

ENGLISH 1 SYLLABUS

English 1 (#72446) + English 896 (#72447) | M 11:00a.m. - 2:10p.m

English 1 (#72449) + English 896 (#72450) | M 2:30p.m. - 5:40p.m

Classroom Community

A classroom is a unique space because students and teachers of different ages, cultures, races, social classes, religious backgrounds, sexual orientations, and gender identities interact. The classroom offers us the opportunity to listen to, and ultimately learn from, people who are not like us. Making conscientious listening and response a habit should make the classroom (and life) a meaningful place for intellectual growth.



Professor Jennifer Nellis

Pronouns: she/her/hers

Email: jnellis@lbcc.edu

Student Office Hours:

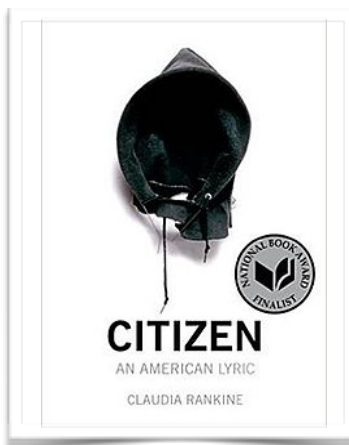
Tuesday 3 - 5:30p.m. and
Wednesday 8:30 - 11:00a.m. on
Zoom



Course Description

Welcome to English 1: Reading and Composition, the pandemic edition! This semester, we will meet online over Zoom on Monday afternoons and complete online activities independently on Canvas throughout the week. Our course carries a heavy unit load: 6-units that combine English 1, transfer-level college English, with English 896, a concurrent study skills course. This combination provides students extra time and support to meet the course requirements for successful completion of English 1.

Our course materials investigate Chimamanda Ngozi Adichie's claim in her Ted Talk "The Danger of a Single Story" by exploring the question, "What *are* the dangers of a single story?" We will critically read and produce academic texts, popular sources, business proposals, infographics, podcasts, poetry, and (*cont'd p. 2*)



Required Course Materials

Rankine, Claudia. *Citizen: An American Lyric*. Graywolf Press, 2014. (available at bookstore)

Schick, Kurt. *So What? The Writer's Argument*. 2nd ed. Oxford University Press, 2017. (available at bookstore)

Access to computer and Canvas

Paper/notebook and pen/pencil

*** Communication ***

Instructor-student communication:

As a first generation college student, I told myself that I would never forget my undergraduate experience: exciting, challenging, and overwhelming. Please reach out to me with any questions or concerns via email at jnellis@lbcc.edu, through the Inbox feature on Canvas (give me 24 hours to respond, longer on weekends), or come to Zoom student office hours.

Student-Student Communication:

In our weekly ConferZoom classes and discussion boards, students will practice “netiquette”: be scholarly, be respectful, be professional, and be polite.



*** Peer Tutors ***

Our class includes a peer tutor who attends every class, models superior classroom behavior and habits, and assists students with required reading and writing. Please take advantage of this amazing support service.

Embedded Tutor in the 11:00 class: Nina Walker

Pronouns: she/her/hers
Email: ninawkr@gmail.com

Embedded Tutor in the 2:30 class: Bridget Ramirez

Pronouns: she/her/hers
Email: bridget.r1625@gmail.com

much more to unpack some of the phenomenon that create “the single story”: micro-aggressions and the production of knowledge. When you complete this class, you will have a greater sense of how rhetoric shapes our world and how you can use your rhetorical and digital skills to succeed in college and participate in creating a more just world.

*** COURSE REQUIREMENTS ***

ENGLISH 1:

This course involves reading, writing, and group discussions aimed at deepening your rhetorical skills to unpack and produce a range of “texts.”

The flow of each week is explained in more detail on Canvas and on page 4 of this syllabus. However, the following schedule will help you keep up with the course:

1. **Monday** afternoon:
Required Zoom class.
2. Before midnight of **Wednesday:** Compose a discussion board post.
3. Before midnight of **Saturday:** Respond to at least two classmates’ discussion board posts. Other writing assignments may be due.

5 Inquires: Over the course of the semester, you will complete five major inquires (some with multiple parts), each with a unique rhetorical situation to practice academic writing moves. Rather than use the word “essay,” we will use the

(cont’d next column)

word “inquiry” so that you experiment with various genres and modalities.

Peer Reviews: During each inquiry, you will receive and give constructive feedback to small peer groups.

Two Multimodal Assignments: You will complete two multi-modal projects, a poster and a podcast, to aid in the invention process of Inquiry 4.

ENGLISH 896:

This course is designed to give each student the extra support to successfully complete English 1 and is graded as Pass/No Pass.

Five Journal Entries:

Throughout the semester, students will complete five reflective journal entries to chart their growth and development as critical readers and writers. Due dates are located on the Course Schedule (pp. 4-8).

ENGLISH 1 and 896:

Late Work is only accepted if you make arrangements with me least 1 week in advance.



English 1 Student Learning Outcomes

At the end of this course, students will read and analyze college-level texts; write prose with clear purpose and logical support from sources; locate, evaluate, organize, and synthesize research materials; and compose texts that demonstrate consistent control of academic discourse and rhetoric.

English 896 Student Learning Outcomes

At the end of this support course, students will demonstrate competency in critical reading strategies and assess instructional and metacognitive feedback to improve reading and writing skills.

* CONTRACT GRADING *

As we fulfill the course requirements, you will not receive traditional letter grades. The goal of this course is to work on your reading, writing, and critical thinking skills. What better way to do that than to remove the stress of grades, apply my and the tutor's feedback, and focus on your education? For all assignments, you will receive either a "Complete" or "Revise."

"Complete" means that the assignment has met or exceeded the minimum requirements of the assignment, a C or higher. Please read my comments to make meaningful progress. If you are given **"Revise,"** a C- or lower, you must carefully read and consider my comments and turn in a revision within one week of receiving it back to earn a complete. You must earn a complete on **all four inquiries** by the second attempt/revision to pass the class.

A final letter grade will be given at the end of the semester based on the following criteria.

I want an A!

Do all of the work that is required for the B and put in the extra effort in class and in your written work that exceeds the minimum requirements: take risks in your writing, ask interesting questions, fully develop essays so they meet the maximum page limit, and model engaged behavior in DBPs and Zoom classes.

I want a B!

Earn a complete on all course requirements by second attempt. Complete 9+/11 DBPs on time, and attend 13+/16 Zooms classes with sincere effort and make revisions when asked.

I want a C Earn a complete on all four major inquiries by second attempt.

Complete 8/11 DBPs on time, and attend 12/16 Zooms classes with sincere effort and make revisions when asked.

USE Campus Services

Writing and Reading Success Center: Call (562) 938-4520 or email wrscc@lbcc.edu for tutoring.

Disabled Student Services: Call (562) 938-4558 for support services. All documentation is confidential.

Mental Health Services: Call (562) 938-3987 to take advantage of the free campus mental health services.

Student Technology Help Desk: Call (562) 938-4250 or email sthd@lbcc.edu when you have technical issues with Canvas.

CREATE Community

Join clubs, create study groups, and make friends with your classmates. Start now—meet two classmates and write their names and contact information here:



PRACTICE Integrity

One of the purposes of English 1 is to help students gain confidence with college-level reading and writing. If you plagiarize—taking sentences, paragraphs, essays or ideas from others—you are defeating the purpose of the course and defying State Educational Code, section 22635.

In those panicked moments, reach out to me, Bridget, Nina, a tutor in the WRSC, or a friend to help you work through the difficulty.

Plagiarism is easy to detect and could result in failure of the course.

ENGLISH 1 SCHEDULE

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English 1 (#72449) + English 896 (#72450) | M 2:30p.m. - 5:40p.m

Why provide a course schedule?

In college, your professors provide a course schedule so that students attend each class prepared for discussion. Students are expected to read the assigned work at least once and possibly conduct outside research before each class. The quality of each class depends upon the amount of effort and thinking that all students complete before class meets in order to engage in curious, rigorous discussions.

How to read the schedule?

On this schedule, you will see two columns of material to guide you through each week's requirements: one column outlines the Zoom online class meetings and other column outlines the weekly Canvas activities. All Monday classes are held over Zoom and all online activities are completed on Canvas.

Where to find materials?

All supplemental materials are available on Canvas unless SW? appears = "So What?" A Writer's Handbook

Discussion Board Post = DBP



Module 1: What did he/she/they/you just say?

An Investigation into Microaggressions

Skills: Rhetorical Context and Analysis, Thinking Multimodally

| Week | Synchronous Monday Confer Zoom Class | Online Activities |
|---|---|--|
| Week 1: August 30: How to navigate the course? And what is English 1 and rhetoric? | Monday, August 31: 1. Review Course Syllabus and learn how to navigate Canvas 2. Watch "What is a Microaggression?" on <i>PBS Newshour</i> 3. Introduce Inquiry 1 | Wednesday, Sept. 2 (by midnight) 1. Complete Meet Your Classmates Padlet Intro 2. Read the Preface pp. x-xi and xiii-xv, and Chapter 1, pp. 1-14 3. Complete DBP 1: Understanding Rhetoric Saturday, Sept. 5 (by midnight) 1. Respond to at least two classmates' DBP 1 |

| Week | Synchronous Monday Confer Zoom Class | Online Activities |
|--|---|---|
| Week 2: Sept. 6 How and why do scholars write? | Wednesday, Sept. 9: 1. Read and annotate Derald Wing Sue’s article “Racial Microaggressions and Difficult Dialogues on Race in the Classroom,” and Chapter 2, pp. 15-35 and Appendix B, pp. 286-87 of <i>SW</i> ? | Saturday, Sept. 12 (by midnight) 1. Inquiry 1 Business Proposal Due 2. English 896 Journal 1 due |
| Week 3: Sept. 13 How can I make my project? and how can my peers help? | Monday, Sept. 14: 1. Workshop: Learning Technologies to make mulitmodal project 2. Read Appendix A, pp. 274-85 of <i>SW</i> ? | Wednesday, Sept. 16 (by midnight) 1. Submit your multimodal project for Peer Review Friday, Sept. 18 (by midnight) 1. Complete your Peer Review Response to Peers Sunday, Sept. 20 (by midnight) 1. Inquiry 1 Multimodal Project Due |



Nick Cave, *Soundsuits*

Module 2: So What?

An Deeper Investigation into Microaggressions

Skills: Academic Research and Argument

| Week | Synchronous Monday Confer Zoom Class | Online Activities |
|---|--|--|
| Week 4: Sept. 20 How to write a rhetorical evaluation, and assess and evaluate sources? | Monday, Sept. 21: 1. Read Chapter 3, pp. 37-58 and Chapter 5, pp. 114-116 of <i>SW</i> ? 2. Introduce Inquiry 2 | Wednesday, Sept. 23 (by midnight): 1. Read Chapter 3, pp. 37-58 of <i>SW</i> ? 2. Complete DBP 2 Saturday, Sept. 26 (by midnight) 1. Respond to at least two classmates’ DBP 2 2. Inquiry 1 Rhetorical Evaluation Due 3. English 896 Journal 2 due |
| Week 5: Sept. 27 How to write an effective thesis? | Monday, Sept. 28: 1. Individual conferences (no class) | Wednesday, Sept. 30 (by midnight): 1. Read Chapter 7, pp. 145-167 of <i>SW</i> ? 2. Complete DBP 3 on Thesis Statements Saturday, October 3 (by midnight): 1. Respond to at least two classmates’ DBP 3 2. Inquiry 2 Annotated Bibliography Due |

| Week | Synchronous Monday Confer Zoom Class | Online Activities |
|--|---|--|
| Week 6: October 4 How to organize and develop ideas? | Monday, October 5: How To Organize Arguments? 1. Read Chapter 8, pp. 169-182 of SW? | Wednesday, October 7 (by midnight): How to Develop Ideas? 1. Read Chapter 8, pp.182-195 of SW 2. Complete DBP 4 on Organization Saturday, October 19 (by midnight): 1. Respond to at least two classmates' DBP 4 2. English 896 Journal 3 due |
| Week 7: October 11 How to use MLA citation? | Monday, October 12: No Class: Peer Review 1. Read Appendix A, pp. 274-85 of SW? 2. Post draft by midnight 3. Optional One-on-One Conferences with Professor | Wednesday, October 14 (by midnight): 1. Respond to your assigned Peer Papers 2. Read Chapter 3, pp. 59-67 of SW? 3. Complete DBP 5 on MLA citation Saturday, October 17 (by midnight): 1. Inquiry 2 Due |

Module 3: What Just Happened?
An Investigation into How Knowledge Is Produced and Circulated
Skills: Research, Comparative Analysis, and Visual Rhetoric



Carrie Mae Weems, *Blue Black Boy*

| Week | Synchronous Monday Confer Zoom Class | Online Activities |
|---|--|--|
| Week 8: October 18 How to assess current event coverage online? | Monday, October 19: 1. Watch Chimamanda Ngozi Adichie's "The Danger of a Single Story" 2. Watch Dan Brown's "How to Choose Your News" 3. Introduce Inquiry 3 | Wednesday, October 21 (by midnight): 1. Read Chapter 4 , pp. 69-96 and Chapter 5, pp. 97-122 of SW? 2. Complete DBP 6 on Comparing Current News Events Saturday, October 24 (by midnight): 1. Respond to at least two classmates' DBP 6 |
| Week 9: October 25 How to research and brainstorm purposefully? | Monday, October 26: 1. Read Chapter 6 pp. 123-44 of SW? 2. "Comic: Fake News Can be Deadly. Here's How to Spot It" NPR, Connie Hanzhang Jin and Miles Parks | Wednesday, October 28 (by midnight): 1. Read Chapter 5 , pp.97-122 of SW? 2. Complete DBP 7 to help you pinpoint two articles on your event Saturday, October 31 (by midnight): 1. Respond to at least two classmates' DBP 7 2. English 896 Journal 4 due |

| Week | Synchronous Monday Confer Zoom Class | Online Activities |
|--|--|--|
| Week 10: November 1 How to expand discovery? | Monday, November 2: 1. Introduce Podcast Assignment | Wednesday, November 4 (by midnight): 1. Complete DBP 8 on Thesis Revisted Saturday, November 7 (by midnight): 1. Respond to at least two classmates' DBP 8 2. Podcast Assignment Due |
| Week 11: November 8 How to analyze sources? | Monday, November 9: 1. Read Chapters 1, pp. 6-9; 7, pp. 177-78; 8, pp. 181-193; and 10, pp. 219-24 of SW? | Wednesday, November 11 (by midnight): 1. Read Chapter 8, pp. 169-180 of SW? 2. Complete DBP 9 on Introductions Saturday, November 14 (by midnight): 1. Respond to at least two classmates' DBP 9 2. English 896 Journal 5 due |
| Week 12: November 15 How can peers help develop ideas? | Monday, November 16: No Class: Peer Review 1. Read Appendix A, pp. 274-85 of SW? 2. Post draft by midnight 3. Optional One-on-One Conferences with Professor | Wednesday, November 18 (by midnight): 1. Respond to your assigned Peer Papers Saturday, November 22 (by midnight): 1. Inquiry 3 Due |

Module 4: Who counts as a citizen?

An Investigation into Complicity

Skills: Research, Analysis, and Evaluation



| Week | Synchronous Monday Confer Zoom Class | Online Activities |
|--|---|--|
| Week 13: November 22 How to read literature with purpose? | Monday, November 23: 1. Read Chapters 1-5, pp. 5-79, of Claudia Rankine's <i>Citizen: An American Lyric</i> 2. Locate, read, and bring to class one book review of Rankine's book <i>Citizen</i> . 3. Introduce Inquiry 4 | Relax and Enjoy the Holiday! |
| Week 14: November 29 How does literature enrich understanding? | Monday, November 30: 1. Read Chapter 6, pp. 82-135, of Claudia Rankine's <i>Citizen: An American Lyric</i> | Wednesday, December 2 (by midnight): 1. Read Chapter 7, pp. 139-61, of Claudia Rankine's <i>Citizen: An American Lyric</i> 2. Complete DBP 10 on <i>Citizen</i> Saturday, November 22 (by midnight): 1. Respond to at least two classmates' DBP 10 |

| Week | Synchronous Monday Confer Zoom Class | Online Activities |
|--|---|--|
| Week 15: December 6 How does reflection improve writing? | Monday, December 7: 1. Read Chapter 10 pp. 219-242 of SW? 2. Review Inquiry 5: Final Self-Assessment | Wednesday, December 9 (by midnight): 1. Complete DBP 11 on style Saturday, December 12 (by midnight): 1. Respond to at least two classmates' DBP 11 |



Module 5: What is reflection?
An Investigation into Your Writing Development
Skills: Reflection and Evaluation

| Week | Synchronous Monday Confer Zoom Class | Online Activities |
|---|--|---|
| Week 16: December 13 How far have you come? | Monday, December 14: No Class: Individual Conferences 1. One-on-one conference and exit interview 2. Inquiry 4 and 5 Due at interview | Wednesday, December 16: No Online Work: Individual Conferences 1. One-on-one conference and exit interview 2. Inquiry 4 and 5 Due at interview |