

Welcome to English 1B! (Hybrid #11750)

Fall 2023 Theme: “Growing the World We Want”



We are a diverse class community. We are here to encourage each other and grow as writers and communicators. We are in this together! Let's practice joy, kindness, and respect for each other in our communications. I'll start!

Instructor Information

Hello! My name is Dr. Sheiba Kian Kaufman, and I'm a Professor of English at Saddleback College. This is how you can contact me:



Email: skiankaufman@saddleback.edu

Office Telephone: (949) 582- 4730

Office: BGS 207

[Zoom Office hours](#): Fridays noon-4:00pm and Thursdays noon-1:00pm and by appointment.

I will respond to your emails during the week (Monday-Friday) within 24 hours and often quicker. Emails over the weekend are usually answered on Monday. Email is the best way to contact me.

Course Information or Really, Really Important FAQs for the Semester!

How should I participate in this class?



This is a hybrid course. During the week instruction is provided on Canvas asynchronously.

On Thursdays instruction is provided in class (10:30am-11:45 am in BGS 232). Both components are required.

How will I know what to do each week?



I will post an announcement on the Announcements page of Canvas **on Monday morning** each week with a reminder of our schedule from the syllabus.

In addition to this, I will comment on all your graded work. I will also send class emails and/or videos. Make sure to check Canvas and your email Monday through Friday. A weekly reading schedule is provided at the end of this syllabus to help guide you as well.

A typical week of hybrid class looks like this:

- **Mondays**: Read Monday morning announcements on Canvas; start readings for the week
- **Tuesdays**: Canvas quizzes/forums due
- **Thursdays**: Meet in class for instruction, discussion, and student-led presentations.
- **Fridays**: Major projects due

(no assignments due on weekends!)

Are there any required books?



Great news! This is a ZTC (Zero Textbook Cost) course. There are no physical textbooks for this class! **Readings are available as PDF files or links on [Canvas](#)**. Other instructional materials are available from the [Online Writing Lab \(OWL\)](#) at Purdue University and open education composition textbooks (Lumen Learning Composition). For technical help with Canvas or MySite, see [Student Technical Support](#).



Are there any prerequisites for this class?

Yes. Completion of English 1A with a grade of C or better.

What's the Course Description?

This course provides instruction in critical thinking and in writing expository and persuasive essays and documented papers totaling a minimum of 8,000 words. Instruction focuses on the development of logical reasoning, on analytical and argumentative writing skills, and on research strategies. Assignments are derived from themes and works in various disciplines and cultures. Credit may be earned for 1B or 1BH, but not both.

What kinds of topics can I write about in this class?



You'll be able to pick a researchable global injustice/problem we have been studying about and write about it for most of the semester.

What grade do I need to pass this course?

You'll need to get a final grade of C or above to satisfy the writing requirement. If you earn a final grade of D or lower in the course, you will be able to repeat the course and hopefully succeed the next time.

How much time should I spend outside of class working on my projects?

Your study and work habits outside of class are an extension of your time in class. The workload for this course (AKA "Carnegie Units") is approximately 9 hours per week (3 hours in class and 6 hours outside of class).



How do you take attendance in a hybrid class?



Please make sure to log in on Canvas on the first day of Week 1 and attend the first day of in person instruction on Thursday. Students who miss the first day of class may be dropped. *According to Saddleback College policies, students may be dropped from a course if they miss six or more instructional*

hours during the term.

Tardiness is disruptive to the class, so please try to avoid it as best you can. If you arrive late, please be quiet and considerate when you enter the classroom.

If you encounter challenges that are interfering with your attendance and completion of coursework, I encourage you to contact me so I can offer support and resources. I'm here to help you succeed!

Course Assignments

Tell me about the assignments in this course?

