
Mt. San Antonio College: AHIS 03: CRN 41400 (MW 3pm) & AHIS 03 Honors: CRN 41412 (MW 1:15pm)

HISTORY OF WOMEN & GENDER IN ART



Professor Ellen C. Caldwell (she/hers)

Spring 2023

February 22nd - June 7th

Building 26A, Room 3620

Image: Detail of [Ria Brodell's](#) *Gregoria Piedra aka la Macho* c. 1796 New Spain (Mexico), gouache on paper.

COURSE ESSENTIALS

Welcome! This course provides students with an interdisciplinary approach to discussing and analyzing key artworks, theories, and practices in an art historical exploration of women and gender. Visual culture often addresses issues of race, gender, and sexuality, and in this class, students will employ art historical methodology to examine such themes.

In order to secure your spot in the course and follow Division guidelines, please plan on attending **the first day of class, in addition to the first two weeks of class.**

➤ **NOTE:** Please check [the college's Covid-19 website](#) for updated information about protocols related to the ongoing pandemic.

Course Description

In this course, we examine global historical and contemporary art and visual culture. This means we will compare and discuss all kinds of visual arts including painting, sculpture, architecture, tattoos, performance, advertisements, posters, and film. This is an exciting course, covering a wide range of art.

Students in this course will investigate topics such as representation, gender performativity, constructs of masculinity and femininity, the gaze and cultural practices of spectatorship, intersectionality, global feminist movements, queer theory, the role of the body in art, and the politics of art and identity. We will learn about the contributions of women, trans, and non-binary artists to the history of art, the prejudices that artists face and have faced, and the representation of gender across times and cultures.

A Selection of Course Topics

- Gender and/in art: What is gender? How is it constructed? How have the constructions of gender been used in art, historically and currently? How do artists explore gender in the arts?
- The body in art: What does it mean when the body is the subject of art? Does the meaning of the body change from one period or culture to another? How do we analyze performance art?
- Constructions of the gaze: the “male gaze” (Laura Mulvey, 1975), the female gaze, spectatorship
- Feminist art: What makes someone a feminist artist and what do they confront in their work? Are these issues separate from contemporary artists who aren’t designated as feminists?
- Art and craft: Why are many traditional female art forms designated as “craft” instead of “art”?

4. **Office Hours:** I have virtual and in-person office hours, which are simply sets of time I put aside for students to visit with me. You can come with specific questions or drop by to say hi. As [Azza Cohen put it](#), "office hours have the potential to serve many needs that can be divided into two main categories: immediate academic help and long-term life advice." Please visit me -- virtually (Tuesdays 10am - 12:30pm) or in person (26D-24810 on Mondays and Wednesdays from 4:30-5:15pm)! I am also always available by appointment at other times, if needed.

Tongva Land Acknowledgement



As the professor, I would like to acknowledge our institution's presence on the traditional, ancestral, and unceded territory of the Tongva people. I also understand that acknowledgement is not enough and I hope that information in my courses helps to illuminate a more truthful account of history so that movement towards reparations can be made.

As many [land acknowledgments](#) have noted, "land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process." It is important to discuss the lasting, current, and violent legacies of colonialism, while it is also Indigenous protocol to acknowledge the land.

To learn more about related content, I suggest following the work of Dr. Adrienne Keene and artist Matika Wilbur in their podcast [All My Relations](#) and on Keene's blog [Native Appropriations](#). Also, please explore the growing project [Mapping Indigenous LA: Place-Making Through Digital Storytelling](#) and [The Tongva Taraxat Paxaavxa Land Conservancy](#) where you can learn about the local Land Return options and make one-time or recurring donations.

Why This Course is Important to You

This course will teach you the difference between simply looking at art and deeply analyzing art. This is important because it will expose you to a new world of visual culture from different cultures, regions, and times. As I mentioned in my [Teaching Philosophy](#) above, my goal is to empower you all as translators of art and storytellers of history. I am excited to welcome you on this journey.

Student Learning Outcomes (our goals for the course):

Please [visit the Art History Department website](#) to learn more about Mt. SAC Art History Department's student learning outcomes. By the end of this course, you should be able to do the following:

- to identify formal elements and differentiate styles among cultures over time.
- to identify through analysis the role of visual art and culture (religious, political, economic, social, educational, etc.) in art and cultures.

