

English 1A/205/305 (51232) Syllabus - Spring 2023



Welcome to English 1A! This course will explore and practice college-level reading and composition (writing) skills. Reading and composition are powerful tools for creating a more equitable society. Reading exposes us to new perspectives and writing can help us reflect and challenge others. In this course, we will check out interesting texts and music, you will showcase your ideas and knowledge, and much more! My hope for this class is that you have an enjoyable and engaging academic experience. Take your time exploring this syllabus; for additional resources and information, please view the syllabus module on our Canvas page.

I am here not only as your instructor but as a facilitator (arranger, coordinator) to help you and your classmates work together to achieve the goals of this class. I am also here as your advocate; if you have any questions or concerns regarding this course, if you're having an issue on campus, or are seeking help of any kind, please talk to me and I will direct you to the resources that can get you the help you need.

Welcome to Spring 2023; I look forward to getting to know you!



Instructor/Contact Information

Instructor: Stephanie Duarte (*dwar-tae*)

Pronouns: she/her | **Preferred Name:** Stephanie, Ms. Stephanie, Ms. D.

Email: stephanie.duarte@reedleycollege.edu - (Weekday responses will be sent within 24 hours)

Office: The Reading and Writing Center (Library 115)

In-Person Office Hours: TBD

Zoom Office Hours: Monday-Thursday by Appointment
















Class Duration: January 9th to May 19th, 2022


Class Location: 100% Online through Canvas

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/205/305 (51232) Syllabus - Spring 2023	1
 Instructor/Contact Information	1
Table of Contents	2
 Catalog (Official) Description of English 1A	3
 Course Texts	3
 Required Materials	3
 Learning Outcomes and Objectives	3
 Grading	3
 Policies	5
Late Assignments	5
Technical Difficulties	5
Plagiarism	5
 For Students With Disabilities and/or In Need of Accommodations	6
 Accessibility	6
 Additional Resources	6
 Land Acknowledgement	7
 Reedley College's Nondiscrimination Statement	7
 Class Schedule	8
 Important College Dates for Spring 2023	8
 English 1A Complete Course Objectives and Outline	9
English 205 Course Objectives	10

 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.

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.

100 **Grading**



Essays are worth up to 3 points and other smaller assignments are graded as complete/incomplete and are worth 1 point.

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. So instead of getting a "bad grade" on an assignment, you'll get an opportunity to revise.

Grading Contract Regarding Attendance

Final Letter Grade	Maximum unexcused absences
A	2
B	2
C	3
D/F	4+

For an online class, attendance is taken by you completing each week's tasks.

Your Final Course Grade Consists Of...

Assignment	Points Possible	Total % of Final Grade
Essay 1 (My Name)	3	20
Essay 2 (Reading Club)	3	25
Essay 3 (Final Project)	3	30
Final Reflection	1 each = Complete/Incomplete	10
Various Assignments	1 each = Complete/Incomplete	15
		= 100
Extra Credit	5	

Essays will be graded on a four-tier scale: Incomplete, Work In Progress, Good, and Excellent.

Four-Tier Grading Rubric

- **Incomplete:** The assignment has not been submitted or most requirements are missing. Submit and/or revise and resubmit.
- **Work In Progress:** Several missing requirements; revise and resubmit.
- **Good:** Assignment meets most or all requirements.
- **Excellent:** The assignment meets all requirements and goes above and beyond by completing side quest activities listed in the prompt and/or the writing/work put into the project is exceptional.

Tier	Points Assigned	Letter Grade Equivalent
Excellent	3	A
Good	2-2.5	B
Work in Progress	1-1.5	C
Incomplete	0.5	D/F

Your final course grade will be based on several categories:

- your collection of submitted work and their assigned “tiers” (aim for Good and Excellent)
- Number of absences; missing or late assignments
- Participation in class (make sure to participate in discussions, activities, etc)
- Side Quests (extra credit) completed

My grading system incorporates elements from “ungrading” and points. “Ungrading” usually consists of assignments being graded as complete or incomplete; if you do the work, you get the credit! If the work doesn’t meet the minimum requirements, you will be asked to revise and resubmit it.

To learn more about ungrading and how it influences my instruction, check out: Stommel, Jesse. “Ungrading: an Introduction.” *Jesse Stommel*, 11 Jun. 2021.

<https://www.jessestommel.com/ungrading-an-introduction/>

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.

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.

Plagiarism

Plagiarism is an extra huge no-no. Plagiarism includes using other people’s work, using information without proper citation (giving credit), recycling your own work not created in our



class, copying and pasting text without giving credit, letting other people do your work, 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.

For Students With Disabilities and/or In Need of Accommodations

I want you to have a pleasant experience in our class which means getting you any accommodations that 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. 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](#)
- [Psychological Services + Therapy](#)
 - [Crisis Do's and Don't for students](#)
- [Tiger Pantry](#) - Free snacks, groceries, hygiene items, and diapers
- [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 \(EOPS\)](#) for first-generation students from "low-income and educationally disadvantaged backgrounds"

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.

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

To view a map of Native land, please visit [Native Land](#) here.

Reedley College's Nondiscrimination 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.**

Our course is organized by chapters (units, sections, etc).

- Chapter 1: Welcome (Week 1)
 - Chapter 2: My Name Essay (Weeks 2-4)
 - Chapter 3: Grammar Time (Week 5 - transition to next essay)
 - Chapter 4: Literature Club Essay (Weeks 6-11)
 - Chapter 5: Research Project (Weeks 12-16)
 - Chapter 6: Spring Break (Week 13 - nothing due)
 - Chapter 7: Final Reflection (Weeks 17-18)
 - The End
-

Important College Dates for Spring 2023

Date	Day	Event / Deadline
January 9	(M)	Start of Spring 2023 semester
January 9- March 10	(M-F)	Short-term classes, first nine weeks
January 16	(M)	Martin Luther King, Jr. Day observed (no classes held, campus closed)
January 20	(F)	Last day to drop a Spring 2023 full-term class for a full refund
January 27	(F)	Last day to drop a Spring 2023 full term class in person to avoid a "W"
February 17	(F)	Lincoln Day observance (no classes held, campus closed)
February 20	(M)	Washington Day observance (no classes held, campus closed)
March 10	(F)	Last day to drop a Spring 2023 full term class (letter grades assigned after this date)
March 13 -	(M-F)	Short-term classes, second nine weeks

May 19		
April 3-6	(M-Th)	Spring recess (no classes held, campus open)
April 7	(F)	Good Friday observance (no classes held, campus closed) (classes reconvene April 10)
May 15-19	(M-F)	Spring 2023 final exams week
May 19	(F)	End of Spring 2023 semester/ commencement

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

English 205 Course Objectives

- 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.