5 Major Writing Projects (80%):

1. Rhetorical Analysis Paper: 15%
2. Research Proposal: 10 %
3. Annotated Bibliography: 10%
4. Timeline Project (persuasive):15%
5. Research Project (argumentative):: 30%



Class Community Work (20%):

PowerPoint TED Talk: 10%
Collaboration (writing workshops and discussion/participation): 5%
Reading Quizzes: 5%



Grade Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F= 0-59%

Can these guidelines change during the semester?

Yes. These guidelines are intended to help you plan your work in this course, but the instructor reserves the right to make changes in these evaluative criteria during the course of the semester.

Writing Papers

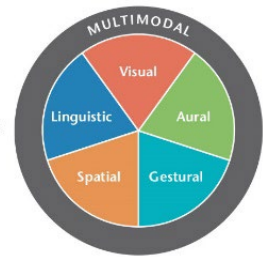
How many papers do I have to write for this class?

In this course, you will have 5 major writing projects, including a few multimodal projects. Additionally, we will work on low stakes writing assignments including quizzes, draft writing, and peer review. We will also have exciting creative opportunities as we write and explore our own talents and abilities!

What is a “multimodal project”? This is a project that includes two (“multi”) different modes of analysis to complete it. A mode is a way we communicate with each other. There are generally five modes we use to communicate: visual, linguistic, spatial, aural, and gestural. The writing on this syllabus is called the linguistic or alphabetic mode. The images you see on this syllabus are the visual mode, so that makes this document multimodal!

We are communicators in the 21st century, and we want our classroom to teach us literacy skills that are a reflection of the real world where we read all types of texts and images (or even listen to audio in the form of video/reels etc.) at the same time! This prepares us for college/university and life beyond college. We will be studying multimodality in the first few weeks of the class.

Figure 1.6 The Five Modes of Communication
This chart of the modes is based on a diagram created by the New London Group.



You can also start to learn more about multimodality here:

<https://courses.lumenlearning.com/englishcomp1/chapter/introduction-to-multimodality-2/>

How should I format my papers?

You'll format your drafts using MLA format headers and page numbers, Times New Roman 12pt font, and 1-inch margins all around.

How should I turn in my final papers when they're due?

Upload final drafts of each paper to the assignments in Canvas. The Turnitin program (part of Canvas at Saddleback) compares your papers to those of millions of students and to other sources on the Internet. However, your instructor will be the only person who can see your work.

If I'm repeating ENG 1B, can I turn in papers I wrote previously?

If you are repeating ENG 1B, you'll have to submit new papers.

What will happen if I have to turn my paper or draft in late?

Students are expected to submit assignments on or before the due dates. The due dates are there to help us all keep track of our learning and advance together. We are a team, and we need to be on the same page!

However, sometimes we just need a little bit more time. **You are welcome to take a "no questions asked" 24-hour extension on any major writing assignment due on Fridays (except for class presentations). You do not need to contact me to do that.**

If there is a more serious challenge that is disrupting your learning, please contact me at least 24 hours before the deadline and we will try to work together to ensure your success.

Can I pass this class without turning in all the papers?

It's virtually impossible to pass the course without handing in all of the required writing projects but turning in something will at least result in a grade instead of a zero for that paper! But, let's work together to make sure you pass! That's my goal! I hope it is yours, too.

What happens if I forget to upload my work to the assignments in Canvas?

You should upload it as soon as possible after the deadline and let me know. Please keep in mind that I reserve the right to give a paper grade of zero (i.e., 0) if the paper is not submitted to Canvas or if you submit a final draft that's different from the one turned in to the instructor.

If I don't like my grade for a take-home paper, can I rewrite it for a better grade?

If you receive a passing final grade on any paper (C or higher), you won't be able to rewrite it for a different grade.

What should I do if I get a non-passing grade on one of the take-home papers?

If you receive a non-passing grade for a paper (D or F), you should meet with me during office hours for help revising it so it can pass.

Do I need to have access to a computer, printer, and to the Internet to succeed in this class?

