



**ENGLISH 1A + 50 (Sections: 1810+ 0614) – FALL 2022**  
**ENGL 1A - COLLEGE COMPOSITION**  
**ENGL 50 - ENGLISH 1A SUPPORT**

Follow this link for the syllabus website. You will find the same information on this website:

<https://sites.google.com/view/english-1a50-fall22syllabus/home>

In this class, as we dive deep into critical reading strategies, process-based writing skills, research, and documentation, we will explore issues that revolve around love. In units that focus on education, anti-racism, citizenship, and social justice, we will work together to dissect the systems that divide us and to come up with ways to maintain love and unity in our communities. Please note that I am an ally to all minoritized groups and undocumented students and committed to acknowledging, confronting, and actively striving to eradicate all forms of racism, sexism, and ethnic oppression. While ENGL 1A will focus more on reading and writing on the above mentioned topics, ENGL 50 will make time to practice metacognition, locating support systems, and building soft skills necessary for learning.

I hope to meet you during our Mandatory Class Meetings every Tuesday and Thursday from 9:00-12:00. But I welcome you to contact me outside of the class meetings. You may email me or call/text me on my cell.

## **INSTRUCTOR INFO:**

**Instructor:** Purnur Ozbirinci, Ph.D., aka Dr. Oz

**Email:** [pozbirinci@santarosa.edu](mailto:pozbirinci@santarosa.edu). However, I prefer that you use the CANVAS INBOX to send an email to me since it automatically sends me a message through my SRJC email, and it will not get lost in my Outlook.

**Cell Phone:** (415) 870-6266 --- If I don't pick up, please leave a message, I will get back to you as soon as I can, most likely within 24 hours.

**Class Meetings:** Tuesday & Thursdays 9:00-12:00

- From 9:00-11:00, we will meet 1520 Emeritus Hall, Santa Rosa Campus
- From 11:00-12:00, we will meet 4327 Doyle Library, Santa Rosa Campus

**Familia Hours:** Tuesdays 2:30-4:00 in the Intercultural Center

**Student Hours with Hector Penã our Peer Assisted Learning Specialist** - Wednesdays 12:00-2:00. Place: Zoom (Check Canvas shell for the link).

**Class Discord link:** <https://discord.gg/ztaRJ3WV4h>

## **CALENDAR OF IMPORTANT DATES:**

- Date Class Begins: 08/16/2022
- Date Class Ends: 12/08/2022
- Last Day Add w/o add code: 08/21/2022
- Last Day Drop for Refund: 08/28/2022
- Last Day- Add with add code & Drop w/o W: 09/04/2022
- Last Day Drop with W: 11/13/2022

## **REQUIRED MATERIALS:**

- Victor Villaseñor, *Our First Lady Pope*. Waterside Press, 2018.
- bell hooks, *All About Love: New Visions*. William Morrow, 2001. (There is an online version of this book (<https://wtf.tw/ref/hooks.pdf>), so you do not need to purchase it if you feel fine reading online books.)
- All the other articles and handouts will be provided for you through Canvas online companion which you can access through your SRJC Portal or through <https://canvas.santarosa.edu/login/canvas>.
- Three-hole binder and notebook (to hold readings & handouts)
- A good online dictionary - [www.merriam-webster.com](http://www.merriam-webster.com).

## EQUITY STATEMENT:

Please understand that I am committed to acknowledging, confronting, and actively striving to eradicate all forms of racism and ethnic oppression. Therefore, this course operates from the belief that racism is real, is present, and is something that Black, Indigenous, and all People of Color face daily. Part of my objective for this course, therefore, is to create brave spaces that enable all of my students to engage openly, safely, equally, equitably, and honorably with their education. In taking this course, you are expected to do your best to embrace these values; and, while I expect that we will all make mistakes along the way, I also expect that we will work together to engage with all of our classmates and with the material through thoughtful respect of everyone and their individual truths.

## PRINCIPLES ABOUT READING AND WRITING:

Please understand that I have my own ulterior motives for teaching. Teaching helps me learn and allows me to work my brain to create new connections that make me feel happy, hopeful, and powerful. Therefore, I trust in the power of reading and writing immensely. Here are my foundational principles about reading and writing that we will work with this semester:

- Reading and writing are related to power and can be acquired through never-ending practice, exploration, inquiry, and sharing. So, be ready to practice, explore, share, and always be curious!
- Reading and writing build identity and, therefore, creating a brave space to share and develop ideas, experiences, and interpretations will enhance the creation of cultural identities, norms, and beliefs. In a brave space, we will explore the current cultural norms and beliefs and talk about how we can rebuild our culture to be more inclusive of all peoples. Our founding motto "E Pluribus Unum" clarifies that - Latin for "Out of many, one."
- Reading and writing should be done for the sake of liberation and not oppression. Therefore, the process needs fearless active engagement, self-reflection, and constant revision. As stated earlier, reading and writing are related to power. This class will work to discover the ways we can use this power for the liberation of all identities to reach equity, democracy, and love. So, please be ready to engage, reflect, and constantly revise since reading and writing are never-ending processes. We can always be better!

