-205 with me. You will also need to enroll in and attend ST-300, which is group tutoring (no cost, no grade, and no units). You will receive information in Week 1 about how to enroll in ST-300.



The information contained in this syllabus is intended to be useful to you and to help you succeed. Please be sure to read it carefully and refer to it throughout the semester.

Contact information:

E-mail address: elaine.stamper@reedleycollege.edu. Please write "ENGL 1A-55159" or "ENGL 1A/The Sky" in the subject line of all e-mails to me. (Note: Using Canvas Inbox usually works best for both you and me.)

Communication and Office Hours: I will not be on campus in the fall. However, you can reach me via Canvas Inbox or see me on Zoom during my regular office hours: Mondays, 11:00 a.m. to 1:00 p.m., and Tuesdays, Wednesdays, and Thursdays, 11:00 a.m. to 12:00 noon.

- I am also available other days/times by appointment. Please send me a message through Canvas Inbox to make arrangements.
- I do check my emails regularly (you're never bothering me), and I will generally respond to you every day except Saturday.

Required Texts and Materials:

1. [Stevenson, Bryan. *Just Mercy: a Story of Justice and Redemption*. Spiegel & Grau/Random House, 2014.](#)
 - Please make sure that you [buy \(or rent\) the correct edition \(NOT the "Young Adult" version\)](#).
 - If you buy a used copy, please make sure that it is a clean copy (no notes or highlighting).

2. [Thompson-Cannino, Jennifer, et al. *Picking Cotton: Our Memoir of Injustice and Redemption*. St. Martin's Griffin, 2009.](#)
 - If you buy a used copy, please make sure that it is a clean copy (no notes or highlighting).
3. A variety of assigned articles that will be posted on Canvas; you will need to annotate all readings, either electronically or on a printed copy.
4. A binder so that you can organize class notes and anything you choose to print out.
5. Sticky notes such as Post-Its for taking notes in the books.
6. Consistent and reliable access to the Internet and a dependable computer or laptop. You must use Microsoft Word. (Word 365 is available for free for all SCCCD students.)
7. A USB flash drive or access to a cloud service such as Dropbox (not Google Docs) to save the work you do.
8. I recommend that in addition to consulting handouts on Canvas regarding MLA format and citations, you use two online resources: [Purdue Owl MLA](#) and [EasyBib](#) (or you can use [Knight Cite](#) or a similar citation generator if you prefer).

NOTE: You will need to have non-electronic copies of *Just Mercy* by the beginning of the second week of the semester and *Picking Cotton* by the 6th week.

Course Descriptions

1. **English 1A (Critical Reading and Writing)** is a course designed to aid students in the reading, analyzing, and composing of college-level prose. The emphasis will be on studying writing as a process; exploring different composing structures and strategies; editing and revising one's own writing; and conducting research (gathering, organizing, evaluating, integrating, and documenting information) that will culminate in a research paper with an annotated bibliography.
2. **English 205 (Strategic Skills for Success in English)** is a support class for this section of English 1A. You must be enrolled in both sections. Activities include reading additional articles, taking quizzes, responding to discussion board posts, and practice writing/re-writing of final drafts of essays. Everything you do in 205 will build on the coursework of English 1A and help you to be more successful in English 1A.

Our class is asynchronous, which means that there are no required face-to-face or Zoom meetings other than regular participation in group tutoring (ST-300) during Weeks 2-16 of the semester.

- I will schedule a few optional Zoom meetings during the semester to help you get to know others in the class and to help me get to know you. Although I always appreciate it when students have their cameras on during my office hours or the optional meetings, having your camera on is never required. If you're just more comfortable having your camera off, that is absolutely fine with me.
- The course is set up in weekly modules, and you will need to complete the assignments in the given order. Each assignment is built on previous assignments, and each assignment is designed to help you to be successful with assignments that follow. Therefore, the format that I am using will not allow you to skip assignments or to jump ahead. If you have problems with or questions about this, please contact me and/or one of our two tutors, and we will help you.

