

Welcome to AmLa 90 Class | CRN: 40903

Professor Barbara Mezaki



Time & Location: Mon. & Wed. 9:45-12:20 Building 66-222

Student Hours: Mon 8:45 - 9:45 am; Online (Zoom) Mon 4-4:30 pm

Contact Info: bmezaki@mtsac.edu OR (909) 274-4586

Textbook: *The Happiness Project Or Why I Spent a Year Trying to Sing in the Morning, Clean My Closets, Fight Right, Read Aristotle, and Generally Have More Fun* by Gretchen Rubin
(You may borrow this book from me).

Attendance/Late/Drop: To make the most of your learning opportunities in this class, students must attend the class meetings AND show "active academic engagement" during the class.

If you miss 20% of the course work or 6 substantive assignments, you will be notified by email, and you must respond to the professor within 48 hours to avoid being dropped from the course. IF you do not respond to the professor's email within 48-hours, then you may be dropped from the course.

Grades

A = 89.5 -100%
B = 79.5-89.4%
C = 69.5-79.4%
P = 69.5 - 100%
D = 59.5 - 69.4%
F = 0 - 59.4%
NP = 0 - 69.4%

Participation/Teams: For each paper, you will work with a team who will help you feel supported and empowered to succeed and grow.

You will change teams after each paper.

Teamwork helps prepare you for future work environments, helps you be flexible and open to working with different people, and helps you complete different assignments.

My interest is to help you be successful in my class. If you have a specific need that I can address to assist you in being successful in my class, please discuss it with me.

If you are a student with a documented disability, you may apply for services through the Mt. SAC Accessibility Resource Office for Students (Access) by calling (909) 274-4290 and/or you may go to <http://www.mtsac.edu/access>

- All requests for accommodations require appropriate advance notice to avoid a delay in services.

Resources and Basic Needs

If you need something besides help with our class, there are many resources available. Mt. SAC can provide:

- [basic needs](#), such as food and personal hygiene products
- [Mt. SAC Student Health Center](#) for physical or mental health needs (You are not alone!)
- [Scholarships and Grants](#)
- [Financial Aid](#) at Mt. SAC
- [Counseling](#) at Mt. SAC
- [other needs](#) to help you succeed in this class

Please feel free to contact your professor or our TC if you have any questions about other needs you may have. Your professor may be able to help you or to direct you to someone at Mt. SAC who can.

American Language Department Policy on Cheating and Plagiarism:

It is important that you do your own work. The following are examples of dishonesty:

- Turning in work that is copied from or done by another student/source
- Copying answers from another student during a quiz, test, or for any assignment
- Copying work from another source without proper credit/citation given to the author
- Permitting someone to do your work
- Receiving too much help on graded writing papers
- Giving someone the answers or helping somebody cheat
- Translating entire sentences or paragraphs to English using an online translator
- Submitting work that you have submitted for this class or another class in a previous semester
- Committing any actions deemed to be academic dishonesty by instructor

If you are dishonest in any of these ways, your professor is required to give you a zero for the assignment and refer you to the Dean of Students for discipline. Some of the possible consequences of cheating are a discipline contract, mandatory workshops, suspension, and even expulsion.

TC = Tutor in the Class!

| Assignments/Papers | % | SLOs/Objectives |
|--|-----|--|
| P1: Low Stakes Assignments <ul style="list-style-type: none"> • Writing • Quizzes/Exercises • Discussions/Team Activities • Draft 1/Checklist | 5% | Student Learning Outcomes: Writing/Composing: Compose a 4-6 page essay in MLA format with properly cited evidence from sources and an accurately formatted WC page |
| Paper 1 Due Date Sunday, March 12 by 11:59 p.m. | 10% | Reading/Vocabulary: Identify, analyze, and evaluate key ideas from a variety of readings (fiction and nonfiction) at an advanced level |
| P2: Low Stakes Assignments <ul style="list-style-type: none"> • Writing • Quizzes/Exercises • Discussions/Team Activities • Draft 1 • Writer's Memo • Reader's Memo | 5% | Effective Communication: Listen, process, contribute, analyze, evaluate, and create new meaning for learning in the target language Connections to self, text, world: Relate ideas from the class materials to self, world, and the course theme, and ask critical questions to form and use new concepts in written and spoken responses |
| Paper 2 Due Date Sunday, April 16 by 11:59 p.m. | 15% | |
| P3: Low Stakes Assignments <ul style="list-style-type: none"> • Writing • Quizzes/Exercises • Discussions/Team Activities • Poster • Draft 1 • Peer Review | 10% | Language use and syntax: Demonstrate sophisticated command of English language grammar, vocabulary, and syntax with successful attempts at employing editing strategies Metacognition and Self-regulation: apply metacognitive and reflective strategies to monitor learning success, address academic challenges, and promote student independence |
| Paper 3 Due Date Sunday, May 21 by 11:59 p.m. | 20% | Course Objectives: 1. Analyze and summarize in both discussion and writing a variety of authentic texts to identify the author's purpose, main idea, and tone. 2. Apply pre-writing techniques to construct and evaluate ideas for use in level-appropriate writing for English language learners. 3. Utilize reading strategies to interpret level-appropriate texts; figurative and literal meanings; multiple meanings in texts; cultural and linguistic touchstones. 4. Apply academic vocabulary and complex word choices with multiple meanings in texts in the expression of ideas in discussion and writing. 5. Synthesize and integrate contextual evidence from multiple text and media sources in essay assignments. 6. Demonstrate a strong command of English language grammar, vocabulary, and syntax with effective editing strategies 7. Address a written prompt demonstrating some complexity in logical reasoning. |
| Reflection Activities (Semester-long Learning Map) Reflection Point #1 = 5 pts Reflection Point #2 = 10 pts Reflection Point #3 = 15 pts Support Stations on the Learning Journey <ul style="list-style-type: none"> • Student Hours • Writing Center tutoring • Tutor in the Classroom (TC) Sessions • Language Learning Center (LLC) • ASAC workshops • Mountie Mentor (3/9, 4/13) • Library workshops • Other activities (5/13) Plan to visit and use one of the above resources every other week. Add your visits the your Plan. | 15% | |
| Due Date _____ Final Reflection 100 pts | 20% | 8. Use critical thinking skills to develop essays for an academic audience with consideration of rhetorical strategies to accomplish specific purposes. 9. Develop an understanding of American college culture including developing strategies to respond to academic challenges including the use of college-based success resources. 10. Develop an awareness of metacognitive strategies for success with special attention to affective factors that challenge English language learners. |