Definitely. If you don't have a computer, though, stay calm. The college makes them available to you.

Laptop Loan Program: Chromebook loans will be available on the 3rd floor of the LRC in the Library. <https://www.saddleback.edu/student-support/technical-help>

Enrollment Process

Who's responsible for dropping me from the class if I need to drop or stop attending?

Keep in mind that it's ultimately your responsibility to make sure you are dropped from this class if you no longer wish to be enrolled. Don't presume you have been dropped because you stopped attending. If you don't drop the course officially, you may receive an "F" for the class instead of a "W."

What are the Add/Drop dates for this semester?

- The deadline to drop a course without the drop appearing on a student's record is **9/10/2023**
- The last day to drop with a W on the transcript is **11/17/2023**
- Requests to take the class Pass/No Pass must be made by **12/20/2023**
- Please be aware that students who fail a class or withdraw from it may take the class again a maximum of two more times, according to the Saddleback College policies. For more details, please consult the Student Handbook.

What We Learn in English 1B

Topics Covered

1. Select and focus a topic for extended essay development
2. Organize a longer piece of writing
3. Use rhetorical devices to clarify and substantiate positions taken
4. Write within an argumentative context
 - a. Distinguish between fact/opinion
 - b. Reason inductively and/or deductively
 - c. Draw inferences
 - d. Recognize fallacies

- e. Identify premises/conclusions
- f. Evaluate claims and arguments for validity
- g. Evaluate authority
- h. Develop paragraph sequences, focusing on topic sentences, supporting data, and evaluations
- 5. Analyze voice and style
- 6. Produce a sophisticated writing style based on rhetorical devices
- 7. Discover varieties of research techniques and sources
- 8. Document research within current MLA guidelines
- 9. Apply prewriting techniques for extended essay development
- 10. Peer edit essays, focusing on audience, context, tone, style, and mechanics

Learning Objectives

Students participating in this class will:

- 1. Compose essays of at least 1,000 words that are structurally and logically sound and free from punctuation and mechanics errors.
- 2. Compose a research paper of at least 2,500 words that follows standard MLA format, is structurally and logically sound, and is free from punctuation and mechanics errors.
- 3. Compose essays maintaining a formal, academic tone.
- 4. Select an adequate topic for an extended, academic research paper.
- 5. Employ rhetorical devices and strategies in one's own writing successfully.
- 6. Use deductive and inductive reasoning.
- 7. Use research that is appropriate and adequate to support one's claims in written assignments.
- 8. Select an appropriate prewriting activity to choose and narrow a topic.
- 9. Evaluate the logic of and rhetorical devices used in the arguments of others.
- 10. Evaluate the central idea, and support provided for that idea, in the writings of others.
- 11. Distinguish factual statements from judgmental statements and knowledge from opinion.
- 12. Evaluate claims and arguments for validity and reliability.
- 13. Appraise the work of peers based on a rubric or set of specified criteria.

Saddleback College English Composition Department Student Learning Outcomes

Out-of-Class: English 1B students will write an essay of 2,500+ words, which demonstrates the following outcomes.

- 1. **Controlling Idea:** The essay has a specific, research-based, arguable, and complex thesis.
- 2. **Development:** The essay is 2,500+ words long and uses research-based evidence and analysis to support an argument.
- 3. **Sentences/Style:** The essay applies a variety of sentence structures within a formal academic style.
- 4. **MLA Formatting:** The essay integrates appropriate MLA standards to the following (8) items: heading, running header, fonts, spacing, indentation, works cited page, in-text citations, and correct use of block quotes (if used), with minor errors.



Informational Literacy: The research demonstrates information competency in these three items: locating, interpreting, and evaluating appropriate sources.

Will we be discussing (online) and reading any potentially challenging topics in this class?