Even though we won't be meeting in person, you will hear from me a lot. I send out announcements at least once a week, and you will be watching recordings from me that explain concepts and assignments. I check Canvas Inbox regularly (as you should do, too), and I will usually reply to you within a couple of hours (except for Saturdays). Please make sure that you check for a reply from me if you have emailed me. You will also be communicating with other students on weekly discussion boards and in peer reviews for essays.

Writing Assignments

You will be completing three major projects during the semester:

- ❖ **Project #1** takes place during the first five weeks of the semester. You will read and annotate *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson. (Students almost always enjoy reading this book.) You will take quizzes on the reading, participate in discussion board postings, and write practice paragraphs. Essay #1 will require three drafts, each of which must be electronically submitted to Canvas by the specified deadlines.
- ❖ **Project #2** is based on the book *Picking Cotton* by Jennifer Thompson-Cannino et al. (Students really like this book, too; I wonder which one will be your favorite. . . .) You will read and annotate the book, take quizzes on the reading, participate in discussion boards, and write practice paragraphs. Essay #2 will require three drafts, each of which must be electronically submitted to Canvas by the specified deadlines.
- ❖ **Project #3** asks you to write a 5-6 page research paper (RP) arguing for a particular type of prison reform. I give you a choice of possibilities related to the main topic, or you can propose your own idea (related to prison reform), which will need to be approved by me in advance. The paper and your thesis must be supported by 6 academic sources from databases. (We will go over how to do research with the databases). Requirements include short writing assignments, a preliminary annotated bibliography (Pre-AB), and a final annotated bibliography (AB), as well as peer reviews and three drafts of the RP.

Some of you may feel nervous about doing academic writing, especially if the papers are longer than what you are used to writing. Please don't worry too much: I don't expect you to know everything before I teach it to you, and I never expect perfection. We take everything step-by-step, and the tutors and I are here to help you. Just reach out to us.

Class Policies and Procedures

ATTENDANCE and DROPS:

- Even though we will not be meeting face-to-face for this course, "attendance" in the class is essential for your success. Your attendance is determined by your timely completion of weekly assignments.
- You **will be dropped** from the class if you do not complete the first assignment, which is participation in a discussion board regarding the syllabus.
- You will be dropped from the class if you have not enrolled in group tutoring by the end of Week 2.
- You **will likely be dropped** from the class if you do not 1) complete all of the assignments in the first two weeks of class or 2) you do not complete all three drafts required for Project #1/Essay #1 and/or all three drafts for Project #2/Essay #2.
 - Note that I say you will "likely" be dropped. If you contact me as soon as possible with a legitimate reason for not having done the assignment, I will consider the situation and let you know my decision. If you do not contact me, you will certainly be dropped from the course.
 - Project #1 and Project #2 are due during the first nine weeks of the course, when it is still possible for me to drop students.
 - You may also be dropped if you are not participating regularly in group tutoring.
- Students who add or choose to drop the class are responsible for completing the process through Web Advisor. In most cases, students who do not add by the 3rd week will not be allowed to add after that.

PARTICIPATION: This includes, but is not limited to, having the required materials, annotating all readings, taking notes, completing all assignments, contributing to discussion board prompts in a thoughtful manner, and completing peer reviews. I will also take into consideration if you have communicated with me, Hannah, and/or Yuritza about your writing. Students learn not only from the instructor but also from each other. So, be sure to do all of the assigned work and to interact with other students in the class in a meaningful, useful way. (Even asking questions about something that you don't understand is useful to others. You are almost certainly not the only one who has a question.) All of us are looking forward to hearing your ideas and your "voice."

SUBMITTING PAPERS AND REVISIONS: All writing assignments must be typed in Times New Roman, 12 point, and double-spaced on 8 1/2 by 11-inch paper. In the upper left-hand corner, put your name, class (English 1A-557159/The Sky), instructor's name (Ms. Stamper), type of assignment and the draft number (example: Essay 2.3), and date (example: 8 October 2021). Title your paper and center it above your text. See handout for sample and guidelines.

- ❖ **I reserve the right to refuse any paper that is not submitted in the proper format, is not submitted promptly by the deadline of 11:59 p.m., and/or does not meet other requirements.** I have the option of accepting re-submitted papers and assigning a grade penalty. There is no guarantee that I will do this, and you must discuss it with me first.
- ❖ I cannot accept an essay that has been typed on Google Docs. You can access free Word 365 through your school e-mail account. Need help with this? Ask Hannah or Yuritza, another student, or me during my office hours.

