ENGL 001--Mr. Cornejo
College Reading & Composition
CRN: 25757 or 26210 | Course Units: 3

LHS Block Schedule-Semesters
January 14, 2019-May 22, 2019
Class Meets: Mondays (M), Tuesdays (T), & Thursdays (R)

Instructor Information
Adjunct Instructor, LF: Mr. Vincent Cornejo (M.A.)
Email: vcornejo@lindsay.k12.ca.us & vincentc@cos.edu
Location: Lindsay, CA, Lindsay High School, Building C, Room 8

Instructor's Availability: When sending an email, please allow 48-hours, excluding weekends, holidays, and days of observance* to receive a reply. *Vacation, Personal Days, Professional Development Days.

Students who are requesting help, * grade review or coursework guidance should schedule an appointment. Appointments can be before or after regular school. Parents or guardians may be present only if previously authorized by student.

Overview
College Reading and Composition (ENGL-001) is a college freshman composition course with class hours that are within the school day at Lindsay High School. Although some hard-copy work is required, students at Lindsay High School experience Blended Learning. Therefore, some coursework that coincides with the classroom experience is accessible in the online classroom in Canvas. The content of the course emphasizes expository writing, close reading, cogent thinking, familiarity with information technology, and research strategies. The course also includes a substantial research component and writing of a minimum of 6,000 words. Students will either meet or exceed the minimum writing word count by completing various expository Writing Assignments (WA), teaming for Collaborative Activities (CA), Peer Reviews (PR), and replying to Discussion Questions (DQ).

The composition course will "engage students in careful reading and critical analysis [by] focusing on the rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing" (AP English Language and Composition Section 9). Moreover, Dual Enrollment students are expected to understand the standard of rigor in a college level course, to display the commitment necessary to persist and successfully complete the semester, and to follow both the Lindsay High School and classroom Codes of Cooperation. English 1 requires substantial reading and writing. Therefore, one of the requirements of this course that students bring their laptops to class every day. Students will also be required to read assigned chapters and sections in their hard-copy textbooks. Each LHS student will be assigned a textbook and additional resources will be available in the online classroom. Students are responsible for the other resources, including copies needed for class, and to complete any additional required research.

Spring Semester Dates to Consider

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No School--MLK Day</td>
<td></td>
</tr>
<tr>
<td>No School</td>
<td></td>
</tr>
<tr>
<td>No School--Holiday</td>
<td>January 21, 2019</td>
</tr>
<tr>
<td>LAST DAY TO DROP with a &quot;W&quot;</td>
<td>March 22, 2019</td>
</tr>
<tr>
<td>No School -- Presidents' Days</td>
<td>February 11 and 18, 2019</td>
</tr>
<tr>
<td>No School - Spring Break</td>
<td>April 15-22, 2019</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 16, 2019</td>
</tr>
<tr>
<td><strong>C.O.S. Semester Ends</strong></td>
<td><strong>May 22, 2019</strong></td>
</tr>
</tbody>
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Goals
The goal of the English 1 course is to ensure that students develop critical reading and thinking skills while interacting with rich texts of non-fiction and fiction and that they continue to grow in their ability to produce full-length, in-depth expository, analytical, and argumentative essays that focus on a variety of subjects and experiences. Furthermore, students also have the opportunity to hone their writing skills and analytical skills through informal practices, including virtual collaborations. The relaxed practicums are responding to discussion questions: DQs, journal keeping, collaborative writing, individual assignments, whole-class discussions. Additionally, learners will also improve analytical skills by viewing images and analyzing their form and relation to alternative forms of text.

At various times during the semester, students will have Timed Writing assignments that may be College Board Writing Prompts or a prompts designed or taken from the text. Either way, the prompts will require students to apply their critical thinking and writing skills in an impromptu, extemporaneous manner. For this reason, the rigor and requirements of process writing—evaluating, analyzing, researching, interacting with texts, and participating in discussions are foundational and helpful for students in preparing them for these tasks. Other requirements such as developing research skills and citing sources using the Modern Language Association (MLA) format are also incorporated into the lessons. As a final requirement, students will take a position on a complex controversial topic and construct an argument that synthesizes ideas from multiple sources. The research paper will also demonstrate the student's understanding of MLA requirements.

Student Support Services
Students enrolled in ENGL 1 may access supplemental learning assistance by enrolling in ENGL 400, an open entry/open exit non-credit course. Also, COS (2017) has the following information on their website: “Collectively, these programs and services are called Student Services. Individually, they are programs and services with specific goals and objectives designed to address the needs of students so they can focus on success. Programs like First Year Experience (FYE), Disability Resource Center and Veterans Services are just a small sample of what COS has to offer you. You may not need the assistance of these programs, but if you need just one, it can make a difference in achieving your academic goals” (COS, Student Services Tab, para. 1).

Student Learning Outcomes (SLO)
Upon completing English 1, students should be able to
- Write expository essays, e.g., classification, compare / contrast, cause / effect, etc.
- Write argumentative essays that synthesize research from multiple sources.
- Write informally, such as keeping a journal or responding to Discussion Questions.
- Produce papers that analyze a complex central idea, supported by reasoning and evidence from sources.
- Read with the purpose of analyzing an author's rhetorical strategies, including linguistic and stylistic choices.
- Analyze visual images, their relation to written texts and how images can serve as alternate forms of writing.
- Demonstrate research skills and the ability to evaluate, apply, and cite primary and secondary sources.
- Effectively use the writing process: pre-writing, drafting, revising, proofreading, and editing.
- Demonstrate proficiency in the use of Modern Language Association (MLA) format.

Textbook, Online, & More

Online Classroom(s) & Education
- Canvas: Enrolled students are automatically registered.
- Visit GCFLearnFree.org to learn more about MS products.
**Student Required Resources**: Students are to come to class prepared and to have with them the following items:

- A working and charged laptop.
- The assigned textbook for the course.
- A journal dedicated for Composition 1.
- Writing utensils & college ruled notebook paper.
- A binder that includes the course syllabus and pacing guide.
- Any other resources or materials as assigned or that the student requires.

**MLA, Avoiding Plagiarism, & Writing Resources**

Modern Language Association
Available at: [https://www.mla.org/](https://www.mla.org/)

OWL at Excelsior College MLA Style, Avoiding Plagiarism, & Rhetorical Styles
Available at: [http://owl.excelsior.edu/research-and-citations/documenting/mla-style/](http://owl.excelsior.edu/research-and-citations/documenting/mla-style/)
Available at: [http://owl.excelsior.edu/plagiarism/](http://owl.excelsior.edu/plagiarism/)
Available at: [http://owl.excelsior.edu/rhetorical-styles/](http://owl.excelsior.edu/rhetorical-styles/)

OWL Purdue MLA Formatting & Style Guide, Avoiding Plagiarism, & Essay Writing
Available at: [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/
Available at: [https://owl.english.purdue.edu/owl/resource/589/01/](https://owl.english.purdue.edu/owl/resource/589/01/)
Available at: [https://owl.english.purdue.edu/owl/resource/685/01/](https://owl.english.purdue.edu/owl/resource/685/01/)

**Code of Cooperation, Policies, & Procedures**

The Code of Cooperation is a schoolwide policy applicable inside and outside of the classroom. Most times, the Code of Cooperation is the same on the campus and in the classroom. However, additional CCs may be amended for the class. Either way, the policy is to be followed at all times. While in English 1, students work bell-to-bell with approximately 1-1.5 minutes given toward the end of class for cleanup. Additionally, students are prohibited from using cell phones—including taking pictures during class and listening to music—and from being on personal chats while using their laptops. When in class, please turn your cell phones to silent or off, and place them in your back pocket or bag. Please do not have your cell phones on during class or in use during class time, or when testing. Also, food and drinks, except water, are not allowed in the classroom. Lindsay High School has designated places for students to lounge and eat. Please utilize that area for the intended purpose.

**Additional Codes of Cooperation**

- Respect yourself, classmates, and the instructor.
- Respect others’ opinions and styles of learning.
- Come to class prepared and ready to work.
- Laptops should not be in use or screen up unless otherwise approved by the instructor.
- Video recording, audio recording, live chats, taking pictures, including selfies, are prohibited.
- Use academic language, omitting foul language, during class and while engaging with others.
- Actively participate with your assigned partner or group by doing your part.
- Clean your area by picking up debris and pushing in your chairs.
- No eating or gum chewing in class. Water is permitted.
- Come to class with a Growth Mindset and be ready to be empowered, learn, interact, discuss, and participate in class and online as assigned.
Attendance Policy & Participation
Class meets three times a week during the regularly-scheduled high school day, excluding holidays, weekends, and non-student school days. Attendance and participation in the course are vital to learning. Therefore, attendance and participation are required in order to successfully complete this course. Each class meeting contains a variety of reading and writing assignments, collaborative activities, discussions, lectures, peer reviews, quizzes, and more. Refer to both the LHS and COS Student Handbooks for more information about attendance.

The following issues are causes that might require a student to be dropped from the course:
- Unexcused absences and tardies.
- Not submitting coursework on or before the due date.
- Failing to receive a C or better on cumulative and major assignments.

Absences, Emergencies, & Vacations
If you are experiencing nervousness or anxiety about this course, facing a crisis, having a planned or unexpected surgery, or taking a vacation before the semester ends, please be sure to talk with the instructor and your counselor to give them an opportunity to determine an appropriate course of action.

COS & LHS Email
Students may have an external email address such as @gmail.com,@yahoo.com, @att.net; however, COS will email information and has also configured Canvas to work with the email account the College has issued. Students should frequently check both their COS and LHS email account. The instructor will also contact students via Canvas and may also contact students and / or their LHS Counselor through the high school’s designated email account.

Plagiarism & Grammar
Plagiarism comes in many forms; approximately 10-variations are categorized by Turnitin.com. Because of the many ways in which one can commit plagiarism, there are also many ways to avoid it. During the course, students will have lessons on writing, following a writing discipline such as MLA, and--most importantly--how that training will mitigate the risk of plagiarism when correctly applied. Also, students will be reminded periodically to follow the MLA Formatting & Style Guidelines for avoiding plagiarism and will have access to links to the assigned textbooks, hardcopies, and online resources to help them avoid plagiarism.

To help learners avoid plagiarism, and the LF to detect plagiarism, and use possibly the first instance as a teaching tool, Turnitin.com, Grammarly, or other comparable plagiarism software will be employed. Students are to avoid Wiki’s, blogs, student essays, and the like as sources for supporting evidence as reliable and valid sources. Please be advised there is a zero tolerance for committing plagiarism. Remember, authors deserve credit for their work. Violations of this policy will result in the following: (a) Disciplinary action, (b) Failing of the course, (c) Referral to the Dean, and (d) the loss of your reputation.

Types of plagiarism include the following:
- Submitting previously written essays, research papers, or presenting ideas already published or submitted for an assignment.
- Paying someone else to write your assignment either in full or part.
- Omitting quotation marks and / or citations from the borrowed texts.

Students should be willing to make the following commitment in order to participate in this course:

Regarding Plagiarism: I have been advised on how to avoid plagiarism, about the ten most highly recognizable levels of plagiarism, and how to appropriately follow the guidelines of MLA. With this statement, I do affirm I have not purposely committed any form of plagiarism.
Online Classrooms

Online classrooms-Canvas, Google, Empower, etc.--allow students to access course material, respond to DQs, and submit coursework 24-7 to meet the required time-frames and due dates.

Additionally, students are assigned quizzes and such to assist them in building their understanding of literary terms, rhetoric, central and main ideas, criticisms, and more. With all the advantages of online technology, students are not required to be on campus--meaning in the classroom, unless specified by the instructor, to complete and upload assignments. Learners are to be diligent and ensure coursework submissions are before the due date and time expire. All required assignments have a place in which they are to be presented. Any coursework that is emailed to the Learning Facilitator, without the request of the LF, circumvents the learning process and thus will not be reviewed. Access to online classrooms is not to be shared with others. As a reminder, Dual Enrollment is a college-level course; students are expected to and should follow the rules for such a course.

Targets, Progress Reports & Report Cards

English 1 is a semester course. All work assigned in the course is required for successfully completing the course. English 1 coursework scores are recorded in the C.O.S. scoring system (Canvas), and thus targets are not scored in Empower. Because of the rigor of the course; the strategic planning for preparing students for successful completion of ENGL1, students are strongly encouraged not to pick and choose which assignments they will or will not do. All coursework; including collaborative activities, peer reviews, writing workshops, and personal learning time; are imperative for mastering course-content and for successfully passing the course with a C+ or higher.

Therefore, each LHS grade reporting period will reflect a minimum of three pieces of work that were due within that time frame and "pacing" scores will reflect the current grade of the student. Coursework considered for reporting purposes will be writing assignments, responses to Discussion Questions, book-based assignments, quizzes, tests, and/or exams. COS does not have designated progress reporting. Students are to check both Empower and Canvas, and only the what is assigned for coursework will be accepted as evidence for scoring.

Progress Reporting

COS does not have designated progress reporting. However, LHS does. During the semester, there are approximately five to six three-week Progress Reporting Periods with the final report being a Report Card. To ensure efficacy: pacing and life-skills are reported in Empower. Students are not progressing will also receive an Alert through BannerWeb. Students are to check their COS Email account for Alerts. Learners are accountable for keeping a calendar and checking Canvas.

Pacing & Life Skills

Students regularly ask, “Am I on pace and what is my life-skills score?” To enable students to show accountability and take ownership of their learning and behavior a pacing and life-skills charts have been provided to assist students with the task. Students have several means in which they can verify their pacing and life-skills score. Students are accountable for checking Canvas for scores and their snapshot for pacing and life skills. Students may also refer to the charts to assist them with identifying if they are on pace and their status for earning a satisfactory or better life-skills score.
Because of the rigor and fast pace of the course, *late work will not be accepted*. Thus, it cannot be presented to earn a passing score in the course. Please do not procrastinate and attempt to submit coursework after the due date. Refer to the COS website for *Drop (Withdrawal)* dates.

Chart 1-Pacing.

Legend: **Blue=On Pace | Red=Behind Pace**

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**Am I on Pace?**

- **All assignments designated for scoring was submitted to--->**
  - The Online Classroom before the due date and time expired (If required).
  - Current grade in Canvas is a "C" or better.

- **Missing one or more assignments designated for scoring. I did not submit them to--->**
  - The Online Classroom, nor make any prior arrangements with the instructor.
  - I continue to miss due dates and have not met with my LF to request an extension*, if applicable.

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Chart 2-Life-Skills.

Legend: **Blue=Life-Skills Score of ≥3 Red=Life-Skills Score of ≤2.5**

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**What have I earned as a Life-Skill score?**

- **I have followed the Code of Cooperation for School and in the Classroom by**
  - ...not eating in class, being on my cell phone, or acting or by showing disrespect to my peers, LF, or myself.
  - I have completed and submitted all assignments designated for scoring for this Progress Report.

- **I have not followed the Code of Cooperation for School or in the Classroom. I have violated the Code by**
  - ...either eating in class, being on my cell phone, acting out or by showing disrespect to my peers, LF, or myself.
  - I have not completed or submitted assignments designated for this Progress Report.
Rubrics, Scoring, & Weights
Along with customizing feedback for each student, learners are provided with rubrics such as the Common Core Rubrics by Turnitin.com. The rubrics are essential tools to help guide students with writing and to assist them with identifying what the ‘reader’ or ‘scorer’ will look for in a particular essay. A demonstration on how to read and use the rubrics when writing essays and responding to discussion questions, writing, and free responses will be demonstrated.

For efficiency, those same rubrics provided to students are also using for scoring WA uploaded to Canvas. Below is a helpful guide for students to see how essay scores in Canvas align with the high school's system.

Table 2-Rubric & Scoring

<table>
<thead>
<tr>
<th>Description</th>
<th>COS</th>
<th>LHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophisticated/Exceptional</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>Effective/Skilled</td>
<td>A-</td>
<td>3.5</td>
</tr>
<tr>
<td>Proficient</td>
<td>B+</td>
<td>3.5</td>
</tr>
<tr>
<td>Proficient</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>Proficient</td>
<td>B-</td>
<td>3</td>
</tr>
<tr>
<td>Developing</td>
<td>C+</td>
<td>2.5</td>
</tr>
<tr>
<td>Developing</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>Inadequate Response</td>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>Minimal or No Response</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Categories & Weights
All assignments are placed in a category and weight is applied to the particular type of work. Below is a table containing the categories and weights for each.

Table 3-Categories & Weights

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and Exams</td>
<td>35%</td>
</tr>
<tr>
<td>DQs &amp; Collaborative Activities</td>
<td>25%</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Scale
The scores in Canvas will be the same score submitted to COS Banner Web for Mid-Terms, attendance, and the final course grade. The Grading Scale is below.

Table 4-Grading Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range</th>
<th>Letter</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 94%</td>
<td>C</td>
<td>76% - 74%</td>
</tr>
<tr>
<td>A-</td>
<td>94% - 90%</td>
<td>C-</td>
<td>73% - 70%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 87%</td>
<td>D+</td>
<td>69% - 67%</td>
</tr>
<tr>
<td>B</td>
<td>86% - 84%</td>
<td>D</td>
<td>66% - 64%</td>
</tr>
<tr>
<td>B-</td>
<td>83% - 80%</td>
<td>D-</td>
<td>63% - 61%</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 77%</td>
<td>F</td>
<td>59% &amp; Below</td>
</tr>
</tbody>
</table>