

Welcome to English 24 (online) #

Ethnic Voices in Literature: The American Experience

Fall 2025 Theme:

Telling all our Stories of Hope and Resilience



Welcome! I'm so glad to meet you!

We are a diverse class community. I hope we can 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

I will respond to your emails during the week (Monday-Friday, 9:00am-5:00pm) within 24 hours and often quicker. Emails over the weekend are usually answered on Monday. Email is the best way to contact me.

English 24 Course Description

This is the college catalog description of English 24:

Examines literary works of African-American, Native-American, Arab-American, Asian-American, and Latino/Hispanic authors. Focuses on such themes as the American experience; self and family, self and religion, self and culture, self and nature; cultural conflict; war and peace. Compares and

contrasts the styles and techniques of the authors. Focuses on social, philosophical, spiritual, and ethical values of the literature. Develops criteria for evaluating literature.



This is Dr. K's Description:

This class is about telling all our stories and learning about diverse voices in literature! Do you want to hear a new story? You are in the right place. This is a course about all of us, seen through different lenses. This course is a celebration of humanity's diversity, our joys, struggles, and triumphs. I hope you enjoy reading and learning about this rich literature with me.

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

Where and when do we meet?



This is a fully online and asynchronous course. All course instruction is provided through Canvas. There are no required "zoom" meetings and we do not meet in person.

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 online class looks like this (MWF) with some changes due to holidays:

- **Mondays:** Read Monday Morning announcement and watch video lectures
- **Wednesdays:** Quizzes and/or discussion forums due
- **Fridays:** Discussion forums and/or major assignments due

please make note of the days major assignments are due (11/7, 11/26, 12/5, 12/17)

* You are always welcome to work ahead of deadlines if the day an assignment is due conflicts with your work/life schedules etc. (For example, you can do a quiz on the weekend). The modules are built on each other so please make sure to do them in weekly order and complete the requisite assignments before moving on. Weekly modules open up Wednesdays.

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). For technical help with Canvas or MySite, see [Student Technical Support](#).

How much time should I spend on this class working on my assignments and projects?

The workload for this course (AKA “Carnegie Units” for a 3-unit class) is approximately 9 hours per week. However, since it is the 8 week session, you can expect to work more intensely (12-15 hours or so).

How do you take “attendance” in an online class?



Please make sure to log in online by the end of Week 1 and complete the assignments. After the end of the first week, those who do not “show up” by posting online to the appropriate discussion boards may be dropped and marked as “no show.”

Regular Contact: It is essential to log in regularly (at least 4-5 times per week) to check announcements, participate in discussion boards, and turn in assignments to successfully complete this course. **The Canvas assignments build on each other and are required to be completed before the next module “opens” up for assignments. Modules are set up for each week of the semester.**

If you encounter other 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! We are in this together!

Course Assignments

Tell me about the assignments in this course?

There are two main types of assignments for this course:

1. **Major Multimodal Projects** and 2. **Class Community Work**. We also have one final exam.

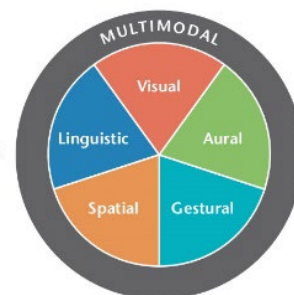
What is a “multimodal project”? This is a project that includes two (“multi”) different modes of analysis to complete it. A mode is a way we communicate with each other. There are generally five modes we use to communicate: visual, linguistic, spatial, aural, and gestural. The writing on this syllabus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

For your projects, there are two graded parts: 1. **Written** and 2. **Visual/ Aural (image/audio/video)**. This second part will vary with each project, but it will always be enjoyable and creative!

We are communicators in the 21st century, and we want our classroom to teach us literacy skills that reflect 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.

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/>

Essays, Projects, and Exams (75%):

1. **Essay 1:** Reflective Analysis 15%
2. **Essay 2:** Literary Analysis: 20%
3. **Project 3:** Creative Project: 15%
4. **Final Writing and Action Project:** 20%



Class Community Work (25%):

- Video Lectures: 10%
- Discussion Forums / Writing Workshops: 15%
- 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.

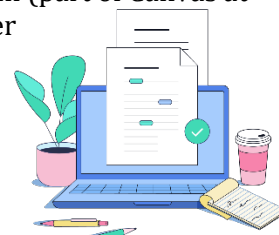
Turning in Work

How should I format the written portion of my project?