LATE WORK:

All assignments are due by 11:59 p.m. on the date indicated. Most work will be due on Fridays, Saturdays, and Sundays (but don't wait until the weekend to begin the work or you will run out of time).

- ALL assignments for the course are required (even the "small" ones).
- Give yourself enough time to complete the assignment and to submit it. All assignments need to be submitted to Canvas; I'm unable to assign grades to assignments that are emailed. If you run into problems, let me know as much in advance as possible.
- I use a Time Bank system for late work. You may use up to three days from your "bank" during the first nine weeks and up to three days during the second nine weeks of the semester. More information about the Time Bank is given on Canvas.
- FREE PASS Opportunities: Everyone needs a second chance. Be sure to check this out on Canvas.
- Having a crisis? Email me as soon as possible. I can't guarantee that I can solve your problem, but I will always listen and, whenever possible, try to help you.

READING: If you're not much of a reader, you may find that 1) the books are fairly short, easy to read, and interesting; and 2) an [audio version](#) of the books can be helpful. Ask me if you need more information.

ACADEMIC DISHONESTY:

- Any student caught cheating, copying, or plagiarizing others' work will be subject to academic sanctions, including but not limited to receiving an 'F' on the assignment or in the course. If you are in any doubt as to what plagiarism is, check with me. We will discuss this further in class. (Note: I use turnitin.com.)
- Please note that you will not be allowed to turn in previously submitted work for any assignment in this class. That means that you can't "recycle" a speech you gave or a paper you wrote for another class. If you are repeating my class, all of the work that you turn in for this semester must be new.

- You are encouraged to get help on your writing from me, a tutor from the Reading & Writing Center (RWC) or the Tutorial Center, or Linda Reither (the Learning Specialist), and your classmates in this class. **No one else**—not your parents, siblings, boyfriend, girlfriend, former teacher, ex-boyfriend or ex-girlfriend, siblings' boyfriend or girlfriend, siblings' ex-boyfriend or ex-girlfriend, or your dog—**may help you with any of your papers.**

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 talk to me as soon as possible. Contact Disabled Student Programs and Services (DSP&S) at (559) 638-0332 or visit [their website](#) for more information.

Some Important Points:

- Please check Canvas every day.** Make sure that you receive Canvas notifications when I send you announcements or e-mails. If you don't know how to do something related to technology, you can get help from me, Hannah and Yuritza, or [Tech Services](#).
 - Please contact me by [e-mail](#) or through Canvas Inbox if you have any problems or questions about anything. If you have not heard back from me in 24 hours, please check to make sure that I received your message. If you write to me, be sure to check for my response to you.
- Please keep flash drive copies of all work submitted to me. As you know, sometimes things go wrong with electronic systems. Protect yourself by keeping **everything** until the course is finished and your final grade has been recorded.
- Be appropriate, professional, and kind to others during Zoom meetings and on discussion boards. Remember that other people's experiences may be different from your own and that we all, including me, sometimes need to set aside a tendency to be judgmental. Tell me (or Hannah or Yuritza) if there is ever any online communication that makes you feel uncomfortable. Repeated incidents of any behavior deemed to be rude or disruptive will result in that student being reported to the Dean of Students.
- My job is to help you to become better writers and to prepare you to write for other classes. I really care about my students and will do whatever I can to help you. Let's work together to help you succeed!