Yes. This class will cover readings and discussions that may include mature subject matter (relating to the arts, entertainment, sexuality, race, class, immigration, war, religion, crime, and violence as well as a range of points of view on those issues). As challenging as those subjects may be, you are encouraged to remain in the class, to learn about diverse points of view, and to tactfully and respectfully contribute your point of view. I will make every effort to notify you in advance of content that might be disturbing or challenging. If you anticipate any difficulties with reading and/or discussing material, please consult with me. I encourage you to keep an open mind, respect differing views, and be willing to confront the realities and perspectives explored in the course materials.

Important College Policies

Am I allowed to make unauthorized recordings in class?

Please do not. Other than Disabled Students Programs and Services (DSPS) directed auxiliary aids and academic accommodations, the use of any electronic listening or recording device in any classroom is prohibited without the explicit prior consent of the instructor (CA Ed Code Sec. 78907). It is in violation of South Orange County Community College District (SOCCCD) policies (BP 5401 & AR 5401) which address student conduct. It is also a crime to record any private communication, such as a classroom lecture, without the consent of all parties to the conversation (Cal. Penal Code § 632). Violation of such rules may result in disciplinary action.

Instructor Mandatory Reporting Requirements

In accordance with Title IX, a federal law that governs the responsibility of educational institutions to provide a learning environment that is safe and free of discrimination, harassment, sexual misconduct, or violence, instructors are required to report any such incidents involving students. Please be aware that if you let me know that issues you are writing about or discussing involve real-life incidents of this nature that either are currently happening or happened in the past, I am obligated to report it in order to ensure that you receive support from the appropriate school officials and agencies. That doesn't mean you shouldn't feel free to write about these issues or any issues that might be controversial. I never assume that what students write about reflects what is actually happening or has happened to them.

Student Conduct

Saddleback College students are responsible for regulating their own conduct and for respecting the rights and privileges of others in accordance with the Code of Conduct set by the district Board of Trustees (AR 5401) (Student Handbook). This applies to interactions online as well as in person. Please treat your peers and instructor with courtesy, which includes refraining from discourse or behavior that could be offensive or disruptive to others, including hate speech, defined by Cambridge Dictionary as “public speech that expresses hate or encourages violence toward a person or group based on something such as race, religion, sex, or sexual orientation.” Students who engage in offensive or disruptive behavior will be given an

initial warning. If the conduct continues, students will be referred to the office of the Vice President for Student Services.

Please practice kindness, professionalism, and respect in all communications online and in person with your professor and classmates.

We are here to support one another!



Academic Integrity:

Your own commitment to learning requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to Student Services, wherein a range of disciplinary measures may take place, including receiving an F for a plagiarized assignment, and possibly an F in the course and expulsion from the college.

Statement from the Saddleback College Student Handbook:

"Plagiarism involves the misrepresentation of someone else's words, ideas or data as one's original work, including, but not limited to, the following:

- Intentionally representing as one's own work the work, words, ideas or arrangement of ideas, research, formulae, diagrams, statistics, or evidence of another.
- Taking sole credit for ideas and/or written work that resulted from a collaboration with others.
- Paraphrasing or quoting material without citing the source.
- Submitting as one's own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., from Paper Mills or other internet-derived products).
- Sharing computer files and programs or written papers and then submitting individual copies of the results as one's own individual work.
- Submitting substantially the same material in more than one course without prior authorization from each instructor involved.
- Modifying another's work and representing it as one's own work."

The complete policy on academic integrity can be found at:

<https://www.saddleback.edu/sites/default/files/2022-08/saddlebackhandbook22-23.pdf>

Can I use AI for my written work in this class?



We know that AI/ChatGPT is a new technological advancement that may be interesting to learn about. **However, in terms of the written work for our class for major projects or discussion forums/quizzes, please use only your own original words and ideas and do no use AI or AI enhancements.** This course is designed for you to succeed and to bring in your own thoughts, ideas, and knowledge. **We want to have human to human communication. Your voice is YOU and it's authentic. We**

celebrate you.