Some of the specific skills I hope you will obtain in this course are listed below. Being a critical consumer of information about mental processes and behavior is important; all of these activities will help you become one, and it is my hope that you will use the skills in your daily life.

## COURSE OBJECTIVES:

**ENGL 1A Catalog Description & SLOs:** This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. The course emphasizes critical reading and discussion of primarily non-fiction, college-level texts with an emphasis on expository and argumentative prose.

Prerequisites/Corequisites: Completion of English 100, ESL 100 or appropriate placement based on AB 705 mandates.

**ENGL 1A Student Learning Outcomes (SLO):** Upon completion, students will be able to:

- Demonstrate an understanding of a variety of discipline-specific skills, strategies, and resources that facilitate the acquisition of college composition conventions and academic discourse.

- Demonstrate the capacity to comprehend, summarize, analyze, evaluate, and synthesize college-level texts of various lengths and genres, primarily non-fiction.
- Locate, evaluate, analyze, and synthesize outside source materials and integrate them into writing assignments using MLA style.
- Write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts.
- Engage in inquiry and analysis of texts to determine how meaning is constructed and how it relates to the reader.

**ENGL 50 Catalog Description & SLOs:** Enhance and support students' critical reading, writing, thinking, and research skills for effective participation in and successful completion of English 1A.

**ENGL 50 Student Learning Outcomes (SLO):** Upon completion, students will be able to:

- Demonstrate proficiency in discipline-specific skills that foster understanding and learning as students engage with English 1A texts.
- Develop the critical reading, writing, research, and thinking skills necessary for successful completion of English 1A.
- Demonstrate proficiency with all stages of the writing process to develop, revise, edit, and polish English 1A essays.

## ATTENDANCE:

**Class Meetings for ENGL 1A + 50 - Tuesday & Thursdays 9:00-12:00 :** In these meetings, we will go over the class material to get you prepared for the upcoming assignments. These meetings will keep you on track in a community of learners just like you. According to SRJC attendance policy, a student may be dropped from any class when that student's absences exceed ten percent (10%) of the total hours of class time.

**Dropping the Class:** I will check in on you if you forget to participate. However, if you decide to discontinue this course, you must officially drop it. It is strongly advised that if you need to miss more than one assignment in a row that you contact the instructor. Also, Confusion is normal, please contact me and respond to my messages.

## PARTICIPATION:

I welcome diverse languages and dialects in this class. Please keep in mind that when we communicate, the reader/listener has to work as much as the writer/speaker in order to contribute to the conversation. Therefore, in order to understand each other and to participate fully, we will practice patient listening and seeking out clarification when necessary.

All of us in the class, you, me, your peers, have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate in class through our meetings, discussions, projects, and various workshops so that we can all benefit from the insights and experiences that each person brings. Your commitment, preparation, and engagement help us to think and learn together. If you miss a class or prepare inadequately, you deprive yourself of the learning and growth that results from hard work and collaborative engagement. You also deprive your colleagues of your insights and experiences.

## ACCESS & ACCOMMODATIONS:

It is the mission of the Santa Rosa Junior College to support inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify me as soon as possible. You are also welcome to contact the [Disability Resources Department \(DRD\)](#). DRD is a resource for students that provides authorization for academic accommodations, training and access to assistive technology, and collaborates on strategies for academic success.

DRD services include specialized academic advising focusing on individual abilities and limitations, disability management, and access technology. Qualified students may be authorized to receive academic accommodations including extra time for exams, mobility assistants, sign language interpreters, and note-takers. If you need disability-related accommodations for this class, such as a note-taker, test-taking services, special formatting, etc., please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD). You may

also speak with me privately during student hours about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly. Go to: <https://drd.santarosa.edu>.

In addition, you will want to talk to me early in the semester if you believe you may benefit from the assistance of a tutor (should one be available). Also, if you have any social, cultural, economic, or other issues that you think I should be aware of, please don't hesitate to speak with me. Finally, make sure to look through SRJC student services: <https://onlinestudentservices.santarosa.edu/academic-tutoring>. On Canvas, I have created a link on the left blue navigation bar titled "Online Academic Services" for easy access to the Tutoring Center, Writing Center, and NetTutor.

Veterans, active-duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) you are welcome and encouraged to communicate these to me, in advance if possible.

## **DESIGN OF THE CLASS:**

Each unit in ENGL 1A is designed to achieve certain Student Learning Outcomes and you will be assessed on these outcomes at the end of each unit. However, since the class depends on the continuous development of these skills, you will be asked to revise your work for the End of Semester ePortfolio Project. Please keep in mind that:

- The Orientation Unit will focus on the demonstration of the understanding of a variety of discipline-specific skills, strategies, and resources that facilitate the acquisition of college composition conventions and academic discourse.
- Unit 1 will focus on the demonstration of the capacity to comprehend, summarize, analyze, evaluate, and synthesize college-level texts of various lengths and genres, primarily non-fiction.
- Unit 2 will engage in inquiry and analysis of texts to determine how meaning is constructed and how it relates to the reader.
- Unit 3 will focus on locating, evaluating, analyzing, and synthesizing outside source materials and integrating them into writing assignments using MLA style.

At the end of the semester, you will have compiled an online ePortfolio to showcase your work in this class. Moreover, within each unit, you will have multiple activities such as

- detailed text analysis,
- various assignments related to the comprehension of texts,
- discussions,
- group work,
- instruction and quizzes on grammar and mechanics,
- longer writing assignments,
- student success assignments,
- reflective logs.

## **GRADING CONTRACT FOR ENGL 1A:**

The below words are taken from Asao B. Inoue's work on labor-based grading contracts.

Consider two issues around grades. First, using conventional classroom grading of essays and other work to compute course grades often leads students to think more about acquiring grades than about their writing or learning; to worry more about pleasing a teacher or fooling one than about figuring out what they really want to learn, or how they want to communicate something to someone for some purpose. Lots of research in education, writing studies, and psychology over the last 30 or so years have shown overwhelmingly how the presence of grades in classrooms negatively affects the learning and motivation of students. To put it another way, if learning is what we are here for, then grades just get in the way since they are the wrong goals to strive for. An "A" doesn't build a good bridge for an engineer, nor does it help a reporter write a good story, or an urban planner make good decisions for her city. It's the learning that their grades in school allegedly represent that provides the knowledge

to do all that they need to. And so, how do we make sure that our goals aren't about grades in this class, but about learning to write?

Second, conventional grading may cause you to be reluctant to take risks with your writing or ideas. It doesn't allow you to fail at writing, which many suggest is a primary way in which people learn from their practices. Sometimes grades even lead to the feeling that you are working *against* your teacher, or that you cannot make a mistake, or that you have to hide part of yourself from your teacher and peers. The bottom line is, **failure at writing is vital to learning how to write better. And we have to embrace our failures because they show us the places we can improve, learn, get better -- and these are the reasons we are in college! Grades on our work and writing do not allow us to productively fail. They create conditions that mostly punish failure, not reward it for the learning opportunity it can and should be.**

[Sir Ken Robinson \(2010\)](https://wac.colostate.edu/docs/books/labor/appendixa.pdf), a well-known education researcher, makes the argument in a TED talk that typical schooling, with grades and particular standards, is an old and mostly harmful system that we've inherited, but now needs to change. One harmful aspect of this old system is that it assumes everyone is the same, that every student develops at the same pace and in the same ways, that variation in skills and literacies in a classroom is bad. It is clear the opposites of these things are more true. Asao B. Inoue (<https://wac.colostate.edu/docs/books/labor/appendixa.pdf>)

For all these reasons, I will be using a grading contract to calculate course grades in our class. My wish is to create a culture where we work together to succeed. Therefore, willingness to participate in this community of mutual progress and support will be the first step required for your success. We all learn the best when we are teaching others. So, you will be asked to participate in discussions and peer work in order to teach and learn from each other. In Asao B. Inoue's words "we will function as collaborators, allies, as fellow-travelers with various skills, abilities, experiences, and talents that we offer the group, rather than adversaries working against each other for grades or a teacher's approval."

In order to achieve this culture of mutual collaboration in our classroom, I will not give you grades. I will only assign you "complete and incompletes." If I give you an incomplete, I will ask you to revise your work according to the feedback I provide in each assignment. I hope that throughout the semester, you will learn to evaluate your own work and avoid those "incompletes." Moreover, I hope that by the end of the semester, you will end up revising your work several more times to create a well-prepared ePortfolio. Please see below the Grading Contract for this class:

## **ENGL 1A Final Letter Grade that will show in your SRJC transcript. Please remember that ENGL 50 is a pass/no pass class.**

Complete - A=4 - Excellent 90-100% - High-quality work that meets all contract and assignment criteria and demonstrates excellent writing skills.

Complete - B=3 - Good 80-89% - Work that meets all or most contract and assignment criteria and demonstrates good writing skills.

Complete - C=2 - Competent 70-79% - Average-quality work that meets most contract and assignment criteria and demonstrates fair writing skills.

Incomplete - D=1 - Needs More Revision 60-69% - Below-average work that meets some but not all contract and assignment criteria, demonstrating only basic comprehension of material and writing ability.

Incomplete - F=0 - Insufficient 0-59% - Work not turned in, or incomplete work that needs revision.

## **Required Conditions for Assignments**

You are guaranteed the grade of your choice if you meet all of the following conditions.

1. **Collaboration:** You agree to work cooperatively and collegially in groups. In our class, this means you must attend all classes to work on group assignments collaboratively. This may be the easiest of all our course expectations to figure out, but we will work on our Shared Norms and abide by these norms.

2. **Late/Incomplete Work.** You agree to turn in properly and on time all work and assignments expected of you in the spirit they are assigned, which means you'll complete all of the instructions for each assignment. During the semester, you may, however, turn in a few assignments late. **Late or incomplete work is defined as any work or document due that is turned in AFTER the due date/time. Turning in the discussions and peer reviews on time is mandatory. Your failure to turn in your work affects the whole group. HOWEVER, I give a grace period of 2 days (48 hours) for all the final essays (not the first draft needed for the peer reviews), low-stake assignments, and quizzes. So, you can turn in the final essays, the low-stakes assignments, and the quizzes within 48 hours of the deadline and I will not ask any questions.** However, there might be unexpected circumstances that can happen to any one of us. Therefore, your willingness to be in communication with me is of utmost importance. I am here to ensure you succeed, so I will work with you if such circumstances arise. To avoid penalty, students who need additional time for assignments **must** contact me **before** the assignment is due. I willingly work (by granting extensions) to help students who communicate with me.

3. **All assignments are complete.** You are encouraged to be innovative and experiment, but sloppy or incomplete work (including less than 80% of the target word count for drafts) constitutes a breach of contract. Discussions often require peer responses. If peer responses are missing, the assignment will not be marked off as complete. If you are unsure whether you are addressing the assignment fully, please ask me.

4. **Academic conduct.** You demonstrate integrity in all class activities, following the principles set forth in SRJC's Academic Conduct Code, which is reviewed in this syllabus. We will learn how to use and cite sources in academic papers and also how to avoid accidentally plagiarizing—but you know how to avoid doing it intentionally: do not take someone else's ideas or language and present them as your own. Doing so constitutes a breach of this contract.

7. **Revisions, feedback, and instructions:** The assignments that fall under this contract must meet the requirements indicated on the prompts. I will provide feedback in the form of comments and questions that aim to help you improve your writing. Make sure that you have Canvas Notifications set to receive all my messages. I do send out a lot of messages throughout the semester. If I feel that you are not considering my feedback and ignoring my messages, you will be in danger of breaching this contract. In addition, if your assignment meets all of the requirements, you will receive a ✓ (check - Complete) that confirms that you have not violated the contract. If your work falls short of the requirements, you will receive an X (Incomplete) that notes that you are at risk of lowering your grade. I will also note work that clearly demonstrates extra effort and exceptional insight.

8. **Respect for community:** You maintain a constructive and positive attitude to the semester's work and remain respectful to peers and to the instructor at all times. Particularly strong or weak citizenship may move your grade above or below the contract grade.

## Breakdown of the Main Components for ENGL 1A:

Below are two tables that show the list of assignments and the main components that affect your successful compliance with our contract. These are the ONLY grades you may receive in this course (there are no in-between grades, like an A+ or a B-). These tables will explain the assignments you must turn in to obtain a certain grade. For example, an A Grade requires the completion of all the major assignments, discussions, and most of the low-stakes assignments and quizzes. Your willingness to meet the required conditions for the assignments, your labor, and the quality of your work will get you this A.

	Complete Final ePortfolio	Complete # of Major Assignments	Complete # of Discussions	Complete # of Low-stakes Assignments	Complete # of Quizzes
--	---------------------------	---------------------------------	---------------------------	--------------------------------------	-----------------------

<b>A Grade</b> - abiding by due dates (the grace period still applies to essays and quizzes)	Final ePortfolio - everything edited and proofread & Presentation & Peer Review	6	8	15	15
<b>B Grade</b> - abiding by due dates (the grace period still applies to essays and quizzes)	Final ePortfolio - everything edited and proofread & Presentation & Peer Review	5	6	10	10
<b>C Grade</b> - abiding by most due dates	Final ePortfolio - most assignments edited and proofread & Presentation & Peer Review	4	5	8	8
<b>D Grade is not a passing grade</b>					

Here is the list of assignments for ENGL 1A:

<p><b>6 Major Assignments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal Narrative</li> <li><input type="checkbox"/> Essay 1 - What are the systemic ways our education system leads to inequality?</li> <li><input type="checkbox"/> Essay 2 - Literary Analysis</li> <li><input type="checkbox"/> Research Annotated Bibliography (AB)</li> <li><input type="checkbox"/> Final ePortfolio - everything edited and proofread</li> <li><input type="checkbox"/> ePortfolio Presentation &amp; Peer Review</li> </ul>	<p><b>9 Discussions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion - Who am I? Personal and Social Identities</li> <li><input type="checkbox"/> Discussion - Shared Norms and Establishing a Brave Space</li> <li><input type="checkbox"/> Discussion - Linguistic Justice and Gloria Anzaldua's "How to Tame a Wild Tongue"</li> <li><input type="checkbox"/> Discussion - Precious Knowledge</li> <li><input type="checkbox"/> Discussion - Brainstorming for Education Essay</li> <li><input type="checkbox"/> Discussion - Brainwashing or Internalized Racism</li> <li><input type="checkbox"/> Research Prep Share</li> <li><input type="checkbox"/> Google Docs Notetakers</li> </ul>
<p><b>16 Quizzes on the below topics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Syllabus</li> <li><input type="checkbox"/> Writing Effective Essays</li> <li><input type="checkbox"/> Literary Terms</li> <li><input type="checkbox"/> Writing Fundamentals</li> <li><input type="checkbox"/> Organizing the Essay</li> <li><input type="checkbox"/> Plagiarism Quiz</li> <li><input type="checkbox"/> Rhetoric and Argument</li> <li><input type="checkbox"/> MLA Documentation</li> <li><input type="checkbox"/> Grammar and Mechanics</li> </ul>	<p><b>19 Low-Stakes Assignments such as</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talking to the Text activities</li> <li><input type="checkbox"/> AB &amp; NoodleTools</li> <li><input type="checkbox"/> Peer Review for Essays</li> <li><input type="checkbox"/> Student Success Activity</li> <li><input type="checkbox"/> Annotation Assignments</li> <li><input type="checkbox"/> Golden Quotes Assignments</li> <li><input type="checkbox"/> ePortfolio Preparation Assignments</li> </ul>

## Knowing Where You Stand

You will not be eligible for a grade of B or higher for this class if you do not meet the conditions outlined above. The quickest way to slide to a C or D is to miss group work or to fall behind on assigned reading and writing homework. If you



find yourself in breach of contract—or better, in danger of breaching the contract—please be in touch with me so we can strategize about how to get you back on track.

## My Commitment to You

I agree to abide by the contract and enforce it fairly and equitably. I also commit to treating you with respect and doing my best to support you in your learning. My goal is to create a culture of support, where we function as allies rather than adversaries and where you cooperate with classmates rather than compete with them.

If you are missing an assignment, I'll always email you and let you know. Make sure to set your Canvas Notifications so as to receive my emails and feedback.

By staying in this course and attending class, you accept this contract and agree to abide by it.

I (Ozbirinci) also agree to abide by the contract and administer it fairly and equitably.

## ePortfolio Project

This semester, we will work on critical and creative writing that grounds itself in the ethnic, cultural, and historical exploration of the writer. As we explore issues that focus on education, anti-racism, citizenship, and social justice, we will work together to dissect the systems that divide us and come up with ways to maintain love and unity in our communities. We will first consider how our identity is shaped by where we come from, our ancestral backgrounds, and the influences around us. (This includes adopted culture and family). As you grow as writers, you will build your ideas into longer pieces that investigate connections between the materials we read and your experiences. In order to keep all your hard work together, after submitting your assignments to Canvas and receiving your feedback, you will be asked to revise your work and bring all of it together in an ePortfolio to present at the end of the semester. We will work on our assignments, revisions, and ePortfolios together during our lab hours and student hours. We are here to make sure you succeed!

Here's a template for a Google Sites ePortfolio: <https://sites.google.com/view/srjceportfoliotemplate/home>

You will need to give me your email address if you would like to work over the template. When I share the document with you, **YOU MUST MAKE A COPY FOR YOURSELF!!!**

## Writing Process:

You will write a series of writing assignments that will connect to the unit's theme and the reading/viewing assignments for that week. Some of these assignments that you will first submit to Canvas will be short paragraphs (1-2 pages), questionnaires, and a few will be longer essays (4-5 pages). After these assignments are graded, you will revise and collect these pieces in the ePortfolio. In our lab sessions, you will have the opportunity to work on and perfect your work. We will have class-wide workshops on the longer essays, so you will receive instructor and peer feedback on your work.

## Class Themes & Assignments:

We will explore themes of identity, education, linguistic justice, internalized racism, and spirituality. You will be asked to have several sections in your ePortfolio:

- A representative photo/image, Mantra, About Me, Goals
- A Working Resume/CV
- School Work - Personal Narrative, Essay 1, Essay 2, AB, Discussions
- Photo Project for ePortfolio
- Revision Reflections
- Outside of Class Creative Work (Optional)

You will be asked to revise the below assignments for the ePortfolio.

- Discussion - Who am I? Personal and Social Identities
- Discussion - Linguistic Justice and Gloria Anzaldua's "How to Tame a Wild Tongue"



- Discussion - *Precious Knowledge*
- Discussion - Brainwashing or Internalized Racism
- Personal Narrative
- Essay 1 - What are the systemic ways our education system leads to inequality?
- Essay 2 - Literary Analysis
- Annotated Bibliography (AB)

## GRADING CONTRACT FOR ENGLISH 50

ENGL 50 is a Pass / No Pass, 2 unit support class. It will support you in succeeding in your transfer level 4 unit ENGL 1A class.

### Here's How to Pass ENGL 50

The Grading Contract, over the course of the semester, will ask you to complete at least ten (10) of the following practices related to academic well-being. You are welcome to complete each practice more than once. By completing the “ENGL 50 - Unit Overview and Reflective Log” assignments at the end of each unit, you will be able to submit your ten (10) practices.

### Practices for Academic Well-Being

- § Join all English 1A “Class Hours”
  - o Tuesdays and Thursdays from 9:00-12:00
- § Visit the Math Lab or Writing Center or Tutorial Center for help with an assignment
  - o <https://mathematics.santarosa.edu/tutorial-resources>
  - o <https://english.santarosa.edu/writing-center>
- § Visit your Counselor and update your Education Plan
  - o <https://counseling.santarosa.edu/online-counseling-services>
- § Check out SRJC Student Health Services and Mental Health Services. Join at least 2 workshops/online activities, or group events.
  - o <https://shs.santarosa.edu/>
  - o <https://shs.santarosa.edu/student-health-services-online-services-0>
  - o <https://shs.santarosa.edu/current-events>
- § Attend a club meeting (and/or join a club)
  - o <https://studentlife.santarosa.edu/2020-2021-club-list>
- § Meet with an SRJC Student Success Coach
  - o <https://studentsuccess.santarosa.edu/peer-coaches>
- § Meet with our PALS to discuss an assignment or student-ing in general
- § Write (and send) a thank-you note to a teacher that has had a positive impact on your life (this teacher cannot be me)
- § Attend an SRJC lecture or event (via Zoom). I will also share event announcements throughout the semester.
  - o How to find out about events: <https://events.santarosa.edu/>
  - o Download and use the SRJC app
- § Meet with a study group (and/or start a study group) in any class
- § Submit a paper to Net Tutor for feedback
  - o <https://de.santarosa.edu/free-online-tutoring-for-srjc-students>
  - o or use the link in Canvas for Online Academic Services
- § Connect with a classmate
  - o Exchange contact information
  - o Collaborate on assignments
  - o Join and share through Discord
- § Meet with a Librarian for help getting sources for any assignment in any class

- o <https://libraries.santarosa.edu/help>

## How to Submit Assignments

You will submit evidence of your attendance using the “ENGL 50 - Unit Overview and Reflective Logs” at the end of each Unit in Canvas, Modules. You can write a short paragraph describing the event and what you have learned. You can take screenshots as “proof”, or you can have the person/group that you met with email me to let me know they met with you. Here’s my email: [pozbirinci@santarosa.edu](mailto:pozbirinci@santarosa.edu).

## A Note About Time/Project Management

Our class is roughly fifteen weeks, which means you should plan to complete about 1 of these practices per week. By mid-semester, you should have completed half or more of the practices. Remember, you can do the same thing more than once. I will check in with you along the way, especially if I notice that you are not submitting these assignments on a regular basis.

The sole purpose of these assignments is for you to invest in your own academic health and well-being, so please be sure to give these assignments the energy/time they deserve.

## ACADEMIC INTEGRITY:

The power of expectation can make or break an individual. Research shows that you must have these expectations and beliefs to succeed:

- "I belong in this academic community."
- "My ability and competence grow with my effort."
- "I can succeed at this."
- "This work has value for me!"

Please let me know if I am not fostering these expectations and beliefs in this class.

Santa Rosa Junior College holds that its primary function is the development of intellectual curiosity, integrity, and accomplishment in an atmosphere that upholds the principles of academic freedom. All members of the academic community - student, faculty, staff, and administrator - must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect. Because personal accountability is inherent in an academic community of integrity, this institution will not tolerate or ignore any form of academic dishonesty.

Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, impersonation, misrepresentation of idea or fact for the purpose of defrauding, use of unauthorized aids or devices, falsifying attendance records, violation of testing protocol, inappropriate course assignment collaboration, and any other acts that are prohibited by the instructor of record.

Please read the college policy/procedure on academic integrity at:  
<https://rightsresponsibilities.santarosa.edu/academic-integrity>

Plagiarism is a form of cheating and it means stealing the writings or ideas of another person. Therefore, YOU MAY NOT:

- copy another person’s work, whole or in part, published or not;
- cut and paste from an internet source;
- copy and then change some words or the order of words;
- copy an idea and claim it as your own;
- get another person to do the work for you and hand it in as your own;
- fail to give credit to sources of information;
- and the like.

Do not try to submit someone else’s work (or the Internet’s) work as your own. Nor should you consider “loaning” someone else your work. All essays will have a great deal of preparation: brainstorming, freewriting, rough drafts, peer editing, etc. All sources for your papers must be carefully documented, and appropriate references using quotation marks

and citations must follow MLA guidelines. If you are having trouble, you can get me to help you. If you are stuck or feel that you don't understand something, please come talk to me and I'll be more than happy to help you. Please do not resort to plagiarism.

## CALENDAR FOR ENGL 1A + 50

This schedule is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. There may be changes to the assignments if unexpected circumstances arise. I will make sure that these changes will only impact you positively.

### WELCOME & ORIENTATION

#### Topic

The goal of the Orientation is to help you navigate and understand the details of this course. We will look into thinking about our learning, metacognition, and how to expand our brain muscles for success. We also will use these first weeks to get to know each other and understand our positionality and establish our shared norms. Moreover, I hope to introduce you to some reading strategies that will set you up for success throughout your life!

**SNEAK PEAK:** The best way to learn and expand your brain is through failure, never-ending inquiry, challenging work, and never giving up. I hope that you will internalize these tactics! Also, never forget, I am here to make sure you succeed. So, please let me know when you need me!

#### Objectives

By the end of this orientation, you will be able to...

- feel that we are a community of learners and we learn the best from each other,
- gain learning strategies that will support you through life,
- annotate a text with appropriate comments,
- comprehend complex, college-level texts in writing or in-class discussions,
- develop paragraphs with concrete, appropriate, and relevant details.

Due date	Orientation Activities for ENGL 1A
<b>Aug 16-18</b>	<input type="checkbox"/> Course Overview <input type="checkbox"/> I am Here! Quiz, Course Overview <input type="checkbox"/> Syllabus and Syllabus Quiz <input type="checkbox"/> Discussion - Who am I? Personal and Social Identities <input type="checkbox"/> Welcome Survey <input type="checkbox"/> Shared Norms - Establishing a Brave Space <input type="checkbox"/> Reading and Annotation <input type="checkbox"/> bell hooks <i>All About Love</i> full text and Chapter Questions
<b>Aug 23-25</b>	<input type="checkbox"/> Annotations - <i>All About Love</i> Chapters 1-2 <input type="checkbox"/> Discussion - Linguistic Justice and Gloria Anzaldua's "How to Tame a Wild Tongue"
<b>Aug 30-Sept 1</b>	<input type="checkbox"/> Quiz - Writing Effective Essays <input type="checkbox"/> Annotations - <i>All About Love</i> Chapters 3-5 <input type="checkbox"/> Personal Narrative
<b>Sept 6</b>	<input type="checkbox"/> ENGL 50 - Orientation Unit Overview and Reflective Log

## UNIT 1 – SYSTEMIC DISCRIMINATION IN EDUCATION

### Topic

In each unit, we will make inquiries to guide our learning. Inquiry is the act or process of asking questions in order to get information. In our lives when we have questions, inquiry drives us to learn as we explore for answers. Author Lloyd Alexander wrote, “In some cases, we learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.” This unit’s inquiry is: **What are the systemic ways our education system leads to inequality?**

### Objectives

By the end of this class, you are expected to demonstrate an understanding of a variety of discipline-specific skills, strategies, and resources that facilitate the acquisition of college composition conventions and academic discourse. Moreover, you will be expected to demonstrate the capacity to comprehend, summarize, analyze, evaluate, and synthesize college-level texts of various lengths and genres, primarily non-fiction. Therefore, in this unit, we will practice

- close reading strategies in order to comprehend primarily non-fiction texts through techniques such as identifying format, genre, purpose, and audience,
- in writing and discussion, the conclusions of textual analysis, including an understanding of a text's coherence and structure,
- summarizing a text's thesis and major supporting points,
- writing an expository essay that exhibits acceptable college-level control of mechanics, organization, development, and coherence.

Due date	Unit 1 Activities for ENGL 1A
<b>Sept 6-8</b>	<input type="checkbox"/> Overview of Unit 1 <input type="checkbox"/> Notetaker - Learning and Success <input type="checkbox"/> “2 Sets of Notes” by M.K. Adante Jr. <input type="checkbox"/> Quiz - Literary Terms <input type="checkbox"/> Grammar and Mechanics - Unit 1
<b>Sept 13-15</b>	<input type="checkbox"/> Notetaker - Cultural Capital & <i>Pedagogy of the Oppressed</i> <input type="checkbox"/> Talking to the Text - Paulo Freire
<b>Sept 20-22</b>	<input type="checkbox"/> ePortfolio: My Symbol, My Mantra, and About Me <input type="checkbox"/> Discussion - <i>Precious Knowledge</i> <input type="checkbox"/> Annotations - <i>All About Love</i> Chapters 6-7
<b>Sept 27-29</b>	<input type="checkbox"/> Notetaker & Noodle Tools - “Liberating Education - Shor & Duncan-Andrade”
<b>Oct 4-6</b>	<input type="checkbox"/> Discussion - Brainstorming for Essay - Education System <input type="checkbox"/> Quiz - Writing Fundamentals <input type="checkbox"/> Annotations - <i>All About Love</i> Chapters 8-9 <input type="checkbox"/> Creating an MLA 9 Essay Format
<b>Oct 11-13</b>	<input type="checkbox"/> Photo Project for ePortfolio (due December 15) <input type="checkbox"/> Plagiarism Quiz <input type="checkbox"/> Annotations - <i>All About Love</i> Chapters 10-13 <input type="checkbox"/> Peer Review for Essay 1 - Upload Your Draft by Oct 13 and Complete TWO Peer Reviews by Oct 18
<b>Oct 18-20</b>	<input type="checkbox"/> Peer Review in class <input type="checkbox"/> Essay 1 - What are the systemic ways our education system leads to inequality? <input type="checkbox"/> ePortfolio: Revision of Personal Narrative
<b>Oct 25-27</b>	<input type="checkbox"/> ENGL 50 - Unit 1 Overview and Reflective Log

## UNIT 2 - *Our First Lady Pope* by Victor Villaseñor

### Topic

This unit's inquiry is: **Why are our institutions failing us?**

### Objectives

By the end of this class, you will be expected to engage in inquiry and analysis of texts to determine how meaning is constructed and how it relates to the reader. Therefore, in this unit, we will focus on

- understanding how the writer supports and illustrates ideas and connects them to the thesis,
- paraphrasing and summarizing paragraphs,
- summarizing a text's thesis and major supporting points,
- demonstrating the capacity to employ academic writing conventions without any disruptive errors of punctuation, grammar, and spelling to achieve one's desired rhetorical purpose.
- organizing and developing essays and paragraphs logically and coherently with relevant and sufficient support, demonstrating effective use of rhetorical strategies.
- revise essays, paragraphs, and sentences for coherence and development.

Due date	Unit 2 Activities for ENGL 1A
<b>Oct 20-27</b>	<input type="checkbox"/> Overview - Unit 2 <input type="checkbox"/> Victor Villaseñor <i>Our First Lady Pope</i> <input type="checkbox"/> Grammar and Mechanics - Unit 2 <input type="checkbox"/> Discussion on Brainwashing or Internalized Racism <input type="checkbox"/> Golden Quotes for <i>Our First Lady Pope</i> - 0-56
<b>Nov 1-3</b>	<input type="checkbox"/> How to Use Rhetoric Effectively? <input type="checkbox"/> Quiz - Rhetoric and Argument <input type="checkbox"/> Golden Quotes for <i>Our First Lady Pope</i> 57-102
<b>Nov 8</b>	<input type="checkbox"/> Golden Quotes for <i>Our First Lady Pope</i> 103-177 <input type="checkbox"/> Quiz - Fragments, Run-ons, and Comma Splice <input type="checkbox"/> Quiz - MLA Documentation <input type="checkbox"/> NOVEMBER 10 - FLEX DAY - No Classes <input type="checkbox"/> NOVEMBER 11 - VETERAN'S DAY
<b>Nov 15-17</b>	<input type="checkbox"/> Peer Review for Essay 2 - Upload Your Draft by Nov 17 and Complete TWO Peer Reviews by Nov 22
<b>Nov 22</b>	<input type="checkbox"/> Peer Review in class <input type="checkbox"/> ePortfolio: Revision of Essay 1 <input type="checkbox"/> THANKSGIVING BREAK - Nov 24-27
<b>Nov 29 - Dec 1</b>	<input type="checkbox"/> Essay 2 - Literary Analysis <input type="checkbox"/> Student Success Activity - Explore the Library <input type="checkbox"/> ENGL 50 - Unit 2 Overview and Reflective Log

## UNIT 3 - Dismantling Oppression - Information Literacy and Research

**Topic**

This unit's inquiry is: **What are the ways we can dismantle systems of oppression and combat the forces that challenge our love and unity?**

**Objectives**

By the end of this class, you are expected to demonstrate an understanding of a variety of discipline-specific skills, strategies, and resources that facilitate the acquisition of college composition conventions and academic discourse. Moreover, you will be expected to focus on locating, evaluating, analyzing, and synthesizing outside source materials and integrating them into writing assignments using MLA style. By the end of this unit, you will be able to

- understand the role and value of their own critical reading, writing, and inquiry practices.
- critically read, analyze, and evaluate a variety of primarily non-fiction texts to make inferences and identify biases and assumptions, to construct meaning from text and make connections to the world around them.
- demonstrate facility with research techniques, including use of library and online tools.
- evaluate ideas and arguments that address a variety of social and cultural topics from different points of view.
- recognize the difference between primary and secondary sources.
- synthesize ideas from outside source materials to draw evidence-based conclusions.
- integrate outside source material into writing assignments using MLA format for essays and Works Cited.
- understand the ethical implications of source attribution to avoid plagiarism.

Due date	Unit 3 Activities for ENGL 1A
<b>Dec 1</b>	<input type="checkbox"/> Overview - Unit 3 <input type="checkbox"/> Research Prep Share <input type="checkbox"/> Writing an Argument <input type="checkbox"/> Argumentative Quiz
<b>Dec 6-8</b>	<input type="checkbox"/> Grammar and Mechanics - Unit 3 <input type="checkbox"/> Annotated Bibliography <input type="checkbox"/> ePortfolio: Portfolio Revisions & Preparation for Final Presentation <input type="checkbox"/> ENGL 50 - Unit 3 Overview and Reflective Log
<b>Dec 15</b>	<input type="checkbox"/> Final Portfolio Presentation and Peer Review

Toni Morrison states, "I tell my students, 'When you get these jobs that you have been so brilliantly trained for, just remember that your real job is that if you are free, you need to free somebody else. If you have some power, then your job is to empower somebody else. This is not just a grab-bag candy game.'"

I hope this class will empower you in many ways so that you can spread the power as well as the love.

Looking forward to a wonderful semester,

Dr. Oz 😊