Student Learning Outcomes

Search Courses

- [Arson and Fire Investigation \(FIRE 10\)](#)
- [Basic Fire Academy \(FIRE 86\)](#)
- [Building Construction for Fire Protection \(FIRE 4\)](#)
- [Fire Apparatus and Equipment \(FIRE 11\)](#)
- [Fire Behavior and Combustion \(FIRE 5\)](#)
- [Fire Company Organization and Management \(FIRE 8\)](#)
- [Fire Fighting Tactics and Strategy \(FIRE 7\)](#)
- [Fire Hydraulics \(FIRE 9\)](#)
- [Fire Prevention Technology \(FIRE 2\)](#)
- [Fire Protection Equipment and Systems](#)

Student Learning Outcomes

Course Name: History of Women and Gender in Art

Course Number: AHIS 3

Course Objectives:

- Students will be able to identify through analysis the role of visual art and culture (religious, political, economic, social, educational, etc.) in art and cultures.
- Students will be able to identify formal elements and differentiate styles among cultures over time.

Pre-Modern Asia, Hist 10, Fall 2020 DL



Do you know the location of the largest pre-industrial city in the world? [Click here!](#)

PROFESSOR: Allie Frickert-Murashige ([link to bio info](#))

Modes of Contact:

1. **Announcements** **set announcements to go to your email! You can also reply to class announcements right from your email and use like a Q/A board or class discussion.*
2. **Assignment Comments** **set your notifications to let you know when I make a comment on your assignment. It will go to your email. You can also reply to comments by text or voice recording either in Canvas or directly from your email.*
3. **Email**- either of the above options go to my email. You can also email me via Canvas Inbox (or directly at africkert@mtsac.edu). I'll respond within 24 hours.
4. **Office Hours:** Mon-Thurs 1-2pm
5. **Conferencing** (Big Blue Button or Zoom) or **Chat**- either of these are possible by appointment, generally 7 days a week. Just send me a message to set up the time, usually I can do it the same day.

Meeting Times: This course is a regular (pre-pandemic) **Distance Learning Course (DL)** which means we are 100% asynchronous. There are no Zoom meetings for this course!

Textbook: **There is no required text for this course!** All readings are provided for you with a no-cost Open Educational Resources compilation I have created for you on the Canvas site courtesy of a special grant program at Mt Sac!

Required Technology: You **MUST** have regular access to a computer for this course. You will not be able to access everything on a phone or tablet device. See loan program info below.

You must have PowerPoint 2016 or later installed. Optionally, you can get PP through the free Microsoft 365 account for students (see below)

Course Requirements & Grade Determination

Quizzes: 55%

Brief Discussion Boards (10-12): 25%

Mini-Essay Discussion Boards (4-5): 20%
Extra Credit options: 4%
A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=below 60%

Department Outcomes for History 10:

- Students will be able to identify through analysis the role of institutions (religious, political, economic, social, educational, etc.) in the development of Asian culture.
- Students will be able to identify and evaluate major agents of change/reform in Asian History
- Students completing an assignment in Humanities Area C will be able to identify the influence of culture on human expression
- Students will be able to identify and evaluate major agents of change/reform in Asian history.
- Students completing relevant assignments in Area D2 courses will analyze the relationship between social, political, and/or economic institutions and human behavior.

REQUIRED TECHNOLOGY FOR THIS COURSE

1. **You will need weekly access to the internet and you are required to have the use of a computer and regular internet connection.**
 - Please note that you may not have full access to all course materials on your **smartphone or tablet!** If you don't have a computer and internet at home, please make good use of the Mt Sac loan programs for laptops and hotspots. **If you are not able to borrow the needed equipment, you are advised to drop the course.** You can do a lot of the course on a smartphone but not all of them are fully compatible. If you choose to continue with the course with the exclusive use of a smart phone it is at your own risk.
 - **LAPTOP AND HOTSPOT LOANS:** submit a request at <https://www.mtsac.edu/laptoploansrequestform>
 - [Promise Program \(includes laptop\)](#)
 - [ACCESS students \(formerly DSPS\)](#) has laptops and other equipment.
2. **You must have Powerpoint 2016 or later to download slides to view lecture notes and embedded features.**
 - If you have a tablet/phone/Apple computer and use those to convert to Google Slides that will remove any embedded content, including notes, embedded videos, and recorded audio lectures.
 - **OPTIONAL: YOU CAN GET A FREE MICROSOFT 365 ACCOUNT** through your Mt Sac student account. This will give you cloud access to all the slides if you open them there, and then you can access them across your devices. (All the slides are available in the Canvas modules- this is just a resource available to you)
<https://www.mtsac.edu/it/o365/>