The only exception to this policy is AI generated images: you may experiment with images as part of the "visual mode" for major projects, or, you can hand draw images too!

As a reminder, as Saddleback College students and faculty we uphold the college's standards of conduct which defines plagiarism as "any conduct in academic work or programs involving misrepresentation of someone else's words, ideas, or data as one's original work." The use of AI generated text is composed of uncredited words and the intellectual work of others and falls into this category.

In terms of grades and AI, at the moment, what many professors at different schools have seen is that ChatGPT currently does not provide "A" or "B" level responses to exam questions or prompts.

In the experience of many professors, ChatGPT produces a written assignment in the low C range. Despite the sophistication of its language and sentence structure, we have seen Chat GPT write responses with inaccurate information on more than one occasion (*E.g. performing an analysis of a different reading despite claiming to analyze what I'd named in the instructions.*) I realize that questions about originality and plagiarism can be complex, but learning to responsibly cite direct quotations, paraphrased and summarized text, and information that is not part of common knowledge is a fundamental part of your college and university education. You should feel free to speak to me if you have questions about best practices. We will work together to make this a successful course for you all!

Note: If there is a concern with plagiarism/ AI use in your papers, you may receive a 0, but I will allow you to rewrite the paper.

College Support Services

Student Technical Support

For problems accessing Canvas, email, or Mysite, contact Student Technical Support.

- **Location:** LRC 205, 220, and 305
- **Hours:** Mon - Thurs 8 am - 7 pm, Friday 8 am - 2 pm
- [Tech Support Website](#)
- 24/7 Canvas Support: 1 (844) 303-0343

Tutoring Center

The LRC Tutoring Center offers online and in person tutoring. For more information on tutoring, please visit their website

- **Location:** 2nd floor of the LRC
- **Hours:** Mond-Thurs 8 am - 7 pm, and Friday 8 am - 2 pm
- [Tutoring Center Website](#)

Academic Reading Center

The Academic Reading Center (ARC) is a supportive and personalized learning environment where students receive innovative, quality instruction in reading, writing, and study skills from Saddleback faculty. Our center has a spacious room with tables and chairs for individual work, breakout rooms for small-group work, as well as computer stations for learning, research, online access, and printing.

- **Location:** 2nd floor of the LRC
- **Hours:** Mon-Wed 9 am - 3 pm, Thurs 9 am - 12pm, and closed Friday
- [ARC Website](#)

The Saddleback Library

The Library is the best place to get source material and personalized help from a librarian whether you're on or off campus. Attend the library's free workshops to learn the basics, and take the library's credit courses (**LIB 100**, **LIB 101**, or **LIB 2**) to become a highly skilled at utilizing information technology. You may "ask a librarian" by chatting with them live via Zoom. For details, visit the library website.

- **Location:** 3rd floor of the LRC
- **Hours:** Mon-Thurs 8 am - 7 pm, and Friday 8 am - 2 pm
- [Library Website](#)

Student Health and Wellness Center

The Student Health and Wellness Center provides quality and confidential medical, mental health, and social services for currently enrolled students. Seeing a physician, nurse, or mental health therapist is free for students who have paid their health fee, and tests, labs, prescriptions, and some procedures may include a low-cost fee.

- **Location:** SSC 177
- **Hours:** Mon-Thurs 8 am to 5 pm, Friday 8 am to 3 pm (closed daily for lunch from 12 to 1 pm)
- [Health Center Website](#)

Counseling and Special Services

Counselors are available to provide academic, career, and personal counseling.

- **Location:** SSC 167
- **Hours:** Mon-Thurs 8 am to 7 pm, Friday 8 am to 5 pm
- **Call:** (949) 582-4572
- [Counseling Website](#)

Students with Disabilities

The Disabled Students Programs and Services (DSPS) program provides support services, specialized instruction, and authorizes educational accommodations for students with disabilities so that they can participate fully and benefit equitably in their college experience.

