## AmLa 90: American Language Accelerated Developmental Writing

Theme: Life, Liberty and the Pursuit of Happiness

CRN: 43004

TR 9:45AM-12:20PM

**Office: 66-229B**

**Office Hours:**

**MTWTh 7:00-7:30AM**

**T&W 12:30-1:30**

66-246

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| Communication Details  Professor: Elizabeth Casian  Email: ecasian@mtsac.edu  Phone: (909) 274-4588 |  |

## Welcome to AmLa 90!

As a college student, one of your goals should be taking responsibility for your own learning and understanding how to clearly and effectively communicate with both your instructor and your classmates in academic English.

Most of your learning experience in this class will be self-driven, so I may not be aware of the challenges or struggles you have unless you bring them to my attention by asking questions, posting on the Canvas discussion forum or communicating with me directly.

As you get used to our class, please understand that regular and effective communication between you and me, and between you and your classmates is essential to your success as a learner.

You will learn only as much, or little, as you choose to learn.

Every student has a unique learning style, so not every assignment will appeal to every learner, but because we will do many types of reading and writing activities, you should have a chance to show what you're capable of doing.

The more often you collaborate with your classmates by participating in class and online discussions, in study groups, or on assignments, the better the learning experience will be for you.

Writing is a collaborative process, and the study of reading and writing in a class allows you the opportunity to learn *with* and *from* your classmates in a safe, comfortable environment. Please keep an open mind! You will learn more from your classmates than you do from me.

Be prepared to *do something* when you come to class. This class is not lecture based, but activity/project based. Most class sessions will consist of multiple activities, some involving the whole class, other times group work, and often individual work. All of these activities will help you become a better thinker, reader and writer, which is critical to your future success. If you don’t attend class or are not prepared for class, you miss out on your opportunity to improve in the skills you need for your future.

This class is not like any class you have taken before! Preparation must be done before attending class. If you fail to prepare before class, you understand that your learning may be negatively affected, so if you do not complete the preparation work, you may miss valuable information that may affect your success in this class. Also, if you cannot participate with your partner, group, team or the class, your lack of preparation may affect others as well.

## 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. **Address** a written prompt demonstrating some complexity in logical reasoning.

7. **Demonstrate** recognition of most global and local errors of concern to English language learners and apply knowledge during the revision process

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

## Student Learning Outcomes:

By the successful completion of this course, you will be able to:

1. compose clear, well developed and soundly structured essays on academic topics

2. evaluate a variety of readings (fiction and non-fiction) by critically analyzing, summarizing and responding in speaking and in writing

3. develop well-reasoned essays in a timed class setting

4. synthesize information, summarize, paraphrase, and appropriately quote source materials for use in writing

5. demonstrate a strong command of English language grammar, vocabulary, and syntax with effective editing strategies

6. apply metacognitive strategies to learning and academic challenges

## Required Materials

* class text: *The Happiness Project* (it will be provided to you and must be returned)
* course packets (these will be provided and must be brought to class)
* USB drive
* blue or black pens and highlighters for class work
* a 3-ring binder with loose leaf paper
* a set of dividers (at least 7)
* one blue book (available at campus stores)

## Policies

The following are student-generated policies and guidelines for **acceptable classroom behaviors** concerning these topics:

Cell Phone Use

As soon as you enter the classroom, set your cell phone on silent for the duration of the class. Students may only use cell phones when using the phone as a class **tool** to look up definitions, translations, or for an emergency. If the student receives a phone call that is necessary to take, please quietly step outside of the class to take the call.

Attendance and tardiness

While the teacher may not monitor attendance, there are Low Stakes Writing assignments collected at the beginning or end of every class which must be completed. If the work is not turned in **at the moment it is collected or checked**, it will not be accepted. **No late work is accepted**, but you can put your completed (late) work in the portfolio. If a student must be absent, the student is responsible for the scheduled homework. Establish communication with your groupmates and contact them especially in the event of your absence. The writing assignments are worth 10% of the total grade. I suggest you plan to be in class every day.

Working in teams

Over the course of the semester you will have the opportunity to work with everyone in the class. For each paper, you will have a working group and this group will change with each paper. It’s important to establish a channel of communication in English so that you feel supported and empowered to succeed and grow with the help of your team. In order to prepare you for future workplace environments, be flexible and open to working with different people, sitting in different spaces, and completing different assignments.

Using English only

You are taking an accelerated writing course to prepare for English 1A and many required general education (G.E.) courses on the pathway to earn an associate’s degree at Mt. SAC or to transfer to a 4-year university. What does that mean? You need to use this time, right here, right now, to practice your listening and speaking English skills. You must speak in English at all times unless you are trying to help explain or clarify something to a classmate where English is not adequate. However, communicating in L1 should not take more than a few minutes. In order to write down complex ideas, you must discuss them with your peers to analyze and synthesize these ideas for successful academic papers in English.

Being late/taking breaks

If you are late, your **homework/Low Stakes Writing (LSW)** is also late and therefore you will not receive credit. Again, you can put your completed (late) work in the portfolio. If an urgent need arises, you may take a call, use the restroom, or take a breather. However, keep in mind that each class will have a 20-minute break. Your participation is vital to your group, the classroom, and to the instructor. If you step out for an usual amount of time or number of times, you will miss instructions and disrupt the flow of conversation. Just like in a work environment, be respectful of your team and your teacher.

Homework, deadlines and consequences

There are five papers in the course of the semester and no late papers will be accepted without official documentation. As stated above, all homework must be turned in on time. There are no makeups. If you miss an opportunity to turn in a Low Stakes Writing assignment, make an appointment for the T.C. to give you feedback and put the assignment in your portfolio. When stipulated, students must turn in hard copies *and* upload to Canvas. Make sure that the hard copies of all of your work go into the appropriately labeled section of your portfolio.

