

Welcome to English 1A



Instructor: Lori Levine

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

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).

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. 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! At the end of this document is a list of discussion board etiquette. Make sure you read the list and apply it to everything you write.

The Best Ways to Contact Me

1. Through Email
Lori.levine@reedleycollege.edu
2. Through the Canvas Inbox

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.



3. Through texts: Here is my phone number--559-549-3399.

Note: Overall, I'm pretty good at returning messages. If you don't hear back from me within 24 hours, contact me again.

Office Hours/Study Hall

- Tuesdays 2 to 4 pm
- Thursdays 10 to noon.
- Fridays 10 to 11 am.

These hours are a combo of office hours/study hall.

WHAT WE WILL DO: During these 2 hour blocks you are invited to come on to zoom and get help from me as well as stick around and do your classwork.

At the beginning of the hour, I'll check in with you, and then you will turn off your video and audio and work. I'll check back in after 45 minutes, and then you will work again. If you need help, all you have to do is turn on your mic/video or send me a message in the chat box on zoom, and we can go into a breakout room where I can help you with your work.

PURPOSE: The purpose of the study hours is to help you do your work at a particular time every week.

DROP-INS ALLOWED: You can also just drop in anytime during these hours and get help! You don't have to hang around, but if you want to then you can. These hours are for you!

WHAT IF YOU CAN'T COME? Please note that if you need help, but you can't come to a zoom study hour, then let me know and we can set up another time to talk. I'm fairly flexible and want to help you be successful.

Announcements

I 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).

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

Supplies

TWO BOOKS:

1. *The Other Wes Moore* by Wes Moore. Make sure you **buy** this book too as you will need to mark in it. **Do not rent it.** You can buy it from the bookstore.
2. *The Smartest Kids in the World and How They Got That Way* by Amanda Ripley. Make sure you **buy** this. **Do not rent it** as you will need to mark in the book. You can buy it from the bookstore.

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.**

LAPTOP, HOTSPOT AND CALCULATOR CHECKOUT DAYS

Tuesday, January 12 & Wednesday, January 13, 2020
10am to 2pm in the cafeteria (TM-11)

Please wear a mask and bring a valid photo ID to checkout

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 three essays that you will have a week or more to work on as well as timed essays that you will only have a few hours to do.

During the semester, we will be looking at success and education.

You will start by reading an article on different habits we use to help us be successful. You will write an essay discussing which habits you use and which you should use based on the article we will read.

This essay will be due Week 4.

Then, you will read a book called *The Other Wes Moore* by Wes Moore where you will focus on what makes someone successful. **This essay will be due around Week 9.**

Next, you will read another book called *The Smartest Kids in the World* by Amanda Ripley which focuses on education in the US and other countries and why some kids in certain countries are more successful than others. This book focuses mainly on high school education. You will complete a timed essay after reading this book. **You will take the timed essay around Week 13**

This will lead to a final research paper where you will be able to delve more deeply into one of several topics that are explored in Ripley's book. **The final research paper will be due Week 17.**

The final timed essay will be a reflection where you will go back to Essay 1 on your habits. You will analyze which habits you actually used during the semester. **You will take this by Wednesday or Week 18 (Finals Week).**

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. Flip Grid

This is another way for us to connect via video. I will be using flip grids several times throughout the semester. It's always nice to see each other's faces and to hear each other's voices.

4. 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.

5. Quizzes

You will take different quizzes throughout the semester.

6. 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, usually pass the class.

OTHER DUE DATES: Above I gave you the approximate week that essays are due. Typical due dates for other assignments are Wednesdays and Sundays. Discussion Boards and Flip Grid assignments will start on a Friday and go through Sunday.

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 weeks. Some weeks you will have only a few hours. Other weeks, you might have 12 hours or work. I know that sounds scary. Let's put this into perspective.

Here's how you will divide the time:

Class Work—This is work that is equivalent to the almost four hours you would spend in class. 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 1 hour and 50 minutes each day. It's not unreasonable to know that you will have at least four hours of "class" work a week.

Homework—This includes reading texts, studying, working on essays, and doing other assignments. Normally, you would have maybe six hours of homework ever week in a face-to-face class—sometimes more and sometimes less.

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.

You also need a good computer and internet connection. I know that not everyone has this.

Covid adds an extra layer of complication. You might have children at home or other family members with whom you share a computer or that you have to care for. You might have to work extra hours. I know last semester a lot of students were struggling. Because of these extra complications, talk to me if you are having issues. I am here to help you as are the tutors. Take advantage of us! Let us help you.

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 on time (see my late policies below). 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.

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, flip grids, 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 can be turned in up to one week late.

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, Flip Grids, 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** 65%
- ***The Smartest Kids in the World* Timed Essay** 10%

- **The Final Exam Timed Essay** 10%

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 and Janelie 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. Janelie or Annie—our embedded tutors who works at our Reedley College Reading and Writing Center
2. Another tutor from the Reedley College Reading and Writing Center
3. Linda Reither who is our Learning Specialist
4. A tutor through the Smart Thinking Ap on our Canvas Page
5. Me!

You have to prove that you have seen a tutor to get points.

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

January 11 (M) Start of Spring 2021 semester
 January 11 - March 12 (M-F) Short-term classes, first nine weeks
 January 18 (M) Martin Luther King, Jr. Day observed (no classes held, campus closed)
 January 22 (F) Last day to drop a Spring 2021 full-term class for full refund
 January 29 (F) Last day to register for a Spring 2021 full-term class in person
 January 29 (F) Last day to drop a Spring 2021 full-term class to avoid a "W" in person
 January 31 (SU) Last day to drop a Spring 2021 full-term class to avoid a "W" on WebAdvisor
 February 12 (F) Last day to change a Spring 2021 class to/from Pass/NoPass grading basis
 February 12 (F) Lincoln Day observance (no classes held, campus closed)
 February 15 (M) Washington Day observance (no classes held, campus closed)
 March 12 (F) Last Day to drop a full-term class (letter grades assigned after this date)
 March 15 - May 21 (M-F) Short-term classes, second nine weeks
 March 29 - April 1 (M-Th) Spring recess (no classes held, campus open)
 April 2 (F) Good Friday observance (no classes held, campus closed) (classes reconvene April 5)
 May 17-21 (M-F) Spring 2021 final exams week
 May 21 (F) End of Spring 2021 semester/

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.

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- 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.