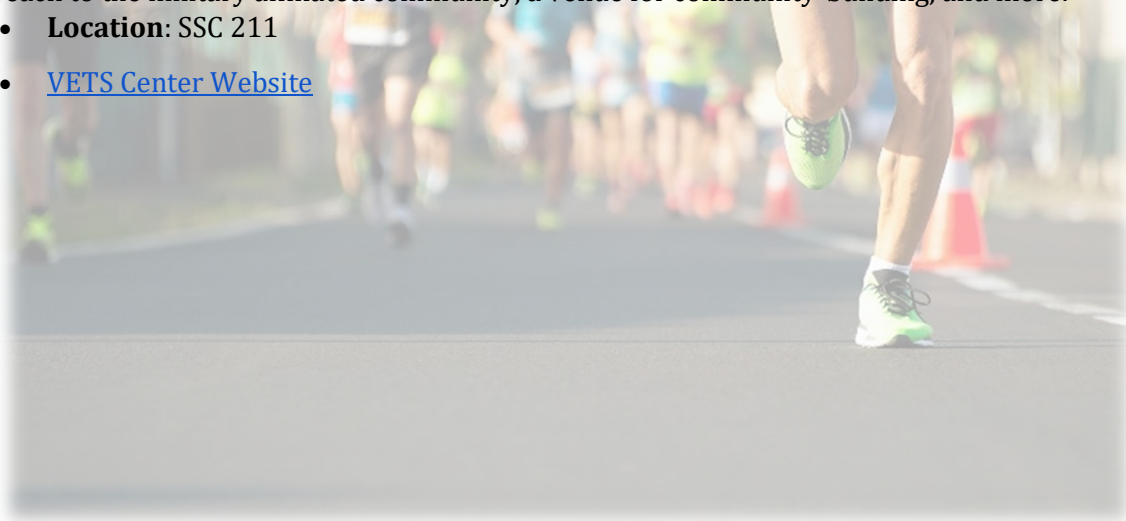
If you feel that you might have a disability-related educational limitation, contact the main Special Services office:

- **Location:** SSC 113
- [DSPS Website](#)

VETS Center

The VETS Program directly provides support services and acts as a bridge to external support services for student Veterans, active military personnel, and their loved ones. VETS Program services include but are not limited to: new student guidance, Veterans counseling, scholarship and financial aid assistance, access to emergency grants, a link to the Veterans Student Council, outreach to the military affiliated community, a venue for community-building, and more.

- **Location:** SSC 211
- [VETS Center Website](#)



If you don't quit, you will finish (strong)! Dr. Ray Zimmerman

Note: Schedule may change

Yellow = Final Submission

Week	Readings and Activities	Assignments Due
Week 1 8/21-8/25)	Welcome and introductions! In class: • Presentation: A Global Framework for Justice • UN Declaration of Human Rights • MLA Format and Style	Friday 8/25: Self-Assessment Writing and MLA Format and Style Friday 8/25: Syllabus Scavenger Hunt
Week 2 8/28-9/1	Readings (read online before class): • Benjamin, <i>Viral Justice: How We Grow the World We Want</i> (introduction excerpts) • Watch: Ron Finley, <i>Guerilla Gardner</i> • Readings on rhetoric (from online composition textbook Lumen) • Directions for Rhetorical Analysis Paper In-class: • Discussion on readings and presentation on rhetorical analysis	Tuesday 8/29: Video Quiz- Finley, "Guerilla Gardner"
Week 3 9/5 - 9/8 (No School 9/4 Labor Day)	Readings (read online before class): • Karlberg, "Discourse, Identity, and Global Citizenship" • Student Sample Rhetorical Analysis paper • Readings on using sources, quoting, paraphrasing (Lumen online) In-Class:	Tuesday 9/5: Reading Quiz, Karlberg Article Tuesday 9/5: Paraphrasing Practice Quiz Friday 9/8: Peer Review Draft Rhetorical Analysis Paper Friday 9/8: Submit Draft Rhetorical Analysis Paper for Dr. K's review

	• Discussion on readings and presentations on thesis development and writing • Evidence Search Collaboration (preparation for rhetorical analysis essay)	
Week 4 9/11-9/15	Spotlight on Injustice: Extreme Poverty and Hunger Readings (read online before class): • Nussbaum, Creating Capabilities (excerpts from introduction) In-Class: • William Kamkwamba (TED Talk) and Moving Windmills project (website) • Discussion on readings • Introduction to research project topics	Tuesday 9/12: Reading Quiz, Nussbaum Friday 9/15: Final Rhetorical Analysis Paper!
Week 5 9/18-9/22	Spotlight on Injustice: Bias and Discrimination Readings (read online before class): • Readings on research process, scholarly vs. popular sources, source analysis, refining topics (Lumen online) In-Class: • Adichie, "The Danger of a Single Story" • Discussion on readings and research project topics • Directions for Research proposal	Tuesday 9/19: Reading Quiz, research process and sources Start researching your topics! Create a Google Doc with your sources
Week 6 9/25-9/29	Spotlight on Injustice: Lack of Access to Education Readings (read online before class): • Malala's UN speech	Friday 9/29: Writing: First Look at Possible Research Topics and Sources

	In-Class: Discussion on readings and research topics preparation	
Week 7 10/2-10/6	Research Proposal Writing and conferences	Friday 10/6: Final Research Proposal Due!
Week 8 10/9-10/13	Readings (read online before class): • Directions for Research Project In-class: • Collaboration on annotated bibliography	Friday 10/13: Midsemester check in
Week 9 10/16-10/20	Readings (read online before class): • Directions for Timeline Project • "They Say, I Say" Templates • Readings on multimodality (Lumen online) In-Class: • Discussion on readings and preparation of annotated bibliography	Tuesday 10/17: Reading Quiz, They Say, I Say academic writing templates Friday 10/20: Final Annotated Bibliography Due!
Week 10 10/23-10/27	Preparation for Timeline Project In-Class: • Timeline Project Presentations (part I)	Timeline Project Presentations due in class (10/26)
Week 11 10/30-11/3	Readings (read online before class): • Advocacy/Solution Evaluative Chart In-Class: Timeline Project Presentations (part II)	Tuesday 10/31: Forum on Example Solutions
Week 12 11/6-11/9	Readings (read online before class):	Tuesday 11/7: Reading Quiz, Logical Fallacies

(No School on 11/10)	- Schultz, "Human Rights Education" - Miller-Muro TED Talk In-Class: - Discussion on readings and writing about solutions/advocacy - Logical Fallacies	Tuesday 11/7: Forum, Example Problem and Solution Essay
Week 13 11/13-11/17	Readings (read online before class): - Penn, "Constructive Resilience" (excerpts from article) - Handout on counterarguments In-Class: - Discussion on advocacy/ Solution - Preparation for advocacy writing	Tuesday 11/14: Quiz, Counterarguments
Week 14 11/20-11/22 (Thanksgiving Break 11/23-24)	Readings (read online before class): - Directions for TED Talks presentations In-Class: - Outline of research paper	Tuesday 11/21: Forum on multimodal evidence
Week 15 11/27-12/1	In-Class: TED Talks presentations (Part I)	Friday 12/1: Writing Workshop: Draft Research Project
Week 16 12/4-12/8	In-Class: TED Talks presentations (Part II)	Friday 12/8: Writing Workshop: Peer Review of Draft Research Project
Week 17 and Finals 12/11-12/15	In-Class (12/14 Finals Day): Reflective Writing: Growing the World We Want	Tuesday 12/12: Forum, Please Say Good-bye Friday 12/15: Final Research Project Due!

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