

Mrs. Thurber



Syllabus: Fall 2023 ENGL 1A-ENGL 205/305

ENGL 1A is a hybrid course both face-to-face on the RC campus AND online.

First day of instruction: August 7. Both courses end by December 8.

ENGL 205 is a linked support course that meets for 2-hours weekly on campus.

ENGL 305 is a non-credit option that meets at the same time and space as ENGL 205.

Contact Information:

My email: julie.thurber@reedleycollege.edu

Please message me through the Canvas Inbox from your *SCCCD email account only*.

Office phone: 559-494-3000, extension 3297

- Note: Give your first and last name and section number; leave a voicemail with phone number and the best time for a return call. Please speak slowly and clearly; sometimes cell phone reception makes it difficult for me to understand this information.

Office Hours:

Mondays: 2:00-3:00pm in RWC (except the 1st & 3rd Mondays, which are 3-4pm, due to committee work)

Tuesdays: 2:00-3:00pm in the Reading & Writing Center

Wednesdays: 2:00-3:00pm in the Reading & Writing Center

Thursdays: 2:00-3:00pm

Friday: 11am-12pm (virtual office hour via Zoom: use my Zoom link on 1A Canvas homepage for access)

Don't hesitate to request an appointment. We can communicate via phone, email, Zoom, or in my office.

Welcome! My name is Mrs. Thurber and I will be your instructor for English 1A, a transfer-level class at Reedley College. This course is designed to help you strengthen your ability as a reader and writer to successfully understand, analyze, and respond to college-level reading material. Various reading and writing strategies are developed and improved for different styles of academic writing. Instruction emphasizes reading with multiple levels of inquiry and expressing those ideas within the framework and process of writing. We will read, research, analyze, and write about concepts related to two full-length texts, as well as articles, short stories and several forms of media. This course is paired with English 205, a corequisite support class that provides additional insight, instruction, and assignments to help you understand the readings and communicate your ideas in writing. A non-credit option, English 305, is also available in lieu of English 205.

The following specific sections of English 1A and English 205 are linked. Assignments are interconnected between the courses and enrollment in both classes is required.

Find your sections from this list of ENGL 1A and ENGL 205 courses that I am teaching this semester:

ENGL 1A: 55114: Reading & Composition (4 units; hybrid)

and ENGL 205: 55115 (or 305): Strategic Skills for Success in English (2 units; face-to-face)

ENGL 1A: 55136: Reading & Composition (4 units; hybrid)

and ENGL 205: 55138 (or 305): Strategic Skills for Success in English (2 units; face-to-face)

English 1A-55114 / English 205-55115/305-55411
 English 1A-55136 / English 205-55138/305-55420

Communication:

I am a full-time instructor teaching at Reedley College. There are three ways to communicate with me in private: visit my office in the Reading & Writing Center or online via Zoom, send me an email, or leave a detailed voicemail.

Planning & Preparation:

Success in college involves planning and preparation. Knowing *what* is happening throughout the semester and *when*, is vital to successful completion of this and all of your courses. Below is a general RC calendar.

Important Dates on the Academic Calendar

August 7	Fall 2023: First day of instruction
September 4	Labor Day Holiday (Monday: no class, campus closed)
August 27	Last day to drop to avoid a "W"
August 28	Census
October 6	Last day to drop a class (letter grades assigned after this date)
Nov 10	Veterans Day Holiday Observed (campus closed)
Nov 23-24	Thanksgiving Day Holidays (campus closed)
Dec 4-8	Final Exam Week
Dec 8	End of 18-week fall semester

Important Policies to Know

Please note the following Course Policies apply to English 1A & English 205:

- **Communication Policy:**
 - I am here to guide your progress in these courses and am looking forward to getting to know you this semester. Each week I will create an English 1A announcement called the *Monday Memo*, in which I provide an outline to communicate the week's objectives and assignments. I will refer to them in our Monday class and you will find them on Canvas.
 - This course has a supportive component, an optional Zoom interaction, *Thursdays with Thurber*, during my Thursday office hour, which gives us the opportunity to discuss the week's readings. Use Mrs. Thurber's Zoom Room link or come to my office.
 - I am available to respond to email during 'school hours' between 9am-4pm, Monday through Friday. I often respond the same day, though it may take up to 24 hours to reply. Depending on my schedule, I may or may not respond on the weekend. If, for some reason, you do not hear from me within 36 hours, please resend the communication.
- **Drop Policy:** Success in a hybrid course begins with understanding what you need to know. First week assignments are expected to be submitted on Canvas before any other writing activities:
 - **The Canvas Orientation, Computer Readiness Test, Online Readiness Quiz, and the Syllabus Quiz must be completed by Wednesday of the first week.** It is not enough to just log into the course to show you are "here." Follow instructions for each assignment and submit the Syllabus Quiz on time. *Avoid 'no show' status by attending class AND submitting the online Syllabus Quiz, etc. by Wednesday, 11:59pm. The Introductory video must also be completed by Wednesday, 11:59pm of the first week. The Week 1 Discussion Forum "initial post" and the first reading assignment are due Thursday, 11:59pm.* The Diagnostic Timed Writing will be completed in class. Failure to complete each of these assignments will demonstrate a lack of attendance in the online portion of this hybrid class. A student who misses any of these submissions may be dropped from both classes.

- **Late Work Policy:**

- Building a strong peer community is important and students will want to demonstrate trust in one another's consistency and commitment to the course, right from the beginning. For this reason, 'attendance' means that all assignments for the week are complete. Any assignment without a submission by the due date will receive a 0 and all assignments within a unit are required. Some late assignments may be considered. Once the submission is received, the 0 will be replaced with a score, unless we have moved onto the next unit.
- You can expect that I will respond to and grade assignments within one week of the due date. Major papers will require additional time for me to read and offer detailed feedback, up to two weeks. Each paper has a set of preceding assignments as part of the writing process which must be completed prior to submission of the final draft. Always read rubric comments and check for feedback within each assignment for guidance to improve the next stage of composition. Final Drafts will be accepted only if *all process work*, including the outline, draft, peer review and commentary, is complete.
- If a student demonstrates a lack of high-quality and fully-engaged submissions, that constitutes an 'absence.' Four 'absences' or **no communication for two full weeks** (equal to 8 hours or 8 assignments) before the drop date will result in being dropped from English 1A and the equivalent of 4 hours or 4 assignments for English 205. Students *are* allowed to resubmit an assignment within one week of the due date to demonstrate progress in learning the objectives. If a reading or assignment is confusing, don't wait, reach out!

I encourage you to get to know the *Starfish* resource by enrolling in **Starfish for Students Canvas Course** : **Starfish for Students Canvas Course:** <https://sccd.instructure.com/enroll/4JCFRB>

There are three **Academic Support Centers** (ASC-get it?!) on the Reedley College campus to assist students with a range of learning resources and I hope you will consider using both on-campus & online services. For more information on academic support for any of your classes, free tutoring help is available:

<https://www.reedleycollege.edu/academics/tutoring-services/index.html>

Write down the center hours to support your learning this semester:

1. **Learning Center for Tutoring and Supplemental Instruction:** located in the library, also known as the Learning Resource Center (LRC 111). Contact [Jim Mulligan](#) for information on the Learning Center or call (559) 638-0300 ext. 3430.
2. **Math Center:** Visit the new Math and Science Building! Contact the Math Center Coordinator, Becky Reimer, at rebecca.reimer@reedleycollege.edu or call (559) 638-0300 ext. 3158
3. **Reading and Writing Center:** Learning Resource Center (LRC 116)
Contact the Reading Writing Center Coordinator, Dr. Deb Borofka. deb.borofka@reedleycollege.edu or call (559) 638-0300 ext. 3160

Librarians at **The Learning Resource Center (LRC)**, also known as the library, offer online appointments to assist with credible sources for your research work based on your inquiry. The LRC often has books and materials on reserve that may be of benefit. See the RC Library (LRC) webpage for resources and information: <https://www.reedleycollege.edu/campus-life/library/index.html> Join the Canvas course for updates and ask librarians for research help. I highly recommend that you take advantage of these supportive resources. At the LRC, you can check out a laptop to use for the semester: check early!

Catalog Description

English 1A: Reading & Composition	English 205: Strategic Skills for Success
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.	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.

Course materials have been carefully selected to assist you in the pursuit of academic success. There is *no course textbook* to purchase, but there will be several readings, articles, and other documents to access and consider printing from Canvas. Two books are required. Locate and purchase these texts right away.

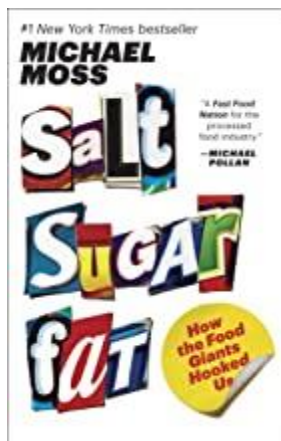
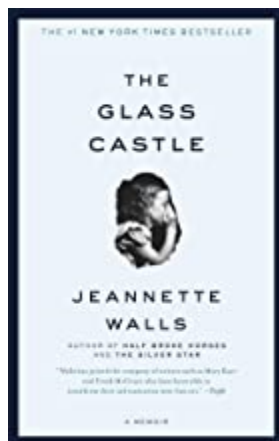
Required Materials:

- Internet access and the ability to login and submit course assignments to Canvas
- A computer or laptop to access Canvas for these courses (not only a smartphone or Chromebook)
- The ability to save your work to a laptop, flash drive, or other device to back up your documents
- Paper or notebooks, as desired, for notetaking, outlining, journaling, etc. to record your thoughts
- Microsoft Word or Office 365, available to all students for free

Two Required Books:

1st Book: Walls, Jeannette. *The Glass Castle: A Memoir*. Scribner, 2006.

2nd Book: Moss, Michael. *Salt Sugar Fat: How the Food Giants Hooked Us*. Random House Trade Paperbacks, 2014.



Student Learning Outcomes

English 1A	English 205
Upon completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Write a documented research paper of at least 1,500 words 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). 	Upon completion of this course, students will be able to: <ol style="list-style-type: none"> 1. Utilize the skills required to successfully complete English 1A.

Course Objectives

English 1A	English 205
In the process of completing this course, students will: <ol style="list-style-type: none"> 1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation that includes: <ol style="list-style-type: none"> 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 that 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 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 an avoidance 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. 	In the process of completing this course, students will: <ol style="list-style-type: none"> 1. Practice finding and evaluating sources for their credibility. 2. Further practice the writing process in support of students writing essays in English 1A. 3. Revise essay drafts to improve, focus, and strengthen ideas. 4. Further utilize appropriate pre and post reading strategies to analyze patterns of organization within a variety of texts. 5. Further demonstrate awareness of rhetorical situations: audience, purpose, and voice. 6. Improve in writing grammatically correct sentences that adhere to conventions of written English. 7. Proofread and edit essays for clarity and use of academic language.

Lecture Content

English 1A	English 205
<ul style="list-style-type: none"> A. Expository Essays and a Narrative-Descriptive Essay (at the instructor's discretion) <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 E. In-class timed essay <ul style="list-style-type: none"> 1. Planning and organizing ideas under pressure 2. Composing quickly 3. Editing independently and within given time F. College-level reading skills <ul style="list-style-type: none"> 1. Analyzing/synthesizing 2. Interpretation 3. Evaluation 4. Compare/contrast 5. Drawing conclusions 6. Distinguishing fact from inference 7. Summarizing/paraphrasing 	<ul style="list-style-type: none"> A. Reading strategies <ul style="list-style-type: none"> 1. Annotation 2. Patterns of organization 3. Vocabulary 4. Rhetorical Situation: Audience, purpose, and voice B. Writing strategies <ul style="list-style-type: none"> 1. Generating ideas 2. Outlining 3. Creating drafts 4. Revising essays to improve, focus, and strengthen ideas 5. Editing essays for clarity and use of academic language C. Finding and Evaluating Sources <ul style="list-style-type: none"> 1. Databases 2. Primary and secondary sources 3. Summarize, Quote, and paraphrase sources 4. Evaluate sources for credibility and currency 5. MLA format and guidelines 6. MLA Citation

Your success in this class depends on your understanding that there are three elements required for successful completion of this course.

These are described below: Attendance, Assignments, and Assessment.

1. **Attendance is required-on campus and online in a hybrid class!** Timely submission of Discussion posts and coursework constitutes ‘attendance’ in the online environment. Please review the Course Policies regarding late work and the drop policy for further detail. Communication is *essential*, although notifying me does NOT excuse the absence because there is no such thing as an “excused absence” in college. The state of California requires students receiving college credit to attend the class; therefore, all assignments are required. I keep a record of attendance based on the *quality* of submissions and send the grades/attendance document to Admissions & Records at the end of the semester. Any student who misses a total of 8 class hours of ENGL 1A (equivalent to 8 assignments) or 4 class hours of ENGL 205 (2 weeks of assignments) before the drop date will be dropped. A student who does not submit the first online assignment, as stated in the drop policy, will be considered a “no show” and will be dropped immediately. *Logging in* to Canvas does not ‘count’ as attendance-only *submission* of assignments proves a record of attendance. Please note that if you have decided to stop attending class, it is still your responsibility to officially drop in order to avoid an “F” in the course. I cannot drop any student after the ninth week. Therefore, any student no longer attending would earn an “F” in the class. Please pay attention to the important dates on the academic calendar.

Canvas, Reedley College’s online management system, is updated weekly with course information, assignment links, feedback, and grades. All of this information is available to you, so check Canvas regularly for current information. Research shows that student success increases with significant time spent in preparation and study. The standard expectation for college coursework is that students will spend at least twice as much time as the number of units earned: at least 8 hours per week in reading, thinking, and writing for a 4-unit class and 4-6 hours of time for a 2-unit class. Please plan time each day to focus on course material.

As a community of learners, our choices impact others, so we all need to be *fully present in the classroom and online*:

- a. Arrive to class on time, with readings completed, and a willingness to share.
 - b. Submit initial discussion posts on time and respond to your peers with thoughtful insight, meeting the rubric requirements for content.
 - c. Plagiarism, cheating, or collusion of any kind will NOT be tolerated. See below.
2. **Completion of Assignments are required. Reading and writing assignments are expected to be completed on or before the due date.** Written assignments should be typed in MLA format, using a font such as Times New Roman or Palatino; size 12 and double-spaced. Include your name, course title, instructor’s name, and due date in the upper left-hand corner. Type the assignment title, centered, below this information. Use the spell check tool and **proofread all work carefully** before submission. Students are expected to use correct grammar, punctuation and spelling in college courses. You will be asked to resubmit work that needs additional effort to meet the standard, bcuz us instructors dont hafta except ur work if u chews not two take the thyme to proofread. [*Did you find 10 errors?* 😊]

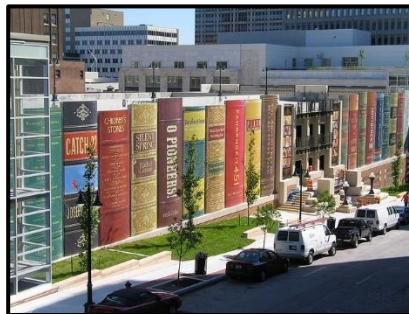
Assignments & Originality:

Prepare your own work: the instructor utilizes both *turnitin.com* and professional judgment to determine **originality**. The term *originality* means that any work to which you assign your name is fully your own unique thought. Assignments suspected to have been plagiarized in *any* way including the *copying of words or ideas* from any website, in collusion with or completed by anyone other than the enrolled student, including well-meaning family members or AI (Artificial Intelligence assistance technology), earn 0 points and may face disciplinary action within the guidelines of RC campus policies.

Academic Dishonesty Statement

“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)

- 3. Reading and writing assignments, Peer Reviews, Timed Essays and a Final Reflection are required assessments.** A missed essay will automatically earn a 0 in the Canvas grade book, as will any missing assignment. The final peer review is **required** for successful completion of English 205 and all components of the research paper are **required** for successful completion of English 1.



Please Note: If you have a verified need for an academic accommodation or materials in alternate media, as addressed by the American Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, notify your instructor, and immediate, reasonable efforts will be made to accommodate your situation. Some accommodations take time to prepare; it is important that you inform the instructor and/or appropriate department with enough time to comply.

English 1A-55114 / English 205-55115/305-55411

English 1A-55136 / English 205-55138/305-55420

Required Course Work: English 1A

Categories	Percentages
1. Class Participation	Required
2. Timed Essay Assessments (3)	10%
3. Discussion Boards & written work	10%
4. Paper 1	10%
5. Paper 2	10%
6. <i>The Glass Castle</i> Assignments:	20%
• Annotation of readings	-
• Annotated Bibliography 1	-
• Paper 3	10%
<i>Salt Sugar Fat</i> Assignments:	30%
• Annotation, related readings	
• Annotated Bibliography 2	
• Paper 4: Research Paper	
English 1A Grading Scale 90-100%=A 80-89%=B 70-79% C 60-69%=D 59% or below=F	

Required Course Work:

ENGL 205

1. Class Participation	Required
2. Homework, writing, etc.	50%
3. Metacognitive Reading Journals	20%
4. Writing Process support for the Research Paper:	30%
• Group Meeting	
• Research	
• Drafting	
• Peer Review	
English 205 Grading Scale 90-100%=A 80-89%=B 70-79% C 60-69%=D 59% or below=F	

English 1A-205 Course Map

Section A: Foundational Principles of Literacy, Mindset & Motivation (2 weeks)

Learning Unit 1: Course Introduction; Mindset & Motivation (1 week)

- Syllabus Quiz (Canvas)
- Student Interaction: Introductory Video
- 1. Mindset Theory Research: Carol Dweck
- 2. Grit: Angela Duckworth, “The Grittiest College Students”
- 3. Simon Sinek, “Start with Why”
- Technique: Summary & Paraphrase versus Quotation
- Technique: Evidence & Interpretation
- Week 1 Discussion: Metacognition & Reading-Writing History

Learning Unit 2: Making Meaning: Prior Knowledge, Comprehension, Reading & Writing Processes (1 wk)

- **Diagnostic Timed Writing Assessment (in class)**
- Technique: Active Reading & Writing Processes
- Technique: active versus passive learning
- Technique: Introduce Rhetorical Appeals (ethos, pathos, logos)
- Application Text: Martin Luther King, Jr., “I Have a Dream”
- Technique: Transitions, Author’s Purpose and Patterns of Organization
- Application: Identifying the model, summarizing the thesis, locating supporting information

Section B: Creating Meaning-*The Glass Castle*, by Jeannette Walls (5 weeks)

Learning Unit 3: Expectation & Environment (1 week)

- Text set: privilege and equity-mindedness
- Inquiry, research, pre-write, outline, drafts with revision, edit & review
- Technique: Thesis Statement, Topic Sentences, Evidence & Interpretation
- Technique: MLA Formatting Basics
- Lamont on first drafts
- **Paper #1 Due: Biography**

Learning Unit 4: Expectation & Education (1 week)

- “Being Honest about the Pygmalion Effect” (Ellison)
- Fact & Opinion; distinguishing fact from inference
- Summary, Evaluation, Statement of Usefulness
- Research: Locating credible sources based on inquiry
- Application: single source draft for Annotated Bibliography

Learning Unit 5: Significance of Supportive Structures (1 week)

- Mentorship and community
- Inquiry, Research & Outline
- Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism
- **Paper #2 due**

Learning Unit 6: Evidence Employed (1 week)

- Employ quotations, discriminating among sources for accuracy and validity
- Employ MLA formatting guidelines for Work Cited Page and in-text citations

Learning Unit 7: Careful Conclusions (1 week)

- Explicit versus Implicit Main Idea
- Inferences: Making VALID Inferences

Please Note: The above schedule is tentative.

The instructor may choose to alter the order or content of this material, as needed, during the semester.