Search Courses

- [Arson and Fire Investigation \(FIRE 10\)](#)
- [Basic Fire Academy \(FIRE 86\)](#)
- [Building Construction for Fire Protection \(FIRE 4\)](#)
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- [Fire Protection Equipment and Systems \(FIRE 3\)](#)

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Student Learning Outcomes

Course Name: History of Premodern Asia

Course Number: HIST 10

Course Objectives:

- Students will be able to identify through analysis the role of institutions (religious, political, economic, social, educational, etc.) in the development of Asian culture.
- Students will be able to identify and evaluate major agents of change/reform in Asian History
- Students completing an assignment in Humanities Area C will be able to identify the influence of culture on human expression
- Students will be able to identify and evaluate major agents of change/reform in Asian history.
- Students completing relevant assignments in Area D2 courses will analyze the relationship between social, political, and/or economic institutions and human behavior.

Course Syllabus



(Image of the American and California flags over flower field)



Introduction to American Government and Politics

Spring 2023

Political Science 1 Online

CRNs: 41908

Mt. San Antonio College

Professor Kelly A.F. Rivera

Dept. of Geography and Political Science

Contact Email: krivera32@mtsac.edu (<mailto:krivera32@mtsac.edu>)



Optional Student Hours (AKA Office Hours)

On Campus In-Person Tuesdays 12:00 - 1:00 PM

Office Location 26D-2481N:

[Be sure to stay up to date with Mt SAC COVID policies and services here when visiting campus.](https://www.mtsac.edu/health/)

[\(https://www.mtsac.edu/health/\)](https://www.mtsac.edu/health/)

[Online via Zoom Mondays and Wednesdays 8:30 - 9:30 AM](https://mtsac-edu.zoom.us/j/89263952848?pwd=UG1KaGZSVdZ4bHpMeDFPd3FhTETXZz09&from=addon)  **<https://mtsac-edu.zoom.us/j/89263952848?pwd=UG1KaGZSVdZ4bHpMeDFPd3FhTETXZz09&from=addon>**

Zoom Meeting ID: 892 6395 2848 and Passcode: 595395

Online via Zoom Mondays 5:30 - 6:30 PM  [_ \(https://mtsac-edu.zoom.us/j/83842953610?](https://mtsac-edu.zoom.us/j/83842953610?pwd=MnIhTR0VXYWFhbVFBSkFjMU5PUGFMdz09&from=addon)

[pwd=MnIhTR0VXYWFhbVFBSkFjMU5PUGFMdz09&from=addon\)](https://mtsac-edu.zoom.us/j/83842953610?pwd=MnIhTR0VXYWFhbVFBSkFjMU5PUGFMdz09&from=addon)

 [_ \(https://mtsac-edu.zoom.us/j/83842953610?](https://mtsac-edu.zoom.us/j/83842953610?pwd=MnIhTR0VXYWFhbVFBSkFjMU5PUGFMdz09&from=addon)

[pwd=MnIhTR0VXYWFhbVFBSkFjMU5PUGFMdz09&from=addon\)](https://mtsac-edu.zoom.us/j/83842953610?pwd=MnIhTR0VXYWFhbVFBSkFjMU5PUGFMdz09&from=addon) Zoom Meeting ID: 838 4295 3610 and

Passcode: 975844

Those times don't work for you? No problem! Reach out and we will find time to meet.

Help is always available. I am here to support you.

Reach out via email krivera32@mtsac.edu (<mailto:krivera32@mtsac.edu>) or post in the [Q&A discussion thread](https://mtsac.instructure.com/courses/86090/discussion_topics/399596) (https://mtsac.instructure.com/courses/86090/discussion_topics/399596)

Course Description



This course surveys principles and problems of government with particular emphasis on national government in the United States. This course satisfies the requirement for a course in the Constitution of the United States and the principles of State and local government as required by Title 5 of the California Administrative Code.

