**Reedley College**

**English 1A- Reading and Composition**

**English 205/305- Strategic Skills for Success in English**

**Fall 2023**

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| **Instructor:** Karissa Ellison (she/her) | **Units:** 4 |
| **Course:** English 1A (51871) & 205 (55111)/ 305 (55409) | **Student Hours:** By appointment only. Please message me on Canvas to make an appointment. |
| **Class Time:** Eng 1A-Mondays & Wednesdays 8:00AM-9:50AM; Eng 205/305 Fridays 8:00AM-9:50AM | **Location:** Social Science, Room 35 |
| **Website:**  Eng 1A: <https://scccd.instructure.com/courses/102173>  Eng 205/305: <https://scccd.instructure.com/courses/96024> | **Email:** [karissa.ellison@reedleycollege.edu](mailto:karissa.ellison@reedleycollege.edu) or you can message me through the Canvas Inbox from your SCCCD email account.  (Please give me 24 hours to respond on weekdays). |

**Syllabus- This syllabus is tentative, meaning that its contents (specifically the Course Schedule) are subject to change at any time to create a positive learning environment. I will always communicate any changes with you beforehand.**

**Course Description**

Students will read, analyze, and compose college-level prose, with emphasis on the expository; study writing as a process; explore different composing structures and strategies; edit and revise

their own writing; and conduct research (gather, organize, evaluate, integrate, and document

information), culminating in a term research paper and annotated bibliography. Students will write a minimum of 5,000 words in formal academic language. PREREQUISITE: English 132 or multiple measures' placement. (A, CSU-GE, UC, I) (C-ID ENGL 100)

Please keep in mind that learning is recursive, and it takes time and effort to learn how to read and write effectively at the college level. Don’t hesitate to ask questions when anything we do seems unclear to you.

**Required Course Materials**

*I am Not Your Perfect Mexican Daughter* by Erika L Sánchez

*Northern Light: Power, Land, and the Memory of Water* by Kazim Ali

\*\*\*Note: Please purchase the physical copy of the books to be able to make annotations for class discussions. Feel free to purchase new or used books. You will need your books by the second week of class.

* Free access to additional materials will be provided through Canvas modules and/or other mediums.
* You will need access to a computer or tablet with internet; access to Canvas and to your SCCCD email account.
* Microsoft 365 is free and available to students (see the portal on our Canvas course or download for free onto any device).

**Course Objectives**

* English 1A | Upon completion of this course, students will be able to:
* Write multiple essays of at least 1,500 words, including at least one research paper with documentation that includes:
  + A sophisticated introduction, multiple body paragraphs, and conclusion
  + A clearly defined, arguable thesis sentence.
  + Supporting details that exhibit critical thinking and use credible secondary sources.
  + Correct usage of MLA format, including a Works Cited page.
  + Sentences which exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and which show a command of mechanics.
  + Controlled and sophisticated word choice
  + An avoidance of logical fallacies
  + Demonstrating an awareness of purpose and audience.
  + Appropriate and purposeful use of quotations.
  + Correct in-text citations.
  + An annotated bibliography of multiple sources.
  + An avoidance of intentional and unintentional plagiarism.
* Write one or more organized, independently written in-class essays with thesis and adequate support.
* Read, summarize, and comprehend college level prose (one novel, one nonfiction memoir, and several essays)
* English 205/305 | Upon completion of this course, students will be able to:
* Practice finding and evaluating sources for their credibility.
* Further practice the writing process in support of students writing essays in English 1A.
* Revise essay drafts to improve, focus, and strengthen ideas.
* Further utilize appropriate pre and post reading strategies to analyze patterns of organization within a variety of texts. Further demonstrate awareness of rhetorical situations: audience, purpose, and voice.
* Improve in writing grammatically correct sentences that adhere to conventions of written English.
* Proofread and edit essays for clarity and use of academic language.

**Study Hours**

Students are expected to study on average 12 hours per week in this 18-week course. A great way to keep track of your study hours would be to use a calendar and plan when you’ll dedicate time to this class.

**Course Requirements and Policies**

**Class Participation**

Class discussion will be an integral part of the course, so be on time and prepared for class each day to offer productive discussion on course readings. Preparation for class requires not only reading but annotation (note taking/commenting) on the reading being discussed that day. Make sure that you are prepared by bringing your texts to class and have done the work for the discussion that day according to the course schedule. We’ll have discussion boards on Canvas as another form of participation for this course. As part of your participation grade, you will post short writing assignments (reading responses and other short writings) every week.

