

English 1A (53245), 205 (53246), & 305 (53247)

Syllabus - Spring 2024 🌸🌻



Welcome to English 1A! This course will explore and practice college-level reading and composition (writing) skills. Reading exposes us to new perspectives and writing can help us reflect and challenge others. In this course, we will check out interesting texts, 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; please view the syllabus module on our Canvas page for additional resources and information.**

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 if you 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 2024; I look forward to getting to know you!

Instructor/Contact Information

Instructor: Stephanie Duarte ([dwar-tae](#))

Pronouns: she/her | **Call me:** Stephanie, Ms. Stephanie, Ms. D.

Email: stephanie.duarte@reedleycollege.edu - you can also use Canvas inbox

In-Person Office Hours: By appointment in the Reading and Writing Center in Reedley College's Library

Class Duration: 18 weeks - January 8th to May 17th, 2024

Class Location: Online, Asynchronous (no Zoom meetings)

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

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.



Catalog 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

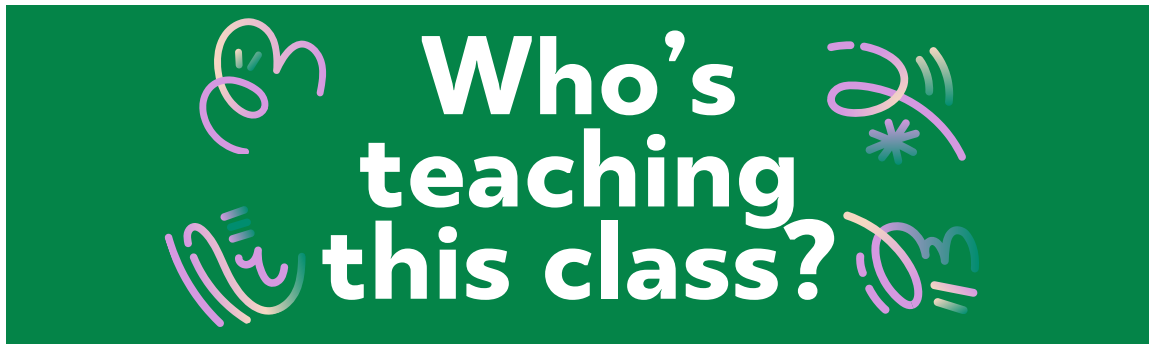
Required Materials

- 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

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).



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 and Fresno State; I am currently in my second semester of my Educational Doctorate in Educational Policy, Organization, and Leadership with an 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 closest ancestry includes Portuguese, English, and Mexican. I consider myself a [Mestiza](#). In my free time, I enjoy reading, playing video games like *Fallout* and *Far Cry*, curating playlists, and re-watching one of my favorite shows (lately, it's been *Criminal Minds*). I love my subject and teaching; it's my privilege to take you on this journey through reading and writing!

Take pride in who you are and the things that make you YOU!

Grading and Policies

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 about getting a grade we don't want. Learning new concepts or building our literacy muscles takes time and practice.

✓ Skills-Based Grading and Assignments

“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.

Skills listed in the official course outline will be assessed through a variety of assignments such as essays, drafts, discussion boards, written answers on quizzes, and other creative projects. Revising our work is expected and normal!

It's about practice, not perfection and perfection doesn't exist!

The goals of this class is to make sure you are 1. meeting course learning outcomes, 2. are prepared to move forward in continued college-level reading and writing. **For this reason, here is how assignments are weighted:**

- Mini-Essay - Theme for English 1A - 10%
- Assignments - 15%
- Essay 1 - My Name - 25%
- Essay 2 - Literature Club - 25%
- Essay 3 - Research Essay 25%
- Total = 100%

If an essay does not meet minimum requirements, I will ask for it to be revised; this is for your benefit.

In this course, individual skills are assessed rather than assignments being graded. Skills are assessed on levels of proficiency:

- Exceeds proficiency/mastery

- Proficient/Mastered
- Nearing proficiency/mastery
- Proficiency/mastery not yet demonstrated
- 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

Most assignments will be due by Sunday at 11:59PM. I believe we should submit quality work by trying our best instead of speed-running our work. Occasionally, our responsibilities, other coursework, and whatever else gets in the way of our focus and productive student time. With that being said, **late work will not affect the grade on the assignment** as long as it's eventually turned in (*though due dates are not flexible during finals week*).

All assignments are designed to help build your skills for bigger projects such as essays. Assignments are all pieces of a puzzle; by the end of the semester, you should see a nice picture.

If you believe you will need more time to work on an assignment, I encourage you to let me know. You can simply just tell me, "I need a couple more days to work on this" and that's perfectly fine. I respect your privacy, so if you need more time for personal reasons, you do not owe me any explanation.

● 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 but is not limited to 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.

- **A.I policies:**
 - **What happens if a student uses A.I. to generate text/content?**
 - **First use of A.I.:** If an essay appears to have any A.I. generated text, the student will be asked to rewrite the essay with original content.
 - **Second use:** flag raised; reported to the Dean which will result in meeting with them
 - To students who think an A.I. essay is a clever way to avoid learning the skills of the course; don't waste your time and don't waste mine. It'll be frustrating for both of us. I believe that every single one of my students is capable of creating quality and original work. **Don't doubt your abilities.**
 - A.I. can be useful for proofreading, creating outlines, brainstorming, and even finding sources (depending on where you look). Do not use it to write for you. Consider it like an automatic transmission of a car, it makes driving easier, but you are still in the driver's seat.

If you are struggling with an assignment and feel tempted to cheat or plagiarize, talk to me or a tutor and we will work it out.

Attendance

- **Online classes:** Attendance is taken by completing weekly assignments.
- **Face to face:**
 - Your presence in class **MAKES** the class; it's the whole **REASON** for having a class. Expect to be in class for all segments: 1A and 205/305.
 - Occasional tardiness is okay (okay, an hour late is a bit much, but I understand 5 minutes late because of parking).
 - If you're running late or have to miss a class, a courtesy email/message is appreciated.

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

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:

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| <ul style="list-style-type: none"> ● Academic Counseling ● Basic Needs Resources - Housing, health, childhood, food, transportation, healthy relationships, etc. ● Psychological Services + Therapy <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> ● 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” |
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Land Acknowledgment

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

Much of what we call "The Central Valley" is resting 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, it was their livelihood, but the lake was largely reduced in size during the 19th century for colonizers'/settlers' agricultural practices. Over 10,000 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 enrolled Yokuts 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 <https://www.google.com/url?q=https%3A%2F%2Fnative-land.ca%2F&sa=D>.

Further reading: "[Untold History: The Survival of California's Indians.](#)"

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 Outline and Academic Calendar

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 Spring 2024

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

- January 2 (T) Campus re-opens after Winter Break
- January 5 (F) Last day to add a full-term or short-term Spring 2024 class in person 5:00 p.m.
- January 7 (Su) Last day to add a full-term or short-term Spring 2024 class through Self-Service 11:59 p.m.
- **January 8 (M) Start of Spring 2024 semester**
- January 8 - March 8 (M-F) Short-term Spring 2024 classes, first nine weeks
- January 15 (M) Martin Luther King, Jr. Day observed (no classes held, campus closed)

- **January 19 (F) Last day to drop a Spring 2024 full-term class for full refund**
- January 26 (F) Last day to register for a Spring 2024 full-term class in person with add authorization
- January 26 (F) Last day to drop a Spring 2024 full-term class to avoid a “W” in person
- **January 28 (Su) Last day to drop a Spring 2024 full-term class to avoid a “W” on Self-Service**
- January 28 (Su) Last day to add a Spring 2024 full-term class with add authorization on Self-Service
- February 16 (F) Lincoln Day observance (no classes held, campus closed)
- February 19 (M) Washington Day observance (no classes held, campus closed)
- March 1 (F) Deadline to apply for graduation for Spring 2024 completion
- **March 8 (F) Last Day to drop a Spring 2024 full-term class (letter grades assigned after this date)**
- March 11 - May 17 (M-F) Short-term Spring 2024 classes, second nine weeks
- March 25 - March 29 (M-F) Spring recess (no classes held, campus open Mar 25-28)
- March 29 (F) Good Friday observance (no classes held, campus closed) (classes reconvene Apr 1)
- May 13-17 (M-F) Spring 2024 final exams week
- May 17 (F) Last day to change a Spring 2024 class to/from Pass/No-Pass grading basis
- May 17 (F) End of Spring 2024 semester/commencement
- May 27 (M) Memorial Day holiday (campus closed)

✔ **English 1A Complete Course Objectives and Outline Learning Outcomes**

SLO 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.

SLO 2. Write one or more organized, independently-written in-class essays with thesis and adequate support.

SLO 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

You've reached the end of the syllabus. Questions? Comments? Concerns?

Send me a message! Stay focused and you'll do just fine. Thanks for joining my class!