Because resources are scarce and people's opinions differ, policy conflicts are inevitable. This course examines the history, theory, and practice of politics in the United States and California. We begin this with an examination of early American democracy including its philosophical bases and constitutional foundations. From there we turn to examining the contemporary practice of American democracy, doing so by breaking up the overall picture into various themes. After considering American government from a variety of perspectives, this course concludes by bringing our informed insight to work on major issues in American government today: How representative is America's representative democracy? What can we expect of "ordinary" citizens?

Student Learning Outcomes

- Students will be able to identify constitutional changes that have expanded liberties and rights.
- Students will be able to differentiate powers delegated to the U.S. from those reserved to the states.
- Students will be able to evaluate the role of political parties, interest groups, elections and the mass media in the American political system with an emphasis on the state of California and its relations to the national government.
- Students will be able to evaluate the role of Congress, the presidency, the courts and their interaction with state and local governments.

Search Program/Discipline

Search Course

Search Courses

Search Courses

- [Arson and Fire Investigation \(FIRE 10\)](#)
- [Basic Fire Academy \(FIRE 86\)](#)
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- [Fire Apparatus and Equipment \(FIRE 11\)](#)
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- [Fire Hydraulics \(FIRE 9\)](#)
- [Fire Prevention Technology \(FIRE 2\)](#)
- [Fire Protection Equipment and Systems \(FIRE 3\)](#)

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Student Learning Outcomes

Course Name: Introduction to American Government and Politics

Course Number: POLI 1

Course Objectives:

- Students will be able to identify constitutional changes that have expanded liberties and rights.
- Students will be able to differentiate powers delegated to the U.S. from those reserved to the states.
- Students will be able to evaluate the role of political parties, interest groups, elections and the mass media in the American political system with an emphasis on the state of California and its relations to the national government.
- Students will be able to evaluate the role of Congress, the presidency, the courts and their interaction with state and local governments.
- Students will be able to analyze policy areas such as foreign and domestic policy in order to understand the political outcome of various policy alternatives.
- Students will be able to marshal empirical data to support a political science theory.
- Students will be able to differentiate among changes in the American constitutional government over time.

Welcome to SOC 2H. Thank you so much for signing up for this course. If you have any questions, please feel free to contact me. I would like to help you in any way that I can. Please make sure that you read the Syllabus carefully. I look forward to our discussion forums and getting to know you.

Sincerely, Linda

Mt. San Antonio College

SOC 2H: Honors Contemporary Social Problems (CRN: 41276)

Spring 2023 8 Week Distance Learning Class

Prerequisite: Acceptance into the Honors Program and Eligibility for English 1A

Professor: Dr. Linda Rillorta (You can call me Linda)

Online Office Hours: Tuesdays 8:30 am - 10:30 am

During this time, I will be available to answer your Canvas messages or emails immediately. We can also have a Zoom meeting during this time.

Campus Office Hours: Mondays & Wednesdays 8:45 am - 9:45 am

Building 26B, Office 2551M Office Phone: (909) 594-5611 Ext. 3919

How and When to Contact your Professor:

Please feel free to contact me anytime, not just during my office hours. The best way to contact me is to send a message to my Canvas Inbox. I will be available to help you for many more hours than those that are indicated as my office hours, so again, feel free to send a message in Canvas or send me an email anytime. If you prefer to email me, please put your full name and SOC 2H in the subject line of an email.

My email address is: Lrillorta@mtsac.edu

Zoom Conferences:

I can also be available for a Zoom conference. Just let me know when you are available and I can set that up.

In person conferences:

I will be in my office during my Campus Office Hours, however, I may be able to set up in person meetings at other times if needed.

Response Time for Messages from Students:

I will try to answer my messages as soon as possible and no later than 24 hours.

Response Time for Feedback and Grading of Assignments:

I will grade your assignments within two weeks of the final due dates.

Computer Access:

Students will need to have a computer or have access to a computer that is connected to the Internet to do the work in this class. Cell phones may not work well for some of the assignments.

Laptops & Internet Hotspot Loans

Mt. SAC offers loaner laptops and hotspots for current Mt. SAC students. Please email laptoploans@mtsac.edu for more information.

Course description:

This course focuses on sociological principles and concepts as applied in the understanding of social problems. There is special emphasis on the analysis of social values, social organization, role, status and stress, and also on the study of controversial public issues that arise in contemporary American society. Students will be encouraged to evaluate and discuss both the theoretical and practical approaches to social problems.

Student Learning Outcomes (SLO):

SLO #1 - Students will be able to identify and analyze how sociological principles and concepts are applied in the understanding of social problems.

SLO #2 - Students will be able to understand and demonstrate the analysis of how controversial public issues arise in contemporary American society and the interplay between race, class, gender, sexuality, and other social groups.

Course Measurable Objectives:

1. Define terms and concepts of general sociology.
2. Describe the basic elements of the major sociological paradigms.
3. Apply social research methods and the scientific method.
4. Synthesize the various approaches to social problems in order to suggest solutions.
5. Evaluate various solutions to social problems.

Search Courses

- [Arson and Fire Investigation \(FIRE 10\)](#)
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- [Fire Protection Equipment and Systems \(FIRE 3\)](#)

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Student Learning Outcomes

Course Name: Contemporary Social Problems - Honors

Course Number: SOC 2H

Course Objectives:

- Students will be able to identify and analyze how sociological principles and concepts are applied in the understanding of social problems.
- Students will be able to understand and demonstrate the analysis of how controversial public issues arise in contemporary American society and the interplay between race, class, gender, sexuality and other social groups.

ENG 1C

Instructor Information

Name: Instructor Rebecca Williams

Office Hours: T THR 10-5

Email: rswilliamsedu@gmail.com

Course Information

Course Description

The nature of arguments, the basic principles of logic, and the rhetorical strategies necessary to write effective argumentative essays. Emphasizes the appraisal of information, close analysis of a variety of texts, and the essential principles involved in the practice of reasoned decision-making.

Course Learning Objectives

Provide a minimum of five (5) course measurable objectives:

1. Critically evaluate college-level material from a variety of culturally diverse sources.
2. Draw inferences from close analysis of texts.
3. Analyze the structure of arguments.
4. Evaluate the validity and soundness of arguments.
5. Identify and avoid common formal and informal fallacies.
6. Identify and employ logos, pathos, and ethos.
7. Identify and utilize inductive and deductive reasoning.
8. Evaluate and employ sources.

Student Learning Outcomes

SLO 1: In conversation with multiple texts, whether assigned by the instructors or chosen by the student, students will write a formal argument.

SLO 2: Students will evaluate the soundness of arguments.

Students' Obligations and Resources

Attendance and Participation

In-class participation will be graded, so come to class with the assignment read and work finished or class will be sad and awkward and your participation grade will be low.

Search Program/Discipline

Search Course

Search Courses

Search Courses

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- [Fire Hydraulics \(FIRE 9\)](#)
- [Fire Prevention Technology \(FIRE 2\)](#)

Student Learning Outcomes

Course Name: Critical Thinking and Writing

Course Number: ENGL 1C

Course Objectives:

- Students will evaluate the soundness of arguments.
- In conversation with multiple texts, whether assigned by the instructor or chosen by the student, students will write a formal argument.

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.

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.

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.

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:
Reflection Activities (Semester-long Learning Map) <ul style="list-style-type: none"> Reflection Point #1 = 5 pts Reflection Point #2 = 10 pts Reflection Point #3 = 15 pts 	15%	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. 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.
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.		
Due Date _____	Final Reflection 100 pts	20%

Search Program/Discipline

Search Course

Search Courses

Search Courses

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- [Fire Protection Equipment and Systems \(FIRE 3\)](#)

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Student Learning Outcomes

Course Name: Accelerated Writing for English Language Learners

Course Number: AMLA 90

Course Objectives:

- 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
- Demonstrate sophisticated command of English language grammar, vocabulary, and syntax with successful attempts at employing editing strategies
- Apply metacognitive and reflective strategies to monitor learning success, address academic challenges, and promote student independence
- Compose a 4-6 page essay in MLA format with properly cited evidence from sources and an accurately formatted WC page
- Identify, analyze, and evaluate key ideas from a variety of readings (fiction and nonfiction) at an advanced level
- Listen, process, contribute, analyze, evaluate, and create new meaning for learning in the target language.