Tips for success this semester:

- Know your resources
 - [Tech services](#), [RWC](#), smarthinking, [counseling](#), [health services and psych services](#), Canvas Inbox, etc.
- Understand that coursework for an online class is not "homework"
 - Plan to spend 8-10 hours a week doing the work.
 - Don't wait until the day an assignment is due to begin working on it. You won't have enough time.
 - Assignments in an online class include the work that you would be doing in a classroom setting. Therefore, it's necessary to complete everything. Missing an assignment is like missing a class (or two or more), and it will affect your success and your grade.
- It takes longer than it takes
 - Whatever assignment you're working on will likely take longer than you thought because of technical glitches, uncertainty about the assignment, because it's college, not high school, etc.
- Communicate, communicate, communicate
 - with me (If I don't know, I can't help you; I can't always say "yes," but I will consider requests, and I may have options you haven't thought of)

- with our tutors, Hannah and Yuritza (They love to help students and are very good at their job!)
 - with your classmates; not only do they often have answers to your questions, but you'll feel less alone. Furthermore, you can help someone else with their questions, too, which can be surprisingly rewarding.
5. Have a plan
- Use whatever works for you to manage your time--reminders on your phone, a paper calendar, sticky notes, etc.--but you must do more than rely on your memory and hope for the best.

Important Dates:

Week 1: Monday, 8/9: Spring semester begins

Week 2: Friday, 8/20: Last day to drop for a full refund

Week 3:

- **Friday, 8/27: last day to add a class; last day to drop in person and avoid a "W"**
- **Sunday, 8/29: Last day to drop via WebAdvisor and avoid a "W."**

Week 9: Friday, 10/8: Last day to drop and receive a "W." Letter grades (A-F) are assigned after this date.

Week 18: 12/6-12/10: Finals Week. Your final for English 1A/English 205 will be Wednesday, 12/8, 11:59 p.m. (There is only one final for the two classes.)

HOLIDAYS:

Week 5: Monday, 9/6: Labor Day (no classes; campus closed)

Week 14: Thursday, 11/11: Veteran's Day (no classes; campus open)

Week 16: Thursday & Friday, 11/25 & 11/26: Thanksgiving Break (no classes; campus closed)

- **NOTE WELL: We do not have the entire week off for Thanksgiving. I will, however, try to make assignments due by Wednesday of that week so that you can have as much of the long weekend free as possible.**

English 1A Assignments (subject to change)	Points Possible	% of Final Grade
Project #1: <i>Just Mercy</i>	150 points	15%
<ul style="list-style-type: none"> Annotated reading = 10 pts. 1st Draft (Essay 1.1) = 10 pts. 2nd Draft (Essay 1.2) = 10 pts. Smarthinking.com submission = 10 pts. Works Cited page = 10 pts. Final Draft (Essay 1.3) = 100 pts. 		
Project #2: <i>Picking Cotton</i>	250 points	25%
<ul style="list-style-type: none"> Annotated reading = 10 pts. In-class essay exam (Essay 2.1) = 50 pts. Smarthinking.com submission = 10 pts. Works Cited page = 10 pts. Second Draft (Essay 2.2) = 10 pts. Practice AB = 10 points Final Draft (Essay 2.3) = 150 pts. 		
Project #3: AB and RP	400 points	40%
<ul style="list-style-type: none"> Preliminary Annotated Bibliography (AB 1.1) = 50 pts. Final Annotated Bibliography (AB 1.2) = 50 pts. (subject to change) Research Paper (RP 1.3; 3 drafts required) = 300 pts. 		
Enrollment in Group Tutoring (ST-300) and completion of at least 20 hours of tutoring (Weeks 2-16) with Hannah and/or Yuritza	50 points	5%
Discussion Board posts	50 points	5%
Quizzes and Miscellaneous Assignments	50 points	5%
Final Exam	50 points	5%
TOTAL	1000 points	100%

1. Grades for **English 1A** will be based on the **quality** of the work submitted.
2. Grades for **English 205** will be based on **completion** of all work and on the **effort** put forth. Your grades for English 1A and English 205 may not be the same.
3. You will need to complete (but not necessarily pass) all assigned work in English 1A in order to receive a passing grade in English 205.
4. Questions? Email me or see me during my Zoom office hours.

GRADING

A = 100-90 excellent

B = 89.99-80 very good

C = 79.99-70 average

D = 69.99-60 needs improvement (not passing)

F = 59.99-0 fail (not passing)

- **I don't round up.**
- **I'm happy to talk to you about your assignment grades ("Why did I get this grade? What can I do to improve my grade?"), and if I've made a mathematical error, I will correct it; however, I am unable to negotiate your grade with you at any point in the semester.**
- **If you care about your grade, do something about it EARLY in the semester: Do all of the work, check your grade on Canvas, re-read my comments on your papers, arrange to talk with me, talk to our class tutors, and meet via Zoom with a tutor from the Reading/Writing Center. In a nutshell, put your best effort in and communicate with me.**

The following are department-developed objectives and outcomes for all English 1A students:

Course Objectives

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:
 - 1.1 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.

