

Welcome to English 1A



Instructor: Lori Levine

The purpose of this syllabus is to give you information about the class. Please read the whole syllabus. If possible, print it and annotate it. There is a lot of helpful information below!

I reserve the right to alter our “rules” as needed.

This class is connected to your English 205 class. You will have a separate syllabus for that class, but all of the rules here apply to that class too.

Course Description

This is a reading and writing class. During the class, you will read, analyze, and compose college-level prose, with emphasis on the expository. You will study writing as a process and explore different composing structures and strategies. You will revise your own writing and conduct research (gather, organize, evaluate, integrate, and document information), culminating in a term research paper and annotated bibliography. You will write a minimum of 6,000 words in formal academic language. (See the end of the syllabus for Course Objectives and Outcomes).

This is a 15 Week Course

Most classes at Reedley College are 18 weeks. This course, however, is only 15 weeks. That means that we will do 18 weeks worth of work in 15 weeks. If we were in a classroom, for each class meeting, we would be in class longer. Because of our shortened term, you will be expected to spend more time on this class. So, let's talk about the workload expectations.

WORKLOAD EXPECTATIONS

According to the college catalogue it states, “One unit equals one hour of classroom lecture per week plus two hours of study.” English 1A is a 4 unit class, so that means you could have up to 12 hours of work a week. Because our semester is 15 weeks for this course, some weeks could be a little more. I know that sounds scary, but let's put this into perspective.

Here's how you will divide the time:

Class Work—This is work that is equivalent to the four hours a week you would spend in classroom if this class was not online. This includes doing discussion boards, taking quizzes, listening to lectures, etc. These are activities you would normally do in a classroom. Remember, if you were taking a face-to-face English 1A, you would be in class twice a week for about 2 hours and 20 minutes each day. So plan for that. Plan about 4 hours and 40 minutes of “class time” each week.

Homework—This includes reading texts, studying, working on essays, and doing other assignments. Normally, you would have maybe six hours of homework every week in a face-to-face class in a normal 18 week semester. Because we are 15 weeks, that might mean a little more.

Just because this is an online class doesn't mean that you will have less work. It's just different. And you *CAN* complete all of the assignments. It just takes time and dedication, the same time and dedication you would need if you were in a face-to-face class.

Issues with Online Classes

Being online can sometimes add in extra complications because YOU have to make sure to get online and do the work. For some people this is difficult. If you are having issues and need to talk about them, then set up a time to zoom for me. I'm here to help you with the course work and to put some of it into perspective. Some times an assignment will seem harder than it is. Once I speak to you about it, you might realize that it's not so bad. So, communicate with me. If you are overwhelmed, I can also help you prioritize your work.

How do you pass the class?

Many students ask how to pass the class. Basically, to pass the class, you need to do the work. Essays need to meet the department standards which I will talk about later. Some students need help with their reading and writing, so you will have many opportunities to get help from me, from our embedded tutors, from other tutors in the reading/writing center, and from our campus learning specialist Linda Reither. Don't be shy if you are confused! Ask for help.

My Theory about Writing

I believe that all writing is practice. So, whatever you write in this class, be it an email, a text, a discussion board post, or an essay, try to use your best writing.

That said, I also don't want you to be stifled by having to make it "perfect" at the beginning. Get your ideas down, AND THEN take an extra minute to read your writing and make sure it makes sense, especially if you are writing on your phone. We all know about silly autocorrections!

When You Do Contact Me about Something, Please Do This:

If you run into a problem with an assignment and send me an email about it, **be as detailed as possible**. If you are confused about an assignment or if a video isn't working, **give me the exact name of that assignment**, and **be very specific about the problem**. **Some students even send screen shots**. Don't just email and say "this video isn't working." Some weeks, there will be five videos you need to watch (don't worry, they will all be short) so I need to know which one isn't working.

Mistakes I Might Make

Teaching online is more complicated than teaching in a classroom, so mistakes happen. If you find a mistake, if a link isn't working, if there is something else not working, let me know ASAP. I do my best, but I am human and make mistakes and Canvas is not perfect.

