

# English 100: Educational Success

Spring 2019 Section 1596 MW 3:30-5:20 p.m. 4 Units Room OC 3607



On my first day at community college, I cried like a little girl. Like so many students I've met since then, I didn't want to be there. I felt alone, rejected, and lost. I also ended my community college experience crying--on graduation when the president announced I'd won the \$110,000 Jack Kent Cooke scholarship--*Isa Adney Community College Success*

Instructor: Yolanda Santiago Venegas

Office Hours: MW 30 min. before each class and by appointment

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**Course Description** This course in critical reading and expository writing offers training in the reading and writing processes, the development and organization of expository prose, and research techniques. The course emphasizes quality in logic and diction. Units: 4 Prerequisites: ACE 150, ENGL 50, ESL 150, or eligibility determined by the English placement process or concurrent enrollment in ENGL 52. Enrollment Limitation: Not Open to students with prior credit in ENGL 100H. Acceptable for Credit: CSU, UC

The theme of this English 100 course is *Educational Success and in particular YOUR academic success*. What does it take to succeed in college and in beyond? What is the relationship between education, identity, academic success? Who gets to graduate and why?: Why do some students succeed while others quit? What gets in the way of our academic success and how do we overcome educational challenges? What does it mean to be a literate (college educated) individual in our society? What does it mean in your community? A basic premise in this course is that academic success is a socially constructed process--meaning, that you work on it, construct it, by building your academic success skills. While the theme of this course is *Educational Success* the subject of this course is English. The relationship between our course theme and writing knowledge is mutually constitutive: In other words, thinking about your Academic Success will help you develop your skills in reading/writing and the reading and writing you do in this class will help you develop your academic success skills. The reading, writing, and discussions in our class will ask you to think about what you are doing here at MiraCosta College and why what we do in this English Composition class is critical to your academic success. By tackling these questions, you will be imitating the kinds of reading, writing, discussion, and analytical thinking tasks required of you in college: You will be paving the way for your academic success in college and beyond.

**Respect for Diversity** I consider it part of my responsibility as an instructor to address the learning needs of all the students in this course. I will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Because of this the course reading and assignments are designed to create a positive climate for diversity by explicitly centralizing historically marginalized groups and perspectives and collectively creating ground rules to guide our discussions and interactions. Creating a positive climate for diversity includes being sensitive to our pronoun use; communicating the specific pronouns we self-identify with and remaining mindful of this in our interactions throughout the course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome. In scheduling due dates and exams, I have tried to avoid conflicts with major religious holidays. If there is a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements. I have developed ground rules to foster a positive climate for diversity and we will review these the first day of

class and post them on Canvas. Please review the reading and writing assignments carefully and decide if this is the right class for you.

### **SUCCESSFUL STUDENTS LEARN: Student Learning Outcomes**

1. At the end of instruction in English 100, students will be able to compose an expository essay characterized by a controlling idea, logically sequenced paragraphs, and focused body paragraphs.
2. At the end of instruction in English 100, students will be able to support paragraph level claims with explanations of relevant and specific evidence.
3. At the end of instruction in English 100, students will be able to integrate, quote or paraphrase, and correctly document source material according to MLA standards in an expository essay.

### **A Note About Pedagogy (The work we will do and why)**

This is an **Integrated Reading and Writing (IRW) course**. What this means is that we will focus not only on the process and practice of writing, but also on the ways that reading, thinking, and writing interact and complement each other. A premise guiding our approach is that writing, reading, and thinking are all interconnected and you become better at these by learning how to use one to improve on the other--as you become a better writer, you become a better reader and a more careful and critical thinker.

In addition to the assigned course readings, the second type of primary text will be your writing and the writing of your classmates. This is a class where your writing--and how you can continue to develop and hone your writing skills--will be taken seriously. We will therefore make use of a writing workshop on a regular basis. I will ask you to bring your writing or replicate your essays and/or excerpts from your writing to allow us to focus on issues of writing. This is an essential part of learning to return to your writing and develop a language for talking about writing. This class's success depends above all on the learning community we are able to build as writers who respect and are interested in the work that individual writers are doing. Let me know if you do not want me to share your writing; otherwise I may use your writing for in-class work.