Course Outcomes

At the end of the course, students will be able to:

1. Write a documented, well-organized research paper of at least 1,500 words [approximately 6 pages] 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).

Course Outline

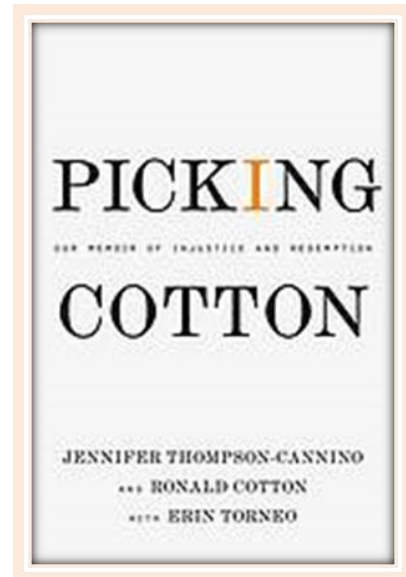
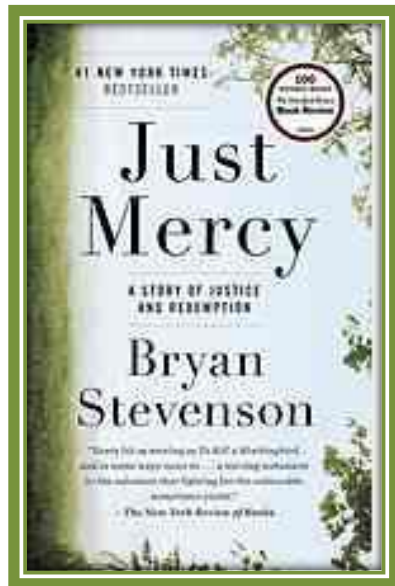
- A. Expository Essays and a Narrative-Descriptive Essay (at the instructor's discretion)
 1. Reading, discussion of models
 2. The writing process
 3. Thesis and support
 4. Paragraphing, topic sentence
 5. Introductions and conclusions
 6. Use of showing details to support assertions
 7. Editing for grammar, punctuation, and usage
- B. 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 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
- C. Full-length work: Instructors should have students read a full-length novel, book, short stories or poems.
- D. Assignments based on the work will vary.
- F. In-class timed essay
 1. Planning and organizing ideas under pressure
 2. Composing quickly
 3. Editing independently and within given time
- G. 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

👉 Important points about the theme of the course and the book:

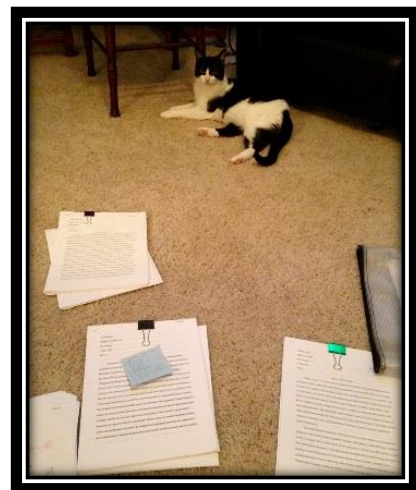
Throughout the semester, we will be reading, researching, and engaging in class discussions about prison reform. People often have strong opinions about crime and punishment, and some students in the class may have experienced crime first-hand (either as a victim or as the accused) or know someone who has experienced it.

- This means that 1) some students may find the topic too disturbing to read, talk, and write about and should therefore consider choosing a different class; and 2) students who remain in the class must be willing to be sensitive to other people in the class during class discussions.
- Although used copies of the books are acceptable, please make sure that your copy is relatively "clean" and free of another's note-taking. You will be required to take your own notes in the books.

Required Books (physical copies rather than digital copies are required)



Me



Hershey