

Welcome to English 1A and English 205



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. The rules for English 1A and 205 are the same. For this semester, our English 205 coursework will be embedded in our English course and so I am making one syllabus (this syllabus) for both classes. Also, all of the work for English 205 and English 1A will be in the same Canvas Course. You will know the 205 work because all English 205 assignments will start like this: ★★ENGLISH 205.

Course Description for English 1A

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).

Course Description for English 205

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.

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. Don't let that frighten you. Students who put in the work and attend the zoom classes, typically pass the class. Students who get tutored also do better in the class. We have two tutors for our class. You learn more about them on Canvas.

Zoom Classes

English 1A is an asynchronous class. This means that all of the assignments are on Canvas, and you can complete them at any time during the day/night although there are due dates. I will try and have a couple of weeks up at a time, but occasionally I only put up one week at a time.

For English 205, however, you must attend Zoom Class twice a week on Mondays and Wednesdays

- If you are in section # 53057, our zoom class meets from 9 to 9:50 am.
- If you are in section # 53548, our zoom class meets from 1 to 1:50 pm.

I will be doing the same thing in both classes, so if you can't make your scheduled time, but can come to the other zoom class, you are welcome to do that.

Here is the zoom link: <https://sccd.zoom.us/j/7681779517>

This link is also on Canvas. There is a page for each meeting. Occasionally, there will be short assignments to

complete before a zoom call. Sometimes, there will be follow up work that will be added to Canvas after the zoom call.

How to Contact Me

Text Me:

Here is my phone number--559-549-3399. I usually answer texts the quickest. Make sure you tell me who you are. You can also call me. This number is JUST for students.

Email Me

Lori.levine@reedleycollege.edu

Message Me Through the Canvas Inbox

You can send me a message through Canvas. or on the bottom toolbar of the Canvas app.



The link to the inbox is on the left side of the Canvas page

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.

Zoom/Office Hours

I have 5 office hours this semester. One will be on campus; for this hour, you can zoom in or visit me in my office which is CCI 216. These office hours are your hours. They are a time to talk to me about your grades, your assignments, issues you might be having. If you are struggling with the class or life, I will help you or try!! **You don't have to do this class alone.**

Please note that if you visit me in my office, **you must wear a good mask correctly**—no one layer cloth mask or masks that are falling off your face. There are places all over campus where you can get a mask. Please note that even if the campus rules change, unless Covid miraculously goes away, you will still need to wear a mask if you come and see me in my office.

Monday—10-10:50 (Zoom)

Tuesday—12-12:50 (Zoom and On Campus—CCI 216)

Wednesday—12-12:50 (Zoom)

Thursday—11-11:50 am (Zoom)

Friday—11-11:50 am (Zoom)

I can meet at other arranged times. Just ask. I am flexible for you students.

Zoom Etiquette for My Office Hours and for Class

- I would like you to have your cameras on. I hate staring at black screens. You can always change your background to have privacy.
- I DO NOT care if you have bedhead or are in your PJs. We are on zoom. Just be there.
- I do care, however, that you are dressed appropriately. Wear a shirt!!!
- If the only place you can zoom from is your bed, please sit up. I know that might be a weird request, but come on. Do you want to see me holding class, laying down in bed? Also, you might want to take notes, and laying down is not conducive to that.

Announcements and Canvas Messages—Check Daily and Respond When Asked

I will post announcements on Canvas as well as email you through Canvas weekly. You can set up Canvas so you

receive alerts for these in your email. You will be expected to read the announcements and watch any videos in the announcements. Sometimes I ask you to reply.

Change your alerts to make sure you get all announcements: Go to <account>, <notifications>. Next to announcements, click on the check mark (v). Do the same thing with “conversations” which is what they call the Canvas inbox.

Please don't ignore my emails/announcements. Sometimes students do this when they fall behind and feel embarrassed. Don't feel any shame if you get behind or can't complete an assignment by the due date. Instead, talk to me. I will not be angry. Instead, I will talk to you about what's happening and help you make a plan.

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.

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

Course Philosophy

What is outcome mastery grading?

Our course has three student learning outcomes. These are listed at the end of the syllabus. Each outcome is divided into different skills you need to master. Your grade in this class is based off of these skills you learn to be a good reader and writer. Common grading elements such as homework, participation, effort, extra credit, and turning assignments in 'on time' will not be part of your grade. Why? Being on time, doing your homework, participating, etc. are good skills to have, but they don't mean you are a good reader or writer. The assignments I give you will help you practice skills you need to be a good reader/writer. **Your grade, then, will be based on the mastery of these skills for this class which you will show mostly in the longer essays that you write.**

What happens if you don't do the homework?

Not doing the homework can cause you to fail the class, not because the homework is graded, but because the exercises all lead up to the final essays which assess mastery of skills you are learning. The homework is meant to help you review materials and skills. I give feedback on all assignments. (You will need to look for feedback often). If you decide not to do these assignments, you won't get feedback that can help you with the essays or other graded assessments.

If you do an assignment late, I might not be able to give you feedback right away. You can always email me and let me know you did it, or come to an office hour, and we can review it together. All assignments have to be turned in through Canvas. You can't email them to me.

Due Dates

Due dates are listed for each of these assignments to help keep you on track to complete the class by the last day, but there is no penalty for late work. It's advisable to keep pace with the class, though, so that you can complete the course successfully. As I said above, each assignment will lead to the final assessment for a unit. Students who complete the assignments, or the majority of them, tend to do better on the final assessments. You will be able to revise assignments to show that you have mastered the skills for this course. If you want to

revise an assignment, please contact me. We will create a plan together for what you need to do.

Authentic Assessment

The assignments are your chance to show you have learned the skills your grade will be based on. Again, the skills are all listed under the outcomes at the end of the syllabus.

If you complete an assessment but the rubric indicates you have not yet mastered a skill, then you will receive a score of 2 "Approaching Mastery."

Skill Mastery Rubric

Exceeds Mastery of Outcome	Demonstrates Mastery of Outcome	Approaching Mastery	Not Yet Meets Mastery	Insufficient Evidence
4 points	3 points	2 points	1 point	0 points

BUT..... you have additional opportunities to show you have learned the material. You can revise all essays! You will be revisiting skills in future assessments, too. Before attempting to re-do an assessment (revise an essay), you will need to contact me. We will talk about which material you need to review in the course and how you can get additional support in understanding the course content.

If you show improvement, your grade on that skill will be replaced to reflect your most recent work. It takes time to become a better reader and writer. If you continue to put in the work, revise essays and get help from me or the tutors, you will improve even if you don't think you are.

Graded Assignments & Final Grades for English 1A:

Your grade is based on demonstrated understanding of each skill contributing to mastery of outcomes and identified in the assignments/assessments. Each skill is assessed using a 4-point rubric attached to each assessment. Final grades are calculated by averaging the assessment level on the final assessments (mostly the essays) of all skills in the course using the following scale:

- A - 3.50 - 4.00 (87.5%-100%)
- B - 2.75 - 3.49 (68.75%-87.4%)
- C - 2.00 - 2.74 (50%-68.74%)
- D - 1.25 - 1.99 (31.25%-49.9%)
- F - 1.24 and below (below 31.25%)

I know this is confusing. Watch this video here on the grading for this class.

Grading for English 205

All of the work in English 205 is meant to help you gain mastery in English 1A. Because of this, whatever your grade is in English 1A will be the grade you get in English 205.

Weighted Grade Categories

At the end of the syllabus, you will see these Student Learning Outcomes with the skills you need to have to show that you have mastered these outcomes.

SLO 1: Write a documented, well-organized research paper of at least 1,500 words that demonstrates critical thinking and command of the English language.	85% of Grade
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SLO 2: Complete a timed essay independently in class.	10% of Grade
SLO 3 Summarize and comprehend college-level prose (will include a full reading)	5% of Grade

Attendance: Using Canvas and Participation

Utilizing Canvas will be imperative to passing the course. All of our course content and material is in Canvas. Although we might occasionally venture outside of Canvas to complete assignments or review other content, most of our course interactions and engagement will occur within Canvas. I've very intentionally worked to use course content I can integrate directly into Canvas to reduce the number of times you will navigate out of Canvas.

Taking attendance for a fully online course is much different than just seeing your face in the classroom and counting you present. To be counted as present in the course, you must actively participate in the course every week. **If you fail to log in and participate for 2 consecutive weeks, you can expect to hear from me to see if everything is okay.** I don't believe in automatically dropping students, but I worry when I don't hear from you. We have a lot of content to review; it can be difficult to catch up if too much time passes. However, if it's been two weeks, and if you don't reply back within a few days, and I don't see you on Canvas, I might drop you.

Types of Assignments

- **Zoom Calls for English 205**—These are twice weekly meetings where we will discuss homework, critique parts of essays, etc. You don't want to miss these calls!! They go by fast, and I do my best to make them meaningful. They are also a place to meet your other classmates.
- **Out of Class Essays**—These are where your grade is mostly coming from. You will have the opportunity to revise these if you have not mastered the skills on a particular essay.
- **Timed Essay**—You will have one timed essay at the end of the semester. This is one of the outcomes and will count as a final assessment.
- **Readings**—You will have various readings each week leading up to the Essays.
- **Homework**—these are exercises that lead up to the final essays. This could include annotations of readings, summary of readings, synthesis of readings, outlines, rough drafts, etc.
- **Discussion Boards**—These are community building activities where you will talk about readings. Occasionally, you will peer review parts of your essays. The discussion boards will also help you with the essays.

Look for Comments, Look for Comments, Look for Comments...on Assignments!

For almost every assignment, I will give you some sort of feedback. Always look back for comments from me. The comments are meant to help you improve and reach mastery for the skills in this course. One of the BIGGEST mistakes students do is to not look at the comments from me. Then they get frustrated because they don't know how to improve.

If you do not understand comments that I left or are confused with an assignment, please contact me! I will help you. You aren't bothering me. This is my job, and I like helping students.

Don't Skip Info

When working through the modules, don't skip pages! Make sure you are actually going through the modules instead of just looking at the to-do list or the calendar. Not everything is listed there. If you skip pages, you may miss something important. Don't skip reading! If you do, you may miss important instructions. Don't skip videos! This class will use both recorded video lectures (don't worry, I have broken them up into smaller chunks) and content for you to read. If you skip videos, you skip content!! Everything on the page is important to

understanding the course materials and mastering our Student Learning Outcomes (SLO) and the skills associated with each SLO. As you may have experienced during since Covid started taking online courses can be more convenient, but they are not usually easier. However, I've done everything I can to make the experience as enjoyable as possible.

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. Sometimes 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.

Time Commitment

English 1A and English 205 together are 6 units. That's a lot. This means, that you will spend a significant amount of time doing the class work as well as meeting on zoom for almost two hours a week. For every unit, you spend one hour in class (well really 50 minutes) and 2 hours doing homework, so expect to spend a fair amount of time working on this class. (You can do the math. Remember, both classes together are 6 units.) My advice is to schedule time to do work for our class. I will give you a weekly calendar that you can print and use as a check-off sheet. At the beginning of each unit, I add a video going over the work for the week. Watch the video as it will help you put the week into perspective. Also, attend the zoom classes as I will also go over work and be able to answer questions.

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!

Supplies

- **We will be reading the book *The Smartest Kids in the World and How They Got That Way* by Amanda Ripley.** You will have an assignment due Week 2. The book is cheap, and you can buy it on Amazon. There is a link online in the modules. If you can't buy it, I have attached a PDF of part one of the book that you can download and read.

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.

- You will also be supplied with 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/>. **You can also annotate on PDFs. I'll show you how.**
- To be successful in this course, **you should have 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.

- If you can and you don't already have one, buy a printer so that you can print out handouts so you can annotate them with a pen instead of doing so online.

Tutoring

You are highly encouraged to make appointments with our embedded tutors. This semester, Annie and Kaitlin will be helping us in Canvas and during tutoring appointments. Students who typically see a tutor have a higher success rate.

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 10 (M) Start of Spring 2022 semester

January 10 - March 11 (M-F) Short-term classes, first nine weeks

January 17 (M) Martin Luther King, Jr. Day observed (no classes held, campus closed)

January 21 (F) Last day to drop a Spring 2022 full-term class for full refund J

January 28 (F) Last day to register for a Spring 2022 full-term class in person

January 28 (F) Last day to drop a Spring 2022 full-term class to avoid a "W" in person

January 30 (SU) Last day to drop a Spring 2022 full-term class to avoid a "W" on WebAdvisor

February 11 (F) Last day to change a Spring 2022 class to/from Pass/NoPass grading basis

February 18 (F) Lincoln Day observance (no classes held, campus closed)

February 21 (M) Washington Day observance (no classes held, campus closed)

March 11 (F) Last Day to drop a full-term class (letter grades assigned after this date)

March 14 - May 20 (M-F) Short-term classes, second nine weeks

April 11-14 (M-Th) Spring recess (no classes held, campus open)

April 15 (F) Good Friday observance (no classes held, campus closed) (classes reconvene April 18)

May 16-20 (M-F) Spring 2022 final exams week
 May 20 (F) End of Spring 2022 semester/ commencement

Student Learning Outcomes and the Skills You Need to Master

SLO 1: Write a documented, well-organized research paper of at least 1,500 words that demonstrates critical thinking and command of the English language. (85% of Grade)

Skill 1.1 INTRODUCTION

Uses critical thinking and creativity to introduce the topic in a meaningful way that provides context for the thesis.

Skill 1.2—THESIS

Arguable thesis statement, which includes a fresh and original angle on the topic.

Skill 1.3—BODY PARAGRAPHS/OVERALL COHESIVENESS

Body paragraphs/topic sentences/evidence all work logically to support the thesis, and the ideas within each paragraph flow from one idea to the next logically and without repetition.

Skill 1.4—TOPIC SENTENCES

Topic sentences that summarize the main idea of the body paragraphs and support the thesis.
 Topic sentences contain adequate transitions connecting ideas between each paragraph.

Skill 1.5—EVIDENCE

Writer includes sufficient evidence that is appropriately embedded into the text following MLA format.

Evidence must be free from plagiarism and includes credentials and context when appropriate.

Skill 1.6—SUMMARIZING/PARAPHRASING OF SOURCES

Summary or paraphrase contains essential details and is an accurate representation of source.

Skill 1.7—INTRODUCING SOURCES

Quoted or summarized material starts with author's name, credentials (the first time you use the source), the name of the article (the first time you use the source), and a suitable signal verb: argues, asserts, or claims.

Skill 1.8—SOURCES

The paper contains quality sources that are accurate, reliable, and appropriate. The ideas from those sources are adequately synthesized to support the thesis and topic sentences. The student also shows understanding of the text and uses it appropriately in assignment.

Skill 1.9—ANALYSIS

Writer provides strong analysis of evidence.

Skill 1.10—PARAGRAPH COHESIVENESS

The paragraphs are each cohesive; the ideas within each paragraph flow from one idea to the next logically and without repetition.

Skill 1.11—COUNTER-ARGUMENT

When appropriate, the writer includes a counterargument which acknowledges the opposing viewpoint. The writer might show why the opposing viewpoint is wrong, or why the opposing viewpoint might be valid.

Skill 1.12—CONCLUSION

Writer completes the essay's ideas in a meaningful way without repeating the thesis and main points of the essay. Leaves the reader with something to think about.

Skill 1.13—OVERALL GRAMMAR

Writer demonstrates command of the conventions of standard English capitalization, punctuation, and spelling. (Make sure you use spelling/grammar tools to help you.)

Skill 1.14—OVERALL ESSAY COHERENCE

The essay is coherent; it contains a logical progression of ideas; audience awareness.

Skill 1.15—WORKS CITED PAGE

The essay contains a properly formatted works cited page.

Skill 1.16—OVERALL MLA FORMAT OF DOCUMENT

- Essays must be typed in Times New Roman font size 12 with no bold, capitalized, or italicized fonts.
- Essays must be double-spaced throughout. Before and after spacing must be set to zero.
- Margins should be 1" on all sides of the paper and justified on the left.
- On the top left hand side of the paper, you should include (in this order):
- Your name
- The class -and the teacher's name
- The Essay Number (ie: Essay 1 or Essay 1 Revision 2)
- Submission date
- After the class information, put your title, centered, on the next line. Make sure you don't make the title a bigger font than the rest of the paper; don't put the title in quotes, bolded or italicized font. Give your title a creative name (not the name of the assignment or the name of the major reading).
- All pages (including the first) are numbered with the number in the upper-right corner, one half-inch from the top. The page number is preceded by your last name. This information needs to be formatted in the header.

SLO 2: Complete a timed essay independently in class. (10% of Grade)
Skill 2.1—INTRODUCTION-

Writes a basic introduction in a timed environment.

Skill 2.2—THESIS

The essay, written in a timed environment, includes a basic thesis statement which explains what the essay will be about.

Skill 2.3—BODY PARAGRAPHS/OVERALL COHESIVENESS

The essay, written in a timed environment, includes body paragraphs/topic sentences/evidence that all work logically to support the thesis, and the ideas within each paragraph flow from one idea to the next logically and without repetition.

Skill 2.4—TOPIC SENTENCES

The essay, written in a timed environment, includes topic sentences which summarize the main idea of the body paragraphs and support the thesis.

Skill 2.5—EVIDENCE

In a timed environment, the writer includes sufficient evidence that is appropriately embedded into the text following MLA format. The evidence must be free from plagiarism and includes credentials and context when appropriate.

Skill 2.6—ANALYSIS

The essay, written in a timed environment, provides strong analysis of evidence.

Skill 2.7—CONCLUSION

The essay, written in a timed environment, has a final paragraph that completes the essay's ideas. In a timed essay, the writer might merely review the thesis and key ideas.

Skill 2.8—OVERALL GRAMMAR

The essay, written in a timed environment, shows basic command of the conventions of standard English capitalization, punctuation, and spelling. (Make sure you use spelling/grammar tools to help you.)

Skill 2.9—OVERALL ESSAY COHERENCE

The essay, written in a timed environment, is coherent; it contains a logical progression of ideas and shows audience awareness.

SLO 3 Summarize and comprehend college-level prose (will include a full reading) (5% of Grade)

Skill 3.1—SUMMARIZING/PARAPHRASING OF SOURCES

Summary or paraphrase contains essential details and is an accurate representation of source.

Skill 3.2--COMPREHENSION

The student shows an understanding of the text; this includes being able to interpret the text, draw conclusions, synthesize information, make connections, understand key vocabulary, etc. This is shown through an essay, timed essay, annotated works cited discussion board or other modalities.