**Formatting Guidelines**

All work must be typed (Times New Roman, 12-point font, double-spaced) and will follow Modern Language Association (MLA) guidelines. Any exceptions will be made clear in advance. All essays must be saved as Microsoft Word files. No PDFs, Google docs, Pages, links, or .text files will be accepted.

**Communication Policy**

* If you have questions or concerns regarding this course, please contact me anytime via email or in person. I will do my best to respond within 24 hours. Please include your name, student ID number, course section number and topic of the email in the subject line. (**Example:** Daffy Duck, 0987609, Eng 1A- 55110, Question about thesis statements). You may also message me through the Canvas Inbox with your SCCCD email account.
* If you would like to meet with me in person, please make an appointment. I will do my best to accommodate your time and mine.
* Another avenue for support is to reach out to peers for notes and assignments before contacting me if you are looking for a quick response. At the beginning of the course, I will encourage you to exchange phone numbers with a classmate for this reason, and always check Canvas often.
* All my class communication will be via Announcements on Canvas or in class. Please check our Canvas page and your SCCCD email daily.

**Plagiarism/Academic Dishonesty/Cheating**

**“Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.” (RC Catalog)**

Plagiarism occurs whenever you borrow another author’s words or ideas without giving the author credit for his/her/their work. If you’re not sure about how to cite a source in your writing, please ask me or consult with someone from the Reading and Writing Center. Another helpful reference is the [Purdue](https://owl.purdue.edu/owl/) Owl website.

Cheating is a terrible idea. Don’t do it! The official definition, per the College Catalog: “Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.”

Incidents of cheating and plagiarism will be regarded seriously and may result in a failing grade of a zero on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor. Such incidents may also be reported to the dean. If concepts of plagiarism and/or cheating are confusing, make sure to speak to me.

**Attendance and Drop Policy**

Attendance and participation are a large portion of the requirements for this course. Come to class every day. Be on time! Each week there might be different assigned tasks that will require timely and active responses, such as assigned readings, discussions, quizzes, short writings, paragraph posts, etc. You will be required to engage regularly and attentively each week. Your absence eliminates your important perspective, and you will miss those crucial points. Be respectful of your fellow students and be present.

Arriving more than 15 minutes late, or leaving more than 15 minutes early,

constitutes an absence unless you inform me of your needs **ahead** **of** **time**. If you come

in late, it is your responsibility to confirm with me that you are present. Failure to do

so may result in an absence being recorded. Note: Four absences before the end of the

third week will result in you being dropped from the course.

Three ways to be dropped from the course:

* **NO SHOW DROP**: If you do not attend class on the FIRST day of instruction, you will be dropped from this course.
* **INSTRUCTOR DROP:** You will be dropped after FOUR absences if these absences occur during the first half of the semester.
* **INSTRUCTOR DROP:** You will be dropped for inactivity, as well, if you earn FOUR zeros (even if you are attending class).

**Non-participation**

From the RC Catalog: “unless there are significant extenuating circumstances, [a] student “who misses one week’s worth of classes (four total class sessions) prior to the end of the third week “will be immediately dropped from class.” However, “it is the students’ responsibility to drop any classes they no longer wish to continue. They must not merely stop attending and must not rely on being dropped by others. They must complete the drop process for themselves.”

**Important Dates**

August 18: Last day to drop a Fall 2023 full-term class for full refund

August 25: Last day to drop a Fall 2023 full-term class to avoid a “W”

August 27: Last day to drop a Fall 2023 full-term class to avoid a “W” on Self-Service

September 4: Labor Day holiday (no classes held, campus closed

October 6: Last Day to drop a full-term Fall 2023 class (letter grades assigned after this date)

November 10: Veterans Day observed (no classes held, campus closed)

November 23-24: Thanksgiving holiday (no classes held, campus closed)

December 4-8: Fall 2023 final exams week

December 8: End of Fall 2023

December 11-29: Winter Recess

**Course Assignments**

**Major Writing Assignments/Annotated Bibliography:** Over the course of this semester, you will write 4 major writing assignments: a 4-page Literacy Narrative essay, In-class timed essay, 6-page research essay, and a 4-page reflective essay which will serve as your final. The class assignments are designed to build on each other so that you can apply what you have learned in each assignment to your essays. The major essays will require multiple drafts and writing workshops with your peers. Each draft and final version of these essays will be due on Canvas and used in class for revision. You will have opportunities for revision on each of the projects. For the final drafts of each essay, you will be submitting them through the plagiarism software *Turnitin*.*com* on Canvas.

**Short essays/discussion posts:** There will be occasional assigned “free-writes” or Canvas discussion boards to identify comprehension aswe read the texts or other assigned materials.

**Writing Journal:** Brief writing prompts will be given each day in class. You can either designate a notebook to serve as your journal, or create a Word doc or Google doc, which you

can access each day. The prompts will often relate to readings, class discussions, or

new concepts. There will be a submission page in each week’s module for you to

either submit your virtual journal as an accessible link or you can upload photos of

your physical writing. There will be an entry for each day and writing must be legible

(if a notebook is used). These will be submitted online, through Canvas, by 11:59 p.m.

on Sunday each week.

**Reading Journal:** As we read the novel, memoir, and other assigned essays, keep a reading-journal (can be another section in your writing journal notebook or another Word/Google doc) in which to take notes. These should focus on general takeaways, significant events, concepts/themes, and your ideas/questions about the readings. This journal can help with class discussions on the readings and your essays. There should be an entry for each day and writing must be legible (if using a notebook). These will be submitted on Canvas by 11:59 p.m. on Sunday each week.

**Grading Policy**

**Skill Mastery Grading:** For this course the focus will be on you developing specific reading and writing skills that will enable you to successfully read academic texts and write academic papers. While I know you already have many reading and writing skills, the point here is to learn a particular skillset for college. Academic reading and writing requires practice of certain skills leading you to understanding and analyzing academic texts and writing essays. Your grade in this class will be based entirely on the master of those academic reading and writing skills. These particular skills will be based off of the English 1A Course Objectives (see above).

**Skill Mastery Rubric and Grades**

Each skill will be assessed with the following rubric. Also, please note that letter grade percentages shown below are different from traditional ones, so don’t panic when you earn 50%--it’s a passing grade in this class.

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| --- | --- | --- | --- | --- | --- |
| Criteria | Exceeds Mastery | Meets Mastery | Approaching Mastery | Starting Mastery | Insufficient Evidence |
| Points | 4 | 3 | 2 | 1 | 0 |

**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%)

**Late work** is, in general, not accepted. As stated above, each lesson builds on each other and if you turn in work late or it is missed, then you could risk falling behind in the class or disrupting the other students’ learning progress. Otherwise, late work will only be considered with the consent of the instructor prior to the due date.

**Extra Credit** at this time is not offered (this may be reconsidered if there is a good reason/opportunity to do so). There is plenty of *regular* credit to earn.

**Professionalism**

Professionalism is always expected—in-class and online. Come to class prepared for the day’s work and please dedicate a portion of time, each day, to complete your tasks. Mature behavior, and respect for others (and their ideas), is not only expected but required. Insensitive comments and microaggressions will not be tolerated, and it shows a lack of deep thought or consideration; two qualities necessary to succeed in this class. If you disrespect peers or the instructor, you will be asked to leave the class.

**Academic Resources**

**Accommodations for students with disabilities:**

If you have a verified need for an academic accommodation or materials in alternate media (e.g. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible.

**Disabled Students Programs & Services (DSPS) 559-494-3032**

* **Reedley College uses** [**Starfish**](https://www.reedleycollege.edu/student-services/counseling/starfish/index.html) **to help students connect with resources**
* **Counseling & Advising** see Starfish for all counseling appointments or call **559-494-3037**
* **The Health Services office** provides health services and psychological services to students which are paid for through your tuition fees.
* **Veterans Services** 559-494-3534
* **Basic Needs Resources** (Tigerlink) Basic needs are the conditions and resources you need to survive and thrive as you learn at Reedley College. See Starfish for more info.
* **Tutoring Services** see the [website](https://www.reedleycollege.edu/academics/tutoring-services/index.html) to make an appointment.
* [**Library**](https://www.reedleycollege.edu/campus-life/library/index.html)(access to OneSearch, Research Databases, How to Cite, etc.)
* **Technology Help** 559-494-3000
* **Tiger Pantry** (apply for Cal Fresh for help with food costs or get grab & go snacks)
  + **Location:** Student Center Room 103
* [**LGBTQIA+ Resource Guide**](https://www.reedleycollege.edu/campus-life/lgbtqia-resource-guide.html)

**Land Acknowledgement**

Much of what we think of as “The Central Valley” is built upon the land of the Yokuts people, including the site of Reedley College. Many of the Yokuts people used to live near and utilize Tulare Lake, but the lake was largely reduced in size during the 19th century for colonizers’/settlers’ agricultural practices.

“The word “Yokuts” mean people. The Yokuts were unique among the California natives in that they were divided into true tribes. Each had a name, a language, and a territory. The Yokuts were a friendly and peaceful loving people.” (Tachi Yokut Tribe)

<https://www.tachi-yokut-nsn.gov/>