The Best Ways to Contact Me

1. **Through texts:** Here is my phone number--559-549-3399. I usually answer texts the quickest. Make sure you let me know who you are. You can also leave me a voice message at this number. This number is JUST for students.
2. Through Email
3. Lori.levine@reedleycollege.edu

4. Through the Canvas Inbox
5. You can send me a message through Canvas. The link to the inbox is on the left side of the Canvas page or on the bottom toolbar of the Canvas app.
6. **Note:** Overall, I'm pretty good at returning messages. If you don't hear back from me within 24 hours, contact me again because I either missed your message or something happened and I forgot to reply back.



you don't hear back from me within message or something happened and

Office Hours

- Tuesdays from 11-11:50
- Tuesdays 2-2:50
- Thursdays 11-11:50
- Fridays 9-9:50
- By appointment

WHAT THESE HOURS ARE FOR: These hours are a time when you can come and get help with any classwork. You can ask questions about assignments, grades, and/or feedback I have given you.

MAKE AN APPOINTMENT: Although you do not need an appointment to come to one of these hours, **setting up an appointment helps motivate students to come to an office hour**, so my advice is to **make an appointment**.

WHAT IF YOU CAN'T COME? Let me know and we can make an appointment to talk another time. I'm fairly flexible and want to help you be successful, so I can talk to you later in the afternoon/early evening as well as earlier in the morning.

Announcements—How I Communicate with You

I will post several announcements on Canvas weekly. You can set up Canvas so you receive an alert for these. You will be expected to read the announcements and watch any videos in the announcements. Sometimes I ask you to reply. Sometimes, I give you extra credit for your replies.

Change your alerts to make sure you get all announcements: Go to <account>, <notifications>. Next to announcements, click on the check mark (v).

Canvas Messages and Email—How I Communicate with You

I also send messages through Canvas and your Email. Make sure you check both daily.

Please don't ignore my emails/announcements. Sometimes students do this when they fall behind. I send a lot of reminders. I also occasionally extend due dates, so you want to know about all of this.

TO ENSURE SUCCESS CHECK YOUR CANVAS INBOX, YOUR EMAILS, AND THE ANNOUNCEMENTS DAILY.

Supplies

1. ***The Smartest Kids in the World and How They Got That Way* by Amanda Ripley.** Please do not rent the book. You will be annotating the book, which means you will be writing in the book. If you rent it, you cannot do that. Plus, it's not a very expensive book. You can buy the book at the bookstore and on Amazon.

2. Other handouts that you will want to print (or at the very least save on your computer). I have you annotate most of the articles I give you. Printing these articles is best, but some students take notes and/or annotate their PDFs on the computer. There is also a tool for annotating documents on the Web called Diigo-- <https://www.diigo.com/>

OTHER ITEMS:

3. **A computer with a web cam.** While it might be tempting to do all of your work on your phone, it will be difficult. You can access zoom through your phone, but I would do the rest of your work on your computer. **If you don't have a computer or if you are sharing with family members, contact the school about getting a loaner computer.**
4. **A printer and paper:** You will want to print out handouts from class so that you can annotate them. While you can read and annotate online, there is a lot of research that explains how reading something on a piece of paper is better. Also, you will want to print out all essay assignments so you can have them next to you as you write.

Semester Assignments

1. Writing Assignments

These are worth the bulk of your grade. You will have numerous essays to write—some will be “out of class” where you will have multiple days to complete them and others will be timed where you will only have a few hours to complete them.

During the semester, we will investigate different aspects of education. First, we will start by reading the book *The Smartest Kids in the World* by Amanda Ripley. Ripley's book looks at our education system and compares it to the education systems in three other countries in order to answer the question to try to understand why some kids are excelling but others are not.

Then, we will investigate several topics she discusses in the book while learning do research and how to incorporate ideas from different texts.

You will also complete a timed essay at the end of the semester evaluating yourself as a student.

2. Discussion Boards

The discussion boards are a place for us to talk about readings and other assignments. These assignments are meant to help you connect with other students during the semester as well as develop a better understanding of class content. These would take the place of in-class group assignments.