Canvas - VeriCite

For documents that you are required to submit using Canvas, note that you will see a ***similarity score*** on the right-hand side of the screen after you have uploaded the file. This *similarity score* must not be higher than 10% for your work to be accepted. ***VeriCite*** is a beneficial Canvas tool for both students and teachers to review quoting and paraphrasing issues. Don’t wait until the last minute to submit your homework so you can use the score to fix quoting and paraphrasing issues. If you need help reviewing writing that has been flagged at more than 10%, please see the T.C., the Writing Center, or the instructor.

Food/drinks in the classroom

We are occupying this room 14 hours per week. Let’s limit both food and drinks to help keep the classroom clean as a way to respect our peers and maintenance. However, if you bring it in, you take it out.

Printing Policy

Students are welcome to use the class printer 10 minutes prior to the beginning of class, but once class begins, no further printing will be allowed. Work not printed on time will be considered late. Plan accordingly. The Language Learning Center (LLC) in Building 77 Room 1005 offers printing services - up to three free pages per day. Check the [Language Learning Center](https://www.mtsac.edu/llc/), [The Writing Center](https://www.mtsac.edu/writingcenter/), the [Library](https://www.mtsac.edu/library/hours.html), or [these other labs](https://www.mtsac.edu/computerlabs/) for location and hours of operation.

Writing Revisions

Students will have the opportunity to revise papers 1 and 2 in the event that they receive a Low Pass or Not Yet Pass score. However, **students will be limited to only one (1) revision**. Make it count.

## Access Statement

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) located in the Student Service Center, Bldg 9B (lower level), or you may call (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.

## 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
* 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**. NO EXCEPTIONS! See Mt. SAC's Standards of Conduct for a complete statement of college policies. Mt. San Antonio College uses VeriCite to detect cheating. Some of the possible consequences of cheating are a discipline contract, mandatory workshops, suspension, and even expulsion.

\*\*More information is given in the Canvas VeriCite section in the policies listed above.

## Additional Support

Our class has been assigned a TC, a “tutor in the classroom.” Successful writers get feedback from other writers, and **research done here at Mt. SAC has shown that students who attend TC sessions are more likely to pass their writing courses**. Our TC will participate in class sessions and will facilitate group tutoring sessions one to two times each week.

TC \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Information \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TC sessions day and time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Besides our Tutor in the classroom (TC), both faculty and peer tutors are available to meet with you in the Writing Center, building 26B. Faculty tutors in the Writing Center are ESL professionals with years of experience in teaching writing. Peer tutors receive special training in order to help you work on your documents at any stage in the writing process.

More information about the Writing Center and services is available in the separate handout and at: <http://www.mtsac.edu/writingcenter/>

## Grading Policy

Final grades for this course will be A through F unless students change their grade option to Pass/No Pass. Grades will be based on these percentages.

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

Grades will be calculated according to these assignments at these percentages:

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| --- | --- |
| Paper 1   * Grade scale: HP (10), P (8), LP (7), NYP (6) * Students receiving LP may rewrite Paper 1 to replace a P and a NYP MUST rewrite Paper 1 to replace LP **following the revision plan no more than one week after the receiving the initial feedback.** | 5% |
| Paper 2   * Grade scale: HP (10), P (8), LP (7), NYP (6) * Students receiving LP may rewrite Paper 2 to replace a P and a NYP MUST rewrite Paper 2 to replace LP **following the revision plan no more than one week after the receiving the initial feedback.**   **IMPORTANT NOTE**: Students **must** pass Papers 1 and 2 in order to do Paper 3!  IF you receive an NYP, you must rewrite your paper.  IF you receive a HP, P, or LP, you *may* rewrite your paper for the **Portfolio**\* | 5% |
| Paper 3   * Grade scale: A, B, C, D or F * Paper 3 may be rewritten as the optional rewrite for the final portfolio. **Δ** | 15% |
| Paper 4   * Grade scale: A, B, C, D or F * Paper 4 may be rewritten as the optional rewrite for the final portfolio. **Δ** | 25% |
| Entrance/Exit “Tickets” and Low Stakes Writing (LSW)   * Grade scale: A/F - Complete or Incomplete * Students are encouraged to fill out the LSW log. * These are due at the start or end of class. There is no make up. | 10% |
| Final Portfolio   * Grade scale: A, B, C, D or F * Contents of the portfolio must include:   + Paper 1, Paper 2, Paper 3 and Paper 4     - Note: All papers must have received a passing grade OR have been rewritten to receive a passing grade   + At least one rewritten paper *of your choice***Δ**     - This rewrite is in addition to any required rewrites!     - IF you did not receive a passing grade and had to rewrite Paper 1 or Paper 2, then you must choose a different paper to rewrite!   + Evidence of your improvement in AmLa 90 class     - Examples include:       * DLAs       * TC sessions       * Writing Center Workshops       * Tutoring Sessions       * Samples of Entrance/Exit ticket (LSW) writings   + Paper 5: Metacognitive Reflection     - Grade scale: A, B, C, D, F     - This paper must show use of metacognitive tools. | 40% |

Students are encouraged to check their grades in progress frequently.To see your grade in progress:

1) Log onto your Mt. SAC portal.

2) At the top of the page, click on the “eLearning Resources” tab.

3) At the top of the page, you will see a box called “Canvas Access.” Click the button in the middle of that box which says, “Sign on to MtSAC Canvas.”

4) Your Dashboard should come up. Click on the name of the class you want to look at.

5) From the menu on the side, click “Grades.”