### **SUCCESSFUL STUDENTS REVISE**

A last important point is that his course stresses revision--both in terms of the work you will do and in terms of how I grade. You can expect to practice writing and revising

regularly. In other words, this class is a place where you will practice writing but it is also a place where the writing is expected to change. You will be writing regularly, but I will also be asking you to revise--to step outside your writing to see what it might represent (not just what it says), and to make changes. I will teach you how to read your own writing, how to pay close and critical attention to what you have written, and I will teach you how to make this critical attention part of the cycle of production, part of your work as a writer.

## **SUCCESSFUL STUDENTS TRANSFER KNOWLEDGE FROM ONE CLASS TO ANOTHER**

### **Key Concepts**

To develop your writing knowledge and your confidence, your authority as a writer, we will define and work with a set of key concepts in this course. These key concepts serve as "mental grippers" allowing you to transfer what you learn in this class to reading and writing tasks assigned in other courses and contexts. We will finalize the list of key terms together from the list below and other "must-have" key terms you might want to add as we move forward.

\*Rhetorical Situation \*Mestiza Rhetoric \*Genre \*Audience \*Purpose \*Inquiry  
\*Decolonizing \*Rhetoric \*Autohistoría \*Analysis \*Context \*Reflection \*Metacog-  
nition \*Agency \*Exigency \*Process \*Critical Consciousness \*Funds of Knowledge  
(FoK) \*Academic Success \*Socially Constructed

## **SUCCESSFUL STUDENTS LEARN AND PRACTICE TIME MANAGEMENT**

You need to learn to manage your time so that there is time for writing & reading, so that it becomes part of your weekly routine. According to the successful student study formula, in order to earn a grade of A/B in a class you need to study about 3 hours for every unit per class. Since ENG 100 is a 4-unit course, you need to study or work outside of class about 12 hours to earn a good grade in the class. During week one or two we will develop our time management graph together using google calendar to make sure we are on track for success. If you begin to have a hard time with the routine of our course we will meet one-on-one to review your time management plan.

## **SUCCESSFUL STUDENTS DEVELOP THEIR DIGITAL LITERACY SKILLS**

**Canvas/Google Drive/Docs** If you are not familiar with Canvas, you should complete the student tutorial now. All of the course materials (readings, assignment sheets, and

handouts) for this class are available on Canvas. We will use Google Drive to store all course materials and Google Docs to write and submit all written work. If you are unfamiliar with Canvas and/or Google tools, No Worries, we will learn how to use these in class.

## **Required Materials** *This is a zero textbook cost course!!*

1. A MiraCosta College email account
2. Access to a computer and printer on campus
3. \$50.00 for printing readings and essays on campus or a printer at home with enough ink and paper to print about 300 pages.

## **Course Requirements:**

1. Participate during each class session through discussion, writing, and group work.
2. Complete assigned readings: You can expect to spend three to four hours a week reading outside of class. The course texts are non-fiction academic essays relevant to the subject of this course (reading and writing) and our course theme. Although course readings may focus on a particular theme or idea, the primary goal of this course is the development of reading, thinking, and writing skills.
3. Write a series of 10 short Reading Responses and post on Canvas (Due Sundays by 11:59 p.m.). The weekly short (1-2 pages) Reading Responses are designed to teach you how to use writing to work with the readings assigned.
4. **Participate in weekly online discussions** (Due Wednesdays by 3:30 p.m.)
5. **Write five essays** (Due Wednesdays in class) You will also complete a series of essays of revised prose each one informed by the assigned readings and class discussions. The sequence of the writing projects is designed to introduce you to some of the primary tasks you will be asked to do in college writing. Below is a list of writing projects I have assigned in the past.

Project 1: Literacy Narrative (introductory writing diagnostic)

Project 2: How We Learn: Intelligence, Motivation, Self-efficacy

Project 3: Education, Equity and Who Gets to Graduate?

Project 4: Putting it All Together: What Does a College Education Mean to You?

Project 5: Academic Success Recommendation Research Essay

Project 6. Toward Your Own Rhetoric (final reflection)

### **Grading: Track Your Grade**

Assignment	Percentage of Final Grade	Points Possible	Points Earned
5 Essays	40%	400	
Weekly Reading Responses	30%	300	
Weekly Online Discussion Posts	20%	200	
Writing Center Sessions	5%	50 (25 points per sessions)	
Office Hours Visits	5%	50 (25 points per 20 min. or more visit)	

#### **Final Grade Score:**

900-1000 points = A

800-899 points = B

700-799 points = C

600-699 points = D

**HINT:** coming to class on time with the assigned reading/writing in hand, prepared to discuss the assigned reading, or with the essay due ready for in-class workshop goes a *long way* in this class.

**SUCCESSFUL STUDENTS ATTEND EVERY CLASS AND ARE ON TIME:** Attendance is extremely important for your learning in this class. When you are absent you are not

contributing to the learning going on in our class since we will make the content of the course together

- If you miss more than 5 classes you will be automatically dropped or you will receive a NP (if after drop period). This includes absences due to documented illness. . You may not make up any in-class work you miss, but you will be responsible for all assignments due, and all material covered, in your absence
- Class will begin on time. If you are late more than three times you will be marked absent on days you are tardy after that.

**SUCCESSFUL STUDENTS SUBMIT ALL THEIR WORK ON TIME:** All work must be completed on time. Because you will be writing every week, and because one week's work will lead to the next assignment, you cannot afford to fall behind. I do not accept late essays and late homework only earns half credit. You have until the next class period to receive  $\frac{1}{2}$  credit. However, I will make an exception to my late work policy one time, with the No Questions Asked (NQA) coupon found in this syllabus. If you choose to use the NQA coupon, you have until the next class period to turn in your late work. The NQA coupon cannot be used on work due after April 29.

**SUCCESSFUL STUDENTS ACCESS AVAILABLE RESOURCES:** MiraCosta Writing Center: All three campuses (OCN, SAN, and the CLC) have a Writing Center. You can drop-in at your convenience to work on your reading and writing. The Writing Center has tutors who can help you read difficult texts, begin an essay, or revise a draft. In this course you will earn points for each visit (see Grading above). The Writing Center is a free service for all currently enrolled MiraCosta students. **Drop-in Hours:** Monday - Thursday 8:30am - 7:00pm:: Friday 8:30am - 3:00pm:: Saturday 10:00am - 4:30pm

**SUCCESSFUL STUDENTS DO THEIR OWN WORK:** We will spend quite a bit of time discussing why and how we use sources, and I will provide instruction in how to cite sources appropriately. To **avoid plagiarism and other misuses of sources**, you must quote exactly, paraphrase accurately, credit authors and accurately document your sources, including websites. Documentation (that is, acknowledgment and citation) is also required for **ideas, concepts, and paraphrases** that you borrow from sources. Plagiarism will be addressed through disciplinary measures such as a formal report to our Dean. If you have questions or concerns about how or when to cite sources speak to me before you hand in your paper.

**SUCCESSFUL STUDENTS COMMUNICATE THEIR SPECIFIC NEEDS**

**Accommodation:** I consider disability an aspect of diversity and find that students with disabilities enrich our learning environment. If you are a student in need of accommodations inform me ASAP so that I can make sure you have the same opportunity to succeed in this class as any other student. I make every effort to design my courses using the principle of universal design, yet please let me know if you need more time for an assignment or any other accommodation. As required by the Americans with Disabilities Act (ADA), accommodations are provided to insure equal access for students with verified disabilities. To determine if you qualify or need assistance with an accommodation, please contact DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS) Location: Building 3000, Northwest corner of campus Parking Lot 3C. Phone 760.795.6658

**Course Schedule:** The Course Schedule will be posted on our Canvas home page each week

**ENGLISH 100 NO QUESTIONS ASKED COUPON**

This coupon entitles you to turn in one homework assignment or essay late one class period, no questions asked. The coupon must be turned in on the day the assignment is due. The assignment must be turned in on the following class period to earn credit. Unused coupons may be redeemed for Extra Credit at the end of the semester

USED BY \_\_\_\_\_

USED FOR \_\_\_\_\_

EXPIRES: April 29, 2019

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