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

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

Upload final major projects 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.



What will happen if I have to turn in my project late?

We are a team and I'm cheering you on every week to turn in your assignments and helps us maintain a weekly rhythm. The due dates are there to all keep track of our learning and advance together.

help us

However, sometimes we just need a little bit more time! **You are welcome to take a "no questions asked" 48-hour extension on any major writing assignment due Fridays (except for the last writing assignment due during finals week on 12/17). You do not need to contact me to do that.** Please keep in mind that the 8 week session goes by very quickly !

If there is a more serious challenge that is disrupting your learning, please contact me and we will try to work together to ensure your success. It may not be possible to accept essays beyond one week after the due date, but I will do my very best to accommodate emergencies and special circumstances.

Can I pass this class without turning in all the major projects?

Let's work together to make sure you pass! That's my goal! I hope it is yours, too. All majors project will need to be turned in to pass.

What should I do if I get a non-passing grade on one of the major projects?

If you receive a non-passing grade for a project (D or F), you should meet with me during office hours for help revising it so it can pass. If there are other reasons for non-passing, such as plagiarism or AI use (copying), we will need to also discuss this together. You will be given an opportunity to resubmit.

When do I get the grades for work I turn in?

You will receive your grades **one week** after turning in your assignment. If the assignment is turned in late, please know that I will do my best to also grade it quickly, but it may take a few days longer.

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 10/28/25
- The last day to drop with a W on the transcript is 12/3/2025
- Requests to take the class Pass/No Pass must be made by (check with registrar but usually the last day of class 12/17)
- 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 24

Topics Covered

1. Readings of selected works of African-American, Asian-American, Latino/Hispanic, Arab-American, Native-American literature in all genres (short stories, novels, essays, poetry, drama, speeches)
2. Examination of themes such as "the American experience" and search for self in the assigned readings
3. Analysis of the social, philosophical, spiritual, and ethical values of literature
4. Practicing techniques of literary analysis and major critical theories
5. Developing criteria for evaluating literature
6. Analysis of music, poetry, art, and other cultural elements which relate to the assigned literature
7. Reading of historical, theoretical, or other contextual information as background for pieces of literature

Learning Objectives

Students participating in this class will:

1. Justify an inference concerning a personal reading or interpretation of some aspect of a literary work, such as the work's central meaning or theme, the nature and role of a particular element in the work.
2. Comprehend the literal level of a literary work.
3. Explain the social, philosophical, spiritual, or ethical issues raised by a literary work.
4. Apply the concepts and techniques of a variety of approaches to literary criticism and analysis in the reading of a literary work.
5. Relate the characters, events, issues, and themes of imaginative literature to the student's own life.
6. Compare/contrast the themes, issues, techniques of the works studied.
7. Interpret literature through the lens of various historical and theoretical concepts, such as colonial studies, socioeconomics, feminism, issues of racism and classicism, imperialism, occupation, diaspora and displacement.

Student Learning Outcomes

By the end of this course, successful students will be able to:

1. Illustrate comprehension of Ethnic Voices in Literature and their historical context.
2. Utilize critical thinking appropriate to the course, demonstrating a capacity to analyze literary style or literary theme or literary theory.
3. Write an essay that meets MLA standards for the following (8) items: heading, running header, fonts, spacing, indenting, works cited page, in-text citations and use of outside sources.

What Is Literary Analysis?

Over the course of the semester, we will learn, develop, and apply a range of literary, critical, and theoretical terms to analyze and interpret the literature of American identities that have been marginalized or are somehow set apart from other American literatures. A brief list of conventional literary terminology that names form, style, and other literary and linguistic techniques can be found [here](#). Examples of critical terms include: “diaspora,” “subjectivity,” “intersubjectivity,” “intersectionality,” “hegemony,” “othering,” etc. We will learn them as they become relevant to the assigned readings.

Will we be discussing 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

Student Conduct and Academic integrity

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

We are here to support one another!

Our course is based on a philosophy of mutual respect, care, and encouragement. Let us continue to make our



online space safe and welcoming to all. Kindly practice professional and respectful language in all our communications with each other and refrain from profanity and any hateful or hurtful language. This way, we will assuredly follow the conduct asked of us in the Saddleback College handbