


The instructor reserves the right to make changes to the syllabus or schedule depending on the needs of the class. The schedule is tentative to change.

Table of Contents

If you are viewing this in Google Docs, the headers/titles below are clickable and will take you to that section.

English 1A (55206), 205 (55430), & 305 (55431) Syllabus - Fall 2023 🍂🍁	1
 Instructor/Contact Information	1
Table of Contents	2
 Catalog (Official) Description of English 1A	2
 No-Cost Course Texts	3
 Required Materials	3
 Learning Outcomes and Objectives	3
 Who's Teaching This Class?	3
 Grading	4
 Policies	6
Late Assignments	6
Technical Difficulties	6
Plagiarism	6
 Accommodations	6
 Accessibility	6
 Additional Resources	7
 Land Acknowledgement	7
 Reedley College's Non-discrimination Statement	8
 Class Schedule	8
 Important College Dates for Summer 2023	8
 English 1A Complete Course Objectives and Outline	9

 If you notice any typos, errors, or just something confusing in this syllabus, please alert me so I can fix it.

Catalog (Official) Description of English 1A

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)

Course Texts

All readings are provided to you for **free** through our class Canvas page.

During a segment of this class called the Book Club/Literature Club unit, you will have the option of 4 texts to choose from which include 3 books and a free collection of literature. You will choose one to read.

You will get to know these offerings in class, but if you'd like a preview, here you go:

- *The House on Mango Street* by Sandra Cisneros
- *Messy Roots* by Laura Gao
- *Moonlight* by Lemire, Smallwood, and _____
- A free collection of short stories and poetry including authors: Langston Hughes, Jimmy Santiago Baca, and more!

I recommend waiting to order a book (if you prefer a book) until we discuss these texts in class so you can choose the one that interests you the most.

Required Materials

- Access to a computer and internet
 - Laptops can be checked out from the [library](#) (limited availability)
- Student email (check at least once a day if not more)
- Access to Canvas
- Cloud Storage such as Microsoft Onedrive or Google Drive

Learning Outcomes and Objectives

This is the official list of course outcomes (what you should learn by the end of the class) and objectives (what we'll do) provided by the college.

Course Objectives

1. Write multiple essays of at least 1,500 words, including at least one research paper
2. Write one or more organized, independently-written in-class essays with a thesis and adequate support.
3. Read and understand college-level prose (texts).

Who's Teaching This Class?

Establishing a community is a BIG DEAL in any classroom; I consider each of you valuable scholars who have unique and important ideas to share. Let me break the ice by introducing myself a little bit more. I'm Stephanie Duarte, my pronouns are she/her, and I love teaching this course. I graduated from Reedley College with my AA in English; I transferred to Fresno State where I got my BA in English Literature and my MA in Education with emphasis in Reading. In the Fall, I will be starting my Educational Doctorate in Educational Policy, Organization, and Leadership with emphasis in Diversity and Inclusion at the University of Illinois: Urbana-Champaign (online of course!). My advice to you, while in college, is to take advantage of all the resources that are offered to you; if you don't know what those resources are, ask an instructor or a faculty member. Most importantly, do not be afraid to ask questions or to ask for help. I would've saved myself a lot of hassle and stress if only I let people help me more often.

Before I became an instructor, I tutored at our college's Reading and Writing Center for about six years. My last name, Duarte, is Portuguese; my ancestry includes Portuguese, English, and Mexican. I consider myself a [Mestiza](#). In my free time, I enjoy being outside (where I actually do a lot of teacher-work), gardening, listening to scary podcasts or audiobooks while doing yard work, hanging out with a feral cat or two, and playing video games in the evening. My dream job as a kid was to be an architect so now I just build stuff in *The Sims 4*. *Criminal Minds* and *Bob's Burgers* are a couple of my favorite shows. I listen to a variety of music from metal to KPOP; I got into anime early in college and I'm the advisor for our college's Anime Club (let me know if you're interested in joining!), and I'm always happy to attend a local convention. Take pride in who you are and the things that make you YOU!

100 Grading

One of my teaching philosophies is to provide plenty of opportunities for revision and improvement, that way we can focus on the learning process rather than worrying over getting a grade we don't want. Learning new concepts or building our literacy muscles takes time and practice. The only assignments that actually receive letter grades are essays. Any essay that's graded as a C or lower will be asked to be revised, with guidance, so you can receive a B or an A.

Skills-Based Grading

"Quality" of writing is subjective depending on the teacher, however, putting in the time, revising, and applying yourself shows incentive to earn a satisfactory grade.

In this course, individual skills are assessed rather than assignments being graded. Skills are assessed on a level of proficiency from 4-0:

- 4- Exceeds proficiency
- 3 - Proficient
- 2 - Nearing proficiency
- 1 - Proficiency not yet demonstrated
- 0 - No evidence

The skills listed in the course outline near the end of this syllabus are the ones that will be assessed. Throughout the semester, you will practice these skills, revise assignments, and grow in the skills. By the end of the semester, you should be proficient in most or all skills.

I have chosen this type of grading system to minimize stress and make a more peaceful learning environment. Your current level of proficiency/mastery is located under Grades within the Learning Mastery tab.

Policies

Late Assignments

If you believe you will need more time to work on an assignment, please ask me first. I believe we should submit quality work instead of rushed work. Most assignments will be due on Sundays by 11:59 PM. I respect your privacy, so if you need more time for personal reasons, you do not owe me any explanation, just a simple “I need to turn this in tomorrow,” or whatever, works for me.

Technical Difficulties

I recommend saving your work online either through OneDrive or Google Drive (which is connected to Docs). If you need access to a laptop, please check out the [technology resources](#) at Reedley College - give them a call and they’ll get you set up. There are also Canvas tutorials located on Canvas as the bottom of the main navigation menu (Account, Courses, **Help marked with a question mark**).



Plagiarism

Plagiarism is an extra huge no-no. Plagiarism includes using other people’s work, using A.I generated text, using information without proper citation/giving credit to the original source, recycling your own work that wasn’t created in our class, copying and pasting text without giving credit, letting other people write your work (however, [dictation](#) is fine), etc. Plagiarizing can get you into major trouble with the college, so don’t do it. If you are struggling with an assignment and feel tempted to cheat or plagiarize, talk to me and we will work it out. My brain has built in plagiarism and A.I detection; I have always caught it.

Accommodations

I want you to have a pleasant experience in our class which means getting you any accommodations you may need. You have the right to your privacy which means you do not have to tell me if you have a disability or are in need of an accommodation; the DSPS office will not tell me either, they will simply tell me the kind of accommodation that you need. If needed, I highly recommend getting in touch with the [DSPS \(Disabled Students Program and Services\)](#) campus department and they will get you what you need. If you have any problems finding resources, please talk to me.

Accessibility

My goal is to create an accessible course. If there is any way I can make our class more accessible to you, please let me know. If there are any accessibility issues you notice within our class, please alert me as soon as possible so I can fix them. Your feedback is super valuable and helps improve our course!

Additional Resources

Did you know that Reedley College has TONS of resources for you? Put them to good use! Here are some (not all) of our services:

- [Academic Counseling](#)
- [Basic Needs Resources](#) - Housing, health, childhood, food, transportation, healthy relationships, etc.
- [Psychological Services + Therapy](#)
 - [Crisis Do's and Don't for students](#)
- [Tiger Pantry](#) - **Free** snacks, groceries, hygiene items, and diapers located in the student center
- [Health Services](#) - flu shots, non-emergency illness, pregnancy testing, blood-sugar testing, and much more
- [Veterans Services](#)
- [Dream Center](#) for students who are undocumented
- [Tutorial Services](#) - work with a tutor in any subject
- [The Library](#) - two of our tutorial services are located here, super friendly and helpful staff, computers, printing, study rooms, and more
- [Student Activities](#) - Clubs, Government, etc
- [Financial Aid](#) - get that money!
- [Extended Opportunity Programs and Services \(EOPS\)](#) “provides academic and financial support to community college students whose educational and socioeconomic backgrounds may deter them from successfully attending college and completing their educational goals”

Make sure to explore [Reedley College's](#) website for a full list of available programs and services.



Land Acknowledgement

Much of what we call "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. Thousands of Native Americans in California, including the Yokuts, were massacred or enslaved during the [California genocide](#) that took place between 1846-1873. Today, there are about 2,000 Yokuts

enrolled members. For more information about the Yokuts tribe, visit:

<https://www.tachi-yokut-nsn.gov/> To view a map of Native land, please visit [Native Land](#) here.

Reedley College's Non-discrimination Statement

Reedley College and all its centers comply with all Federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, gender, disability, sexual orientation, religion or age. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Harassment of any employee/student with regard to race, color, national origin, gender, disability, sexual orientation, religion or age is strictly prohibited. Inquiries regarding compliance and/or grievance procedures may be directed to the college's Title IX Officer and/or the Section 504/ADA Coordinator: Reedley College Title IX Officer/Section 504/ADA Coordinator: Dr. Todd Davis, 995 N. Reed Ave. Reedley, CA, 93654, (559) 494-3059

Note from your instructor: if you ever feel like you have been discriminated against, you may speak to me and I will help you with the process in reporting the situation to Dr. Davis. I am here as your advocate; discrimination has no place on our campus. If you have any other issues or concerns, I will direct you to the proper resources and can accompany you if you would want that.

Class Schedule

Now, it's the section you've been waiting for - our class schedule! Our class Canvas modules (sections that I've organized by week) will show you the detailed game plan. **This schedule is subject to change.**

- Segment 1: The Reading and Writing Process + Mini-Essay
 - Segment 2: My Name
 - Segment 3: Book/Literature Club
 - Segment 4: Research Project
-


Important College Dates for Fall 2023

You can always find the college academic calendar [here](#).

DATE	DAY	EVENT / DEADLINE
August 4	(F)	Last day to add a full-term or short-term first nine weeks Fall 2023 class in person 5:00 p.m.
August 6	(Su)	Last day to add a full-term or short-term first nine weeks Fall 2023 class using Self-Service 11:59 p.m.
August 7	(M)	Start of Fall 2023 semester
August 7 - October 6	(M-F)	Short-term Fall 2023 classes, first nine weeks
August 18	(F)	Last day to drop a Fall 2023 full-term class for full refund
August 25	(F)	Last day to register for a Fall 2023 full-term class in person with add authorization
August 25	(F)	Last day to drop a Fall 2023 full-term class to avoid a "W" in person
August 27	(Su)	Last day to drop a Fall 2023 full-term class to avoid a "W" on Self-Service
August 27	(Su)	Last day to add a Fall 2023 full-term class with add authorization on Self-Service
September 4	(M)	Labor Day holiday (no classes held, campus closed)
October 1	(Su)	Deadline to apply for graduation for Fall 2023 completion
October 6	(F)	Last Day to drop a full-term Fall 2023 class (letter grades assigned after this date)
October 9 - December 8	(M-F)	Short-term Fall 2023 classes, second nine weeks
November 10	(F)	Veterans Day observed (no classes held, campus closed)

		closed)
November 23-24	(Th-F)	Thanksgiving holiday (no classes held, campus closed)
December 4-8	(M-F)	Fall 2023 final exams week
December 8	(F)	Last day to change a Fall 2023 class to/from Pass/No-Pass grading basis
December 8	(F)	End of Fall 2023 semester
December 11-29	(M-F)	Winter Recess (campus is open December 11-22; campus closed December 25-January 1)

✓ English 1A Complete Course Objectives and Outline

Course Objectives

- 1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation that includes:
 - 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 which 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 the 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 a lack 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.

Course Outline

A. Expository Essays and a Narrative-Descriptive Essay (at the instructor's discretion)

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

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.

F. In-class timed essay

1. Planning and organizing ideas under pressure
2. Composing quickly
3. Editing independently and within given time

G. College-level reading skills

1. Analyzing/synthesizing
2. Interpretation
3. Evaluation
4. Compare/contrast
5. Drawing conclusions
6. Distinguishing fact from inference
7. Summarizing/paraphrasing