

English 101,

CRN:

Dr. Kacie Wills

E-Mail: kacie.wills@hancockcollege.edu

Office Hours:

Virtual via Zoom: Mondays 1-4:30pm, Wednesdays 1-2:30pm, or by appointment

For virtual office hours, simply email me during the allotted time and I will send you a Zoom link to meet.

Communication:

Outside of class, the best way to contact me is via email. I check my email between 8 a.m. and 5 p.m., twice a day, M-F. **Please put our course title and meeting time in the subject line of any communications.**

Peer Mentor:

This class has a peer mentor! Regina Broomall is here to work alongside me to support your success in the class. Regina will model the work we do in class and will be a resource for you throughout the semester.

Some things peer mentors can help with:

- modelling note-taking skills
- filling you in on what we did in class if you have to be absent
- helping you understand the assignments
- helping you develop time-management and study skills around this course
- supporting your success through one-on-one meetings and study groups

Regina's email: regina.broomall@my.hancockcollege.edu

Regina's phone number: 805-260-2547

Regina's Office Hours:

Tuesdays and Thursdays 10-11am and 2-3pm in the Writing Center
Mondays and Wednesdays 3-4pm via Zoom (email Regina for the Zoom link)

-Basic Information About the Class-

Classroom: C 35

Class Meeting Schedule Spring 2023:

We will meet in the classroom for ENGL 101 9:30-10:50am Mondays and Wednesdays.

In addition to homework and regular in-person meetings, there will be one hour of outside work you will be expected to complete on Canvas each week.

Course Texts:

They Say, I Say. Graff, Birkenstein, Durst. Publisher: Norton.

A Mind Spread Out on the Ground. Alicia Elliott. Publisher: Penguin Randomhouse.

Gender Queer, Maia Kobabe.

Fun Home, Alison Bechdel

All other course materials will be accessible via Canvas or the library. If you choose to read digitally, please be sure to take notes that will help you reference specific aspects of the reading in class.

Note that course texts are also available on reserve in the library (both at LVC and the Santa Maria campus). If you have any questions about checking out and using a reserve book, please let me know.

Welcome to English 101!

In this course, you will engage in critical reading, analysis, and expository writing as part of learning how to read, write, and compose successfully at the university level. You will also be required to write frequently both in and outside of class through informal writing, and through longer, well-developed essays. You will practice revision by drafting and reviewing your classmates' work, as well as your own. You will also learn and put into practice the basics of scholarly research. The goal of this course is to enable you to engage in a dialogue with your domestic and global culture and to consider a variety of perspectives in order to move away from a single story narrative. In order to do so, you will learn to critically think about and articulate your position on a variety of important issues. You are an author, and this course will demonstrate the ways through which authorship can move beyond the page and broaden our perspectives on identity.

Student Learning Outcomes:

- Critically read and compare different writers' ideas and rhetorical techniques in course readings.
- Write effective, fully developed, thesis-driven essays in concrete and standard English and interact and communicate with others in an academic forum using appropriate

language, tone, and style.

- Locate, evaluate, and integrate primary and secondary source material effectively, according to MLA-style guidelines to avoid plagiarism.

Course Overview:

- Homework (Reading and Weekly Assigned Position Papers on Canvas totaling roughly 2,500 words)
- In-class Participation
- Group Presentation
- Annotated Bibliography
- 3 Major Essay/Digital Assignments (totaling roughly 4,000 words)
- Final Exam (in-class essay) (totaling roughly 500 words)

Make sure you are familiar with Canvas and have reliable access to a computer and the internet.

The syllabus is subject to change, so make a habit of checking Canvas and your email regularly for any updates.

This is a university transfer-level, 4-unit class. We will meet in person for 1 hour and 20 minutes twice a week, then you will be expected to complete the remaining 1 hour a week of work on Canvas. For your reference, here is some information about how units work which I find can be helpful in planning your schedule:

- Typically, 1 unit equals 2 hours of study outside of class time. This means that a 4 unit course includes roughly 4 hours of in-person or online engagement and 8 hours of time dedicated to study, homework, reading, and assignment work per week.
- All of this means that you should be prepared for this class to take up about 12 hours of your time every week. Being prepared for the time commitment can help manage your expectations for the course and can help you determine when and how you will make time for the course requirements beyond dedicated class meeting times.

My commitment to your academic success includes a commitment to regular and substantive interaction with students in this course. I will do so in person and online in ways including, but not limited to, the following:

- Lecture and discussion engagement in class
- Individualized instruction with new learning tools
- Individualized feedback on writing in class
- Discussion Board interaction
- Canvas messaging
- Canvas announcements
- Canvas Gradebook comments and annotations

- E-mail communication
- SuccessNet referrals
- Student success office hours
- Video conferencing

Assignment Breakdown:

- Major Assignment #1, due Week 4: Visual Narrative and Reflection
- Group Presentation/Discussion Lead on research paper topic
- Annotated Bibliography, due Week 8
- Major Assignment #2, due Week 10: Rhetorically Situating your Argument
- Major Assignment #3, due Week 13: Research Paper
- Major Assignment Final Exam: In-Class Essay
- Attendance/ Participation (includes peer review)

Grading Contract:

Your work this semester will not be graded in a traditional sense. Instead of being given a traditional percentage or letter grade for each assignment or even given a certain amount of points, you will simply be assessed based on if the assignment meets expectations, does not meet expectations, or exceeds expectations, as per each assignment's specific rubric (which will be found in the instructions for each assignment).

What does this mean? **When you meet the expectations** for an assignment, you're all set and have essentially "passed" that assignment. **If you do not meet expectations**, as per the requirements of the assignment directions, I will give you feedback and ask you to redo the assignment. If you **exceeded expectations**, you receive extra points toward your final grade in the class. You have 2 weeks to revise any assignment, after you've received my feedback, so just make sure to get in your revised work by then.

Basically, the way this will work is you will need to meet expectations for a certain number of assignments in order to achieve whatever overall letter grade you want to achieve at the end of the semester. Meeting expectations in an assignment will give you 1 point, toward your final grade, signifying that you completed the assignment. Not meeting expectations in an assignment will give you 0 points (for that particular assignment) toward your final grade. Exceeding expectations will give you an additional point toward your final grade.

All assignments will be graded as "meets expectations" or "does not meet expectations."

You need to meet a certain number of completed/"meets expectations" Assignments to earn the grade you want. Here are the minimum numbers of completed assignments for your final letter grade:

A: 12-14

B: 8-11

C: 7

D: 6

F: 5 or less

Additionally, you absolutely must complete with “meets expectations” all four Major Assignments, listed above.

Late Policy:

If you are having trouble meeting due dates, please reach out to me so we can come up with a work plan to help you succeed in the course.

Late work will not receive feedback and is not eligible for a revision to meet expectations for the assignment. However, if you'd like feedback on a late assignment, you may meet with me to talk about your work during office hours.

Remember that you must turn in all major assignments in order to pass this course.

Accessing Feedback:

I will return your work within two weeks of the original due date. I will post grades to Canvas and will meet with each of you individually to go over comments on your assignments during class. Additionally, I will talk to you about your assignments during office hours or by appointment if you have questions.

Absence Policy:

This is a discussion course, and your attendance and participation are vital. Failure to actively participate in class in whatever format will count as an absence. If you have an excused absence (college sponsored activity or medical excuse with documentation), you can make up work done that day if you arrange it with me. The Allan Hancock English Department policy on absences is you can miss 2 hours per class unit. In other words, for ENGL 101, a 4 unit class, you may be asked to drop or may fail the course if you miss 8 hours of class instruction.

If you are unable to attend class regularly, it is your responsibility to officially withdraw from the course. I, however, also reserve the right to drop students who are no longer participating in the class.

Dropping a Course:

The last day to drop a class with a refund:

The last day to drop without a record:

The last day to drop with a W:

If you are considering dropping the class, please look into the impact of dropping here:
<https://www.hancockcollege.edu/admissions/impact.php?locale=en>

Academic Integrity:

If you have any questions about conducting and integrating research, or about the difference between paraphrasing, quoting, and plagiarism, please see me. Plagiarism of sources (and of entire papers) is not only academically dishonest but also a crime and will result in failing the paper and/or failing the entire course.

The consequence for violating academic integrity in my class is a zero on the assignment.

Intellectual Property:

I hold the copyright to all my PowerPoints, presentations, handouts, writing assignments, syllabus, and any other materials I may distribute through the semester. You may not share, circulate, or upload any of my materials anywhere without my express, written consent. This includes uploads and shares to piracy sites like Coursicle etc. Additionally, students are not allowed to make any audio or visual recording of our class at any time apart from a documented need through the Learning Assistance Program (statement courtesy of Dr. Alina Romo).

-Resources for you-

Accessibility:

Allan Hancock College has a Learning Assistance Program (LAP) to help students with all varieties of learning challenges and/or disabilities. LAP offers academic and disability counseling, learning disability assessment and services, learning strategies and study skills training, adaptive technology and computer lab, and services for students who are deaf or hard of hearing, among others. If you think you may need their help, please look online:
<https://www.hancockcollege.edu/lap/index.php>

Academic Resource Center (ARC):

The Academic Resource Center located in Building L is an incredible resource for Hancock students. In the ARC you will find The Writing Center and The Tutorial Center; both resources are free and available to all students on campus.

- The Tutorial Center “provides free on-site group and one-on-one tutoring in most academic subjects for all AHC students who apply. All students receive one hour of tutoring per week for each class in which they are enrolled.” These sessions are facilitated by peer tutors. Students who are members of groups, like CANTRIO, EOPS, and LAP have even more free hours.
- The Writing Center “provides one-on-one writing support to all AHC students for any reading and writing assignment. The Writing Center also offers writing skills workshops, support materials, and computers for students to work on writing assignments. Students who wish to

access the Writing Center's services must enroll in the free, noncredit BASK 7015, CRN 21006 Reading and Writing Lab course. Students can enroll during their first visit to the center or in advance through myHancock." FYI: The Writing Center is staffed by AHC faculty, including me on occasion! Sessions are held both face-to-face in the ARC and in real-time on Zoom, which you can access through their homepage. The Writing Center also has a "chat" box that you can access during business hours if you have questions; the staff will help find you the answers you need.

Basic Needs:

- **Food Share Because We Care:** The student-only food share at the Santa Maria Campus takes place every Thursday at 1:30 p.m. and is located on the patio on the south-side of The Mechanics Bank Student Center (Building G). These student-only food shares have shorter lines and wait times than the public food shares. The Lompoc Valley Center food share is held on Thursdays at 2:30, located outside of Building 2.
- The lunch locker is designed for students to have access to non-perishable food items on Monday-Wednesday, and Friday. Thursday's the students can take advantage of the Food Share Because We Care. Lunch Locker is accessible to students in both the Lompoc and Santa Maria campuses:

Santa Maria, 8 a.m.-4 p.m. in the Student Center room G105

Lompoc, 8 a.m.-12 p.m. in Room 2-116

- From 8-10:30 a.m. every 3rd Saturday of the month, students and community members can pick up free non-perishable food and produce by driving through entrance #5 on College Drive Road and follow the signs to the drive-through pick-up between bldg. F and bldg. G. Please take advantage of this resource: there is no shame in being hungry. If you need food at other times, visit www.foodbanksbc.org
- Additionally, AHC's Basic Needs Program is used to help students who face a basic need insecurity, including food insecurity, housing insecurity, and other emergency or crisis situations. Don't drop out because you can't pay the bills; apply for emergency funds from the college and succeed!

Connect with the Basic Needs Initiative in Building G Room 101 for resources to help support you. The BNI can help connect you with food & housing resources, emergency grants, and other supports that may benefit your situation. If you or someone you know at Allan Hancock College is experiencing any type of financial hardship or basic need insecurity, use the contact information below to get in touch with someone to provide support. Call or Text: (805) 250-3587, Email: basicneeds@hancockcollege.edu

Mental Health:

Students experiencing personal problems or situational crises during the semester are encouraged to contact Student Health Center Counseling (805) 922-6966 ext. 3212 for assistance, support, and advocacy. In the event of an emergency, please always call 911 first. Mental health support at AHC is free and confidential.

Information is also available online:

<https://www.hancockcollege.edu/studenthealth/counseling.php>

Diversity and Inclusion:

Diversity and inclusion are central to the core values of Allan Hancock College. Allan Hancock students, staff, and faculty “operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts, and experiences. Our culture is supported by a philosophy that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning, and services through open and honest communication. [We recognize] that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and creativity while providing positive images for all students.”

See <https://www.hancockcollege.edu/about/mission.php>

The Humanities and Academic Freedom:

English is a traditional humanities discipline. Studying writing and research is valuable for many reasons: it imparts cultural knowledge and can lead to personal insight; it reveals and inspires creativity; it encourages critical thinking and problem solving as well as honing writing skills; it fosters aesthetic appreciation; it promotes moral reflection and empathy through identification with characters; and it is necessary to democratic citizenship. The humanities are what make and keep us human.

Academic freedom and free speech are central to your college experience. Questioning, encountering, challenging, discussing, thinking, and reflecting upon ideas and beliefs that often differ from our own will occur in this class. As a result, sometimes we might disagree. This does not mean we have a right to disrespect our fellow classmates, however. When communicating with others in and beyond our classroom at AHC, be courteous and kind and practice empathy.

If you need any help during the term, please do not hesitate talk to me!

Course Schedule

Note: All reading assignments are “due” by their assigned date on the course schedule. For example, before the scheduled class time on 1/30, you should have read the Massey reading on Canvas. Be sure to take notes on any Canvas reading and bring your book to class when reading is assigned from *They Say I Say* or *A Mind Spread Out on the Ground*.

Space, Place, and Perspective

Week 1

M 1/23 Course introduction and syllabus overview

W 1/25 Adichie, “The Dangers of the Single Story” watch in class and in-class writing; positionality exercise in class

Online post due by Thursday 11:55pm

Week 2

M 1/30 Massey reading, first half (Canvas)
In class: intro Assignment #1 and visit Writing Center 9:45-10:15

W 2/1 Massey reading, finish (Canvas); excerpts on Narrative from *Everyone’s an Author* (Canvas)

Online post due by Thursday 11:55pm

Week 3

M 2/6 Hau’ofa reading first half (Canvas); *They Say I Say* Introduction: Entering the Conversation and *They Say I Say* Chapter 12 Entering Class Discussions

W 2/8 Hau’ofa reading finish (Canvas); *They Say I Say* Chapter 9 Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice

Online post due by Thursday 11:55pm

Week 4

M 2/13 *A Mind Spread Out on the Ground* Chapter 1 A Mind Spread Out on the Ground and 2 Half-Breed

Peer-Review Assignment 1—Bring a completed draft to class

W 2/15 *A Mind Spread Out on the Ground* Chapter 3 On Seeing and Being Seen and Chapter 4 Weight
In class: Intro Assignments #2 and #3; review group presentation guidelines and assign groups and dates

Assignment #1 Due to Canvas by Friday at 11:55pm

Research and Contributing to the Conversation

Week 5

M 2/20 **No Class—College Closed today**

W 2/22 **Library Orientation**

They Say I Say Chapter 1 Starting with What Others are Saying;
Excerpts from *Everyone's an Author* on Rhetorical Situation (Canvas);
A Mind Spread Out on the Ground Chapter 5 The Same Space
Remember to connect with group for presentation outside of class!

Online post due by Thursday 11:55pm

Week 6

M 2/27 *They Say I Say* Chapter 2 The Art of Summarizing and 3 The Art of Quoting; *A Mind Spread Out on the Ground* Chapter 6 Dark Matters
In class: group presentation work

W 3/1 **Omeka training and research work. (Bring a laptop if you can—if not, I'll have extras to hand out)**

They Say I Say Chapter 4 Three Ways to Respond and 5 Distinguishing What You Say from What They Say
Remember to connect with group for presentation outside of class!

Online post due by Thursday 11:55pm

Week 7

M 3/6 **Omeka training and research work. (Bring a laptop if you can—if not, I'll have extras to hand out)**

They Say I Say Chapter 6 Planting a Naysayer and 7 Saying Why it Matters; *A Mind Spread Out on the Ground* Chapter 7 Scratch
In class: group presentation work

W 3/8 *They Say I Say* Chapter 14 Reading for Conversation; *A Mind Spread Out on the Ground* Chapter 8 34 Grams Per Dose

Remember to connect with group for presentation outside of class!

Online post due by Thursday 11:55pm: Post topic for research project(Assignment 2 and 3)

Week 8

Remember to connect with group for presentation outside of class!

Work on Annotated Bibs and Assignment 2!

M 3/13 Individual Conferencing join via Zoom:

W 3/15 **Omeka training and research work. (Bring a laptop if you can—if not, I'll have extras to hand out)**
They Say I Say Chapter 8 Connecting the Parts and 10 The Art of Metacommentary; *A Mind Spread Out on the Ground* Chapter 9 Boundaries like Bruises
In class: group presentation work--finalize

Online post due Thursday by 11:55pm

Spring Break 3/20-3/24

Week 9

Remember to connect with group for presentation outside of class!

Work on Annotated Bibs and Assignment 2!

M 3/27 Individual Conferencing join via Zoom:

W 3/29 **Omeka training and research work. (Bring a laptop if you can—if not, I'll have extras to hand out)**
A Mind Spread Out on the Ground Chapter 10 On Forbidden Rooms and

Intentional Forgetting and 11 Crude Collages of My Mother

Annotated Bibliography Due to Canvas by Friday at 11:55pm

Week 10

M 4/3 **Peer-Review Assignment 2 (Bring a laptop if you can—if not, I'll have extras to hand out)**

W 4/5 **Omeka revisions. (Bring a laptop if you can—if not, I'll have extras to hand out)**

Assignment #2 Due to Canvas by Friday at 11:55pm

Week 11

M 4/10 *A Mind Spread Out on the Ground* Chapter 14 Extraction Mentalities; excerpts from *Research is Ceremony* pages 15-19, 32-35, 39-42, 43-44 (Canvas)

Group Presentations

W 4/12 *A Mind Spread Out on the Ground* Chapter 13 Two Truths and a Lie

Group Presentations

Online post due by Thursday 11:55pm: Research paper thesis due.

Week 12

M 4/17 *A Mind Spread Out on the Ground* Chapter 12 Sontag in Snapshots

Group Presentations

W 4/19 Excerpts from Sontag *Regarding the Pain of Others* (Canvas)

Group Presentations

Online post due by Thursday 11:55pm

Week 13

M 4/24 **Peer-Review Assignment 3 Research Paper**

W 4/26 **In-class work on Assignment 3 Research Paper**

Assignment #3 Research Paper Due to Canvas by Friday at 11:55pm

Thinking Critically about Race, Gender, and Sexuality in Pop Culture

Week 14

M 5/1 Abu-Lughod "Do Muslim Women Really Need Saving?" (Canvas); *They Say Say* Chapter 15 Entering Conversations About Literature; Chander on Poet Egbert Martin (Canvas)

W 5/3 Excerpts from bell hooks (Canvas); Watch *Get Out* in class

Online post due by Thursday 11:55pm

Week 15

M 5/8 Alison Bechdel, *Fun Home*; finish *Get Out* in class

W 5/10 Alison Bechdel, *Fun Home*

Online post due by Thursday 11:55pm

Week 16

M 5/15 Maia Kobabe, *Gender Queer*

W 5/17 Maia Kobabe, *Gender Queer*

Online post due by Thursday 11:55pm

Finals Week

Final Exam: Wednesday May 24 8-10am