Below are some notes on discussion board etiquette. You will also watch a video on this. Please review.

3. Padlets

Padlets are another way for us to connect. They are like big online sticky notes and allow us to organize class material in a different way. You will have to sign up for an account, but it's easy.

4. Quizzes

You will take different quizzes throughout the semester.

5. Submission Assignments

You will be assigned work that you submit through the assignments feature. Usually with assignments like this, you just have to do the work to get the points. Please note that if I can't understand your work, you won't get points.

NOTES:

For all assignments, always look back for comments from me.

If you don't do the work, you will not pass the class. Students who do the work which includes following instructions and meeting the standards, pass the class.

DUE DATES

Most items will be due Wednesday or Saturday.

Attendance Policy

It is important that you participate in all aspects of this class which means completing assigned work on time. You completing work is how I take "attendance."

BEING DROPPED THE FIRST WEEK: The first time I take attendance is during the first week. If you don't complete the assignments that week, you will be dropped.

WHEN YOU WILL BE DROPPED AFTER THE FIRST WEEK: If you don't post to the discussion board or complete other assignments for 10 days in a row (including weekends) that means you are not participating in the class, and you run the risk of being dropped.

If you decide that you no longer wish to participate in the class, then you are responsible for dropping it!

Late Work

As a general rule, everything that falls under class work (discussion boards, padlets, quizzes, and other submitted work) must be turned in on time. However, I do understand that sometimes "life" happens and gets in the way of school and you will need a few extra days to complete an assignment. If something happens, contact me. I also know that occasionally, you will forget about an assignment. Again, if you realized you forgot something, contact me. At some point, I won't accept a late assignment, but before that date, I do give students a lot of chances to do the work.

Out-of-Class Essays (essays written over multiple days) can be turned in up to one week late. Again, if something happens, contact me. I'm here to help you.

Timed Essays generally have to be done by the last day I give you to take it, but occasionally I will make an exception. Usually, I will give you 2 ½ hours to do a timed essay, but you can take it any time during a Wednesday through a Sunday. Once you start a timed essay, you have to finish it.

Sharing Work

At my discretion, sentences and/or paragraphs may be taken from essays or other assignments and shared with the class to help illustrate grammar concepts, writing concepts, MLA guidelines, and more.

Class Grades

Grades can be viewed through the Canvas grade feature. Go to the "Grades" Tab.

The grades for this class are weighted.

- **Class work**--Discussion Boards, Padlets, Quizzes, and other Submitted Assignments--basically

Anything OTHER than an Essay. 15%

I drop the three lowest scores in this category **excluding** the annotated bibliography, the research prospectus, and mandatory conferences having to do with the research essay or other essays.

- **Essays (“Out of class” and timed essays)** 75%
- **The Final Exam Timed Essay** 10%

Final Timed Essay: At the beginning of the semester, we will talk about failing. For your final, you will write an essay where you reflect on the different times you “failed” during the semester, how this affected you, and what you did to overcome or not overcome the “failure.” You will disclose, accept, discuss and reflect on EACH failure. You will need to define what “failing” means to you. Keep track of this during the semester.

Grade Scale

A= 90-100%; B=80-89% C=70-79% D=60-69%; F=0-59%

TO PASS THE CLASS, YOU MUST GET A C.

IT IS YOUR RESPONSIBILITY TO MONITOR YOUR GRADES!

Tutoring—Extra Credit Opportunity

You are highly encouraged to make appointments with our embedded tutors. This semester, Annie, Monte, and Kaitlin will be helping us in Canvas and during tutoring appointments. Students who typically see a tutor have a higher success rate. You can also get an extra credit point for every appointment you make (up to 25 points) with:

1. Monte, Annie or Kaitlin or another Reading/Writing Center Tutor

Other Extra Credit

Throughout the semester, I will offer other Extra Credit opportunities. Keep an eye out for these. All extra credit work gets added to the Class Work category.

Plagiarism

Every semester one or more students plagiarize. Plagiarism is bad, bad, bad and will not be tolerated.

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. **Copying someone else’s Discussion Board counts as plagiarism.** Copying someone else’s essay or parts of his/her essay is also plagiarism. Copying ideas from an article is plagiarism. If you plagiarize in my class, I will give you a zero on the assignment even if the assignment has already been graded and I find out that you plagiarized after the fact. You might fail the class, and I might report you to the VP of Student Services.

Canvas Issues

There is a help button on Canvas if you have problems. Use that. Canvas works best on Google Chrome. It does not seem to work well on Explorer.

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 me as soon as possible. I will work with the DSPS office to make sure that you get the help that you require. In order to get accommodations, you must be signed up with DSPS.

Important Dates

August 30 English 1A and 205 start

September 6 (M) Labor Day Holiday (no classes held, campus closed)

September 10 (F) Last day to change a Fall 2021 class to/from Pass/No-Pass grading basis

October 8 (F) Last Day to drop a full-term class (letter grades assigned after this date)

October 11 – December 10 (M-F) Short-Term classes, second nine weeks

November 11 (Th) Veterans Day (no classes held, campus open)

November 25-26 (Th-F) Thanksgiving holiday (no classes held, campus closed)

December 6-10 (M-F) Fall 2021 final exams week December 10 (F) End of Fall 2021

Discussion Board Etiquette

1. Address the person you are talking too.
2. Use spell check and proof read your entries.
3. Be substantial. Occasionally, I ask you to write a certain number of words. I do this so you remember that your posts need to be thought out and exhibit critical thinking.
4. Take the time to think about what you are writing so that your comments are well- written and complete.
5. **Write using paragraphs. Do not write one long paragraph. That makes it difficult to read.**
6. If I ask you to respond to others, don't merely say "I agree." Instead, explain why you agree or disagree. Try to carry on a discussion. There is an example in the first discussion board you will complete.
7. Remember that **this is an academic environment** and not a text message, a direct message, or an e-mail to your friends. Your comments should be grammatically sound. Your words should also be spelled correctly and your sentences punctuated correctly. **Inappropriate language is not acceptable.**
8. Make sure that you capitalize "I." Do not abbreviate words. Make sure you use academic English. "Stupid" is not very academic and doesn't tell the reader much!
9. **The following is an example of what is not allowed:**
 - a. i really thing that this is a stupide essay bec i dont like it i really like the other essay better
10. **This is better:**
 - a. I thought that the author's supporting arguments were weak. For instance, the example he used regarding visiting his grandparents did not go into enough detail to really convince me of his point.

STUDENT LEARNING OUTCOMES

Please Note: Simply completing the outcomes does not mean you will pass the class. You must meet the departmental standards on completed work. You must have at least 70% to pass the course.

Upon completion of this course, students will be able to:

ENGL-1A SLO1: Write a documented, well-organized research paper of at least 1,500 words that demonstrates critical thinking and command of the English language.

ENGL-1A SLO2: Complete a timed essay independently in class

ENGL-1A SLO3: Summarize and comprehend college-level prose (will include a full reading)

STUDENT LEARNING OBJECTIVES

Please Note: Simply completing the objectives does not mean you will pass the class. You must meet the departmental standards on completed work.

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.
 - Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary
 - Indicate an arguable thesis
 - Gather, analyze, and synthesize peer-reviewed sources and/or original research, such as interview, survey, or observation
 - Employ MLA formatting
 - Reduce dependence on the instructor's guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics
 - Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice
 - Practice sound choices in identifying and avoiding logical fallacies
 - Employ appropriate use of third person universal
 - Identify appropriate audiences for their compositions
 - Employ quotations, discriminating among sources for accuracy and validity
 - Employ MLA formatting guidelines for Work Cited Page and in-text citations
 - Develop an annotated bibliography from sources for a research paper
 - Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism
2. Write an organized essay with thesis and adequate support independently within a class period.
3. Read and understand college level prose, including:
 - Identifying the model, summarizing the thesis, and locating supporting information.
 - Naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author's intent, both explicit and implicit.
 - Answering questions from assigned reading differentiating between an author's intent and personal reaction.
 - Describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings.