

# Santa Ana College

## Humanities and Social Sciences Division

ENGLISH 101: Freshman Composition

Fall 2021

Section #98154

Online

14-Week (Beginning September 7, 2021)



Professor Ashly Bootman

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Office: <https://cccconfer.zoom.us/my/profbootman>

Meeting ID 587 363 6553

Virtual Office Hours: M/W 12:00-1:00 pm; TTh 9:00-10:30 am

Phone: 714-564-6526

Preferred Contact: I prefer e-mail, Pronto, or the Canvas Inbox. I typically respond to e-mails right away, but that might slow down a bit over the weekend. Give me 24 hours during the week and 48 hours on the weekend to get back to you.

**Note:** Since all classes are accessed remotely due to COVID, there has been some confusion about what an *online* class is. This class is fully online (as opposed to *remote*). There are no scheduled class meetings, and students are expected to manage their own time and review materials independently in order to complete their work. This does not mean I am not here to help! I will be in constant contact with you and will be available during office hours as well. Additionally, various resources such as the Learning Center, the Library, and NetTutor are linked in the course. Please take advantage of any and all of these resources.

### Course Description:

Prerequisite: Grade of C or better in English 061 or EMLS 112 or ACE 116 or qualifying profile from English placement process. This course will focus on both expository and argumentative essays. Students are required to complete one research essay and may be referred to the Learning Center.

### Student Learning Outcomes:

**By the end of the semester, English 101 students should achieve the following outcomes.**

1. Students will demonstrate proficiency in summarizing, paraphrasing, and analyzing texts.
2. Students will demonstrate proficiency in supporting complex thesis statements with sufficient support.
3. Students will demonstrate proficiency in using standard written English.
4. Students will demonstrate proficiency in integrating and documenting appropriately-chosen sources, in MLA format, in an academic research essay.

## Santa Ana College Mission Statement:

Santa Ana College inspires, transforms, and empowers a diverse community of learners.

## English Department Mission Statement:

The Santa Ana College English Department provides numerous opportunities for students to develop and improve the reading, critical thinking, and writing skills required to succeed at their chosen careers, to meet the rigors of the writing demands at four-year transfer institutions, and to foster lifelong learning and an appreciation of literature.

## Required Course Materials:

- McRaney, *You Are Not So Smart*, ISBN: 9781592406593
- Kosinski, *Being There*, ISBN: 978-0802-136343
- OER Lessons and articles (provided at no cost to you)

## Course Site:

You may access our [Canvas](#) course site from home, the library or the student labs at SAC. When you are officially enrolled in the class and the class has been made available to students, you will have access to our class on the college Canvas site. The student is expected to monitor our Canvas course site and complete all assignments in a timely manner. Students are expected to login at least every two days.

**However, logging in does not constitute “presence” in the course. Students who “lurk” rather than participate will be considered absent. (See attendance policy below).**

## Student Conduct Expectations:

- All students are expected to adhere to Santa Ana College’s [student code of conduct](#), which can be found in the college catalog.
- Even though the class is online, your communication with other students and the professor, including posts on discussion boards, must adhere to the rules of standard written English. In other words, mind capitalization, spelling, and grammar rules. Your correspondence with others in the class should not look like informal text messages. Avoid using “text speak” like *idk* instead of *I don’t know*. The pronoun *I* should always be capitalized.
- Please familiarize yourself with the [Course Netiquette Rules](#) found in the Course Information module. These rules will govern all communication in our class.
- Though we must all observe the rules of netiquette in an online course, please remember the classroom is a place of challenge, growth, and critical thinking. Learning is not always comfortable, and it does not always validate your worldview. Please be willing to engage in the struggle of learning and accept that people have the right to see the world differently than you do.

## Late work:

Participation on discussion boards must be on time so that others can respond to your posts. Thus, **discussion posts will not be accepted late for any reason (no matter how good you think your reason is)**. Quizzes, practice activities, and essay assignments are a bit different. If you must submit one of these assignments late, please contact me right away. The longer you wait, the less likely I am to accept the assignment. I reserve the right to refuse any late work, but keeping the lines of communication open

is your best bet if you fall a little behind on an assignment. Deadlines for all work will be noted in: Grades, Canvas syllabus page, module assignment listing, Canvas to-do list, and Canvas course calendar. Be sure to open all assignments and read all instructions to avoid missing deadlines throughout the week.

### Attendance:

In accordance with the college drop policy, students who do not access the class web site or submit the “first assignments” by the due date may be dropped as a no show. Students who fail to turn in the weekly assignments and/or participate in the discussion boards will be considered “absent” and may be dropped from the class for “excessive absence.” Students are responsible for officially dropping the class or they will receive a letter grade based on their performance.

- **No Show Drop:** You must complete a designated activity by Wednesday of the first week of class or you may be dropped as a no-show. Students who do not complete any work in the first week will be dropped.
- **Excessive Absence Drop:** If two consecutive weeks of non-participation is observed by the instructor the student may be dropped. If you do not participate in the week’s discussion board and complete at least one quiz or practice activity, you will be considered “non-participating.”

### Communication:

The primary sources of communication in this course will be through email and Pronto. Please be sure to have a current working email address in WebAdvisor and update your Canvas notifications to receive notifications by text or an additional email if you prefer.

**Personal Issues:** For questions regarding personal issues such as grades, please communicate with me via Canvas Inbox. Inbox messages must include our Course name and section number, your name, and the subject in the subject line (*e.g. English 101 section #00000 Your Name – Essay 1 Question*). Email is also another way to discuss issues specific to you (i.e. not general course questions); however, I cannot distribute grades via emails. I will generally respond to emails within 24 hours Monday through Friday – **if the email has the appropriate subject line**. Emails sent over the weekend may not receive a response until Monday. Responses to emails that are difficult to understand (because of lack of information, poor grammar, or vague wording) may be delayed.

**Assignment and Course Questions:** For questions about specific assignments, the course, or Canvas, please refer to our course syllabus or assignment instructions. If an answer to your question cannot be found, please **post a question to the course’s General Discussion Board or Pronto**. I check the general discussion board a few times a week, but I generally answer Pronto questions right away.

### Preparation

Are you ready for Online Learning? Do you have the necessary Canvas skills?

- This course is geared for students who are self-directed, manage their time and have basic computer skills.
- It is mandatory to be able to use the Internet and type all assignments.

- Complete the “SAC Quest for Online Success” course, on your Canvas dashboard. It will allow to you become familiar with Canvas, learn about time-management and learning styles, and help you to determine the best approach for you in an online course.
- Complete our “SAC Student Canvas Training”, on your Canvas dashboard. It will familiarize you with Canvas and give you practice with the necessary skills that you will use in our course.

## Course Grade Breakdown and Assignments

The overall grade for this course will be broken down as follows.

<b>Bias Essay</b>	10%
<b><i>Being There</i> Essay</b>	12%
<b>Media Essay</b>	13%
<b>Research Project</b>	15%
<b>Comment Responses</b>	5%
<b>Peer Groups</b>	10%
<b>Discussion Posts</b>	10%
<b>Practice Activities</b>	10%
<b>Quizzes</b>	10%
<b>Final Exam</b>	5%

**TOTAL = 100%**

The grading scale is as follows.

A = 90-100%
B = 80-89.9%    C = 70-79.9%
D = 60-69.9%    F = 59.9% and below

**Please note that grades will be available only through the Canvas gradebook. For privacy reasons, I cannot distribute grades via email.**

## Weekly Modules

Below is a guide to the Canvas modules you will access each week to complete your work. You will see headings with different types of pages and assignments under each.

### Module Introduction

The module introduction page will contain an introduction to the week’s topics (often with a short video to help you), the week’s learning objectives, and the week’s tasks with a suggested schedule. You should ideally be viewing the module introduction on Sunday or Monday of each week.

### Lessons

These pages contain important lessons related to the reading and/or the class theme. Expect to see information from these pages on your weekly quiz.

## Practice Activities

These assignments are meant to help you practice the skills you are learning in the lessons and/or thinking critically about the readings.

## Discussions

Every week, you will have one discussion assignment. With the exception of Week 1, your discussions will require you to think critically about the readings and lessons for the week. You will then respond to other students' posts throughout the week. **Please be aware that all discussions have multiple deadlines. Read all instructions carefully.** Because you cannot "discuss" anything with people who have moved on, **no discussion posts will be accepted late no matter the reason.** However, after Week 1, I do drop your lowest discussion grade.

## Quizzes

To ensure students comprehend the "lecture" material and the reading, I post short weekly quizzes. You will have two attempts for each quiz, and the highest score will be recorded. The most successful students take notes based on the lecture materials and also practice active reading. These habits help you retain knowledge and do better on the weekly quizzes.

## Writing

These pages and activities relate directly to your essay assignments.

### Prompts

To introduce each essay assignment, I first provide a prompt page. The prompt provides the assignment question and all requirements of the essay. You should reference these prompts regularly as you are working on the writing process.

### Peer Groups

For each essay you write this semester, you will complete a rough draft. Rough drafts must be no more than a half page less than the assigned page minimum (in other words, the rough draft is *rough*, not incomplete). You will be assigned to a group of 3-4 other students, and you will use the group discussion board to post your rough draft for peer review. You will receive points for completing a rough draft and also participating in the group discussion.

### Essays

You will be writing a total of three essays this semester *before* writing your final research essay. Essays (including the research essay) will be submitted to Canvas and will undergo a Turnitin.com originality check. All essays must display proper MLA format, including margins, spacing, and font (1" all around, double spaced, and 12 pt. Times New Roman font). Essays will increase in point value as the semester progresses.

### Research Project

The last essay assignment you will receive will be a longer academic research essay. Along with the essay itself will come a few smaller assignments that will help you strengthen your research skills.

### Comment Responses

After I grade each essay, you will view my comments via Canvas. You will choose five critical comments on the essay and reply (directly in Canvas) one of three ways:

- Rewrite the sentence, correcting the grammar or language error.
- Ask a question to help clarify the comment.
- Explain what you will do differently on the next essay.

### Final Exam:

To demonstrate the skills you have learned throughout the semester, you will complete a short essay that incorporates at least one outside source. This essay will be timed and will be available Friday through Sunday of week 16. You will have three hours to complete the final, so be sure you open the final only when you are ready to start the clock.

### Module Summary

The module summary page will close out the week's work and give you an idea of what to expect in the next module. Additionally, the module summary will provide resources if you want to dive deeper into any of the skills you have learned that week. Don't skip this page, as it will help you connect past lessons to future ones and also keep you organized.

## College Information

### Academic Honesty

You should be familiar with the [Academic Honesty Policy](#) at Santa Ana College. There is absolutely NO tolerance for cheating in this class. Academic dishonesty or cheating is defined as an intentional act of fraud in which a student seeks to claim credit for the work or efforts of another without authorization. This includes assisting other students in acts of dishonesty or coercing students into acts of dishonesty, whether it is in coursework or on exams. Any student caught cheating or assisting another student in the act of cheating, will receive a zero score for the assignment or quiz. Students will be reported to College District through the Incident Reporting Form upon a second breach of the Academic Honesty policy. If you have any questions regarding this policy or application of this policy, please let me know.

### Disabilities Services Statement:

Your success in this course is important to me. Santa Ana College and I are committed to providing reasonable accommodations for all individuals with disabilities. If you have a disability that may have some impact on your ability to do well in this course, I encourage you to speak with me as soon as possible. Also, please contact Disabled Student Programs & Services so that we can all collaborate on your classroom accommodations in a timely manner. DSP&S is located in the Johnson Student Center (JSC) 108, and its phone number is 714-564-6295. Video Phone: 657-235-2999. Fax: 714-285-9619. Email: [DSPS@sac.edu](mailto:DSPS@sac.edu). The DSP&S office requires documentation of your disability in order to receive reasonable accommodations. If you do not have documentation, they will work with you to acquire it. I look forward to supporting you to meet your learning goals.

### Software Requirements:

Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. However, I recommend using the most current version of Firefox or Chrome for best results. We also recommend running the [Computer Readiness Test from the Online Education Initiative](#). This will test your current browser for plugins and versions to help you navigate general websites.

Some materials in this course may be presented as PDFs. To view these materials, you will need the most current version of [Adobe Reader](#).

Many of my assignments will require you to upload a Word or pdf document. To ensure proper formatting, please use Microsoft Word. [Microsoft Office 365](#) is available to SAC students for free.

### COVID-19 Addendum:

Whether you are usually an online or on-campus student, SAC has many resources available to help you during these difficult times. Please visit the [Online Resources for Students](#) page on the SAC website. Additionally, [student services](#) are available online as well. Everything from Counseling to the Veteran's Resource Center can be found on this page, with live chat links where applicable.

### [Title IX:](#)

Title IX is a federal civil right law that prohibits sex discrimination in education. This includes sexual harassment, sexual assault, and rape. Violations of Title IX, as well as violence or threats of violence on campus or online, are taken very seriously so that victims are provided with proper support and violators are properly disciplined. As a faculty member, I am required by law to report all such violations. If you have been a victim of sexual misconduct and would prefer to talk to someone confidentially, I encourage you to take advantage of the psychological services offered at [SAC's Health and Wellness Center](#). You can contact the Center at (714) 564-6216 or visit them in person in the Johnson Student Center (JSC) 110.

## Tentative Class Schedule

\*This schedule is subject to change at any time.

**Class Theme: Bias**

**Unit One: Personal Bias; Unit Two: Viewing the World Through a Screen; Unit Three: Bias in the News;  
Unit Four: Bias and Research**

<u>Week</u>	<u>Dates</u>	<u>Topics &amp; Lessons</u>	<u>Readings &amp; Assignments</u>
<b>1</b>	Sept. 6 to Sept. 12	<p><i>Monday, Sept. 6, is Labor Day. You are not required to log on that day. Class will officially begin on Tuesday, Sept. 7.</i></p> <ul style="list-style-type: none"> <li>• Ice Breaker/Syllabus</li> <li>• Introduction to Bias</li> <li>• Bias Essay</li> <li>• Introduction and Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 3, 4, 25, 28, and 45 of <i>You Are Not So Smart</i></li> <li>• Syllabus Quiz (Due 9/8 by 11:59 pm)</li> <li>• Ice Breaker Discussion (9/8 and 9/10 due dates)</li> <li>• Practice Activity #1 (9/12 due date)</li> <li>• Week 1 Quiz (9/12 due date)</li> </ul>
<b>2</b>	Sept. 13 to Sept. 19	<ul style="list-style-type: none"> <li>• “Shitty First Drafts” Discussion</li> <li>• The writing process</li> <li>• Peer Groups</li> <li>• Body Paragraphs and Conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• “Shitty First Drafts” (linked in module)</li> <li>• Week 2 Discussion (9/15 and 9/18 due dates)</li> <li>• Bias essay rough draft (Post to group discussion board 9/16 and review peers’ essays by 9/18)</li> <li>• Week 2 Quiz (9/19 due date)</li> <li>• Practice Activity #2 (9/19 due date)</li> </ul>
<b>3</b>	Sept. 20 to Sept. 26	<ul style="list-style-type: none"> <li>• Screens and bias</li> <li>• <i>Being There</i> discussion</li> <li>• <i>Being There</i> essay prompt</li> <li>• Eliminating Fragments</li> </ul>	<ul style="list-style-type: none"> <li>• Parts 1-4 of <i>Being There</i> (pages 1-79)</li> <li>• Week 3 Discussion (9/22 and 9/25 due dates)</li> <li>• Quiz (9/26 due date)</li> <li>• Practice Activity #3 (9/26 due date)</li> <li>• Bias essay final draft due 9/26 by 11:59 pm</li> </ul>
<b>4</b>	Sept. 27 to Oct. 3	<ul style="list-style-type: none"> <li>• <i>Being There</i> discussion</li> <li>• Summarizing</li> <li>• Paraphrasing</li> <li>• Quoting</li> </ul>	<ul style="list-style-type: none"> <li>• Complete <i>Being There</i></li> <li>• Week 4 Discussion (9/29 and 10/2 due dates)</li> <li>• Quiz (10/3 due date)</li> <li>• Practice Activity #4 (10/3 due date)</li> </ul>



<u>Week</u>	<u>Dates</u>	<u>Topics &amp; Lessons</u>	<u>Readings &amp; Assignments</u>
<b>5</b>	Oct. 4 to Oct. 10	<ul style="list-style-type: none"> <li>• Eliminating Floating Quotations</li> <li>• Avoiding Plagiarism</li> <li>• Eliminating Comma Splices and Run-Ons</li> <li>• Peer Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Week 5 Discussion (10/6 and 10/9 due dates)</li> <li>• <i>Being There</i> essay rough draft (Post to group discussion board 10/5 and review peers' essays by 10/7)</li> <li>• Quiz (10/10 due date)</li> <li>• Practice Activity #5 (10/10 due date)</li> <li>• Essay #1 Comment Responses</li> </ul>
<b>6</b>	Oct. 11 to Oct. 17	<ul style="list-style-type: none"> <li>• Locating media narratives</li> <li>• Filter bubbles</li> <li>• Media narrative essay prompt</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Eli Pariser TED Talk ; Chapters 9 and 30 of YANSS</b></li> <li>• Week 6 Discussion (10/13 and 10/16 due dates)</li> <li>• Quiz (10/17 due date)</li> <li>• Practice Activity #6 (10/17 due date)</li> <li>• <i>Being There</i> essay final draft (due 10/17 by 11:59 pm)</li> </ul>
<b>7</b>	Oct. 18 to Oct. 24	<ul style="list-style-type: none"> <li>• Fact vs. Opinion</li> <li>• Examining word choice, images, chyrons, opinion, and choice of facts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PEW Research Article (linked in module); Chapter 18 of YANSS</b></li> <li>• Week 7 Discussion (10/20 and 10/23 due dates)</li> <li>• Practice activity #7 (10/24 due date)</li> <li>• Quiz (10/24 due date)</li> </ul>
<b>8</b>	Oct. 25 to Oct. 31	<ul style="list-style-type: none"> <li>• In-Text Citations</li> <li>• Works Cited Citations</li> <li>• Using Academic Language</li> </ul>	<ul style="list-style-type: none"> <li>• Week 8 Discussion (10/27 and 10/30 due dates)</li> <li>• Quiz (10/31 due date)</li> <li>• Essay #2 Comment Responses</li> <li>• Practice Activity #8 (10/31 due date)</li> </ul>

<u>Week</u>	<u>Dates</u>	<u>Topics &amp; Lessons</u>	<u>Readings &amp; Assignments</u>
<b>9</b>	Nov. 1 to Nov. 7	<ul style="list-style-type: none"> <li>• Emotion and Information</li> <li>• Research Question</li> <li>• Peer Groups</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Guardian article (linked in the module)</b></li> <li>• Week 9 Discussion (11/3 and 11/6 due dates).</li> <li>• Media narrative essay rough draft (Post to group discussion board 11/3 and review peers' essays by 11/5)</li> <li>• Quiz (11/7 due date)</li> <li>• Practice Activity #9 (11/7 due date)</li> <li>• Research Question (11/7 due date)</li> </ul>
<b>10</b>	Nov. 8 to Nov. 14	<p><b>Thursday, Nov. 11, is Veteran's Day. Campus will be closed, and no assignments will be due that day.</b></p> <ul style="list-style-type: none"> <li>• Types of Sources</li> <li>• Evaluating Sources</li> <li>• Library Databases</li> <li>• Research Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Week 10 Discussion (11/10 and 11/13 due dates)</li> <li>• Library Databases Activity (11/14 due date)</li> <li>• Quiz (11/14 due date)</li> <li>• Media Narrative Essay final draft (due 11/14 by 11:59 pm)</li> </ul>
<b>11</b>	Nov. 15 to Nov. 21	<ul style="list-style-type: none"> <li>• Claims, Reasons, Evidence</li> <li>• Counterarguments</li> </ul>	<ul style="list-style-type: none"> <li>• Week 11 Discussion (11/17 and 11/20 due dates)</li> <li>• Practice Activity #11 (11/21 due date)</li> <li>• Quiz (11/21 due date)</li> <li>• Essay #3 Comment Responses</li> </ul>
<b>12</b>	Nov. 22 to Nov. 28	<p><b>Thanksgiving holiday Thursday-Sunday (Nov. 25-28). Campus will be closed and no assignments will be due.</b></p> <ul style="list-style-type: none"> <li>• Logical Fallacies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chapters 14-17 of YANSS</b></li> <li>• Week 12 Discussion (11/23 and 11/24 due dates)</li> <li>• Practice Activity #12 (Nov. 24 due date)</li> <li>• Quiz (11/24 due date)</li> </ul>
<b>13</b>	Nov. 29 to Dec. 5	<ul style="list-style-type: none"> <li>• Peer Groups</li> <li>• Commas</li> <li>• Apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• Week 13 Discussion (Dec. 1 and Dec. 4 due dates)</li> <li>• Research essay rough draft (Post to group discussion board 12/1 and review peers' essays by 12/3)</li> <li>• Quiz (12/5 due date)</li> <li>• Practice Activity #13 (12/5 due date)</li> </ul>
<b>14</b>	Dec. 6 to Dec. 12	<ul style="list-style-type: none"> <li>• <b>Final</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 14 Discussion (12/7 and 12/9 due dates)</li> <li>• Final Exam (A) due 12/12 OR (B) due 12/10</li> <li>• Research essay final draft due 12/12 by 11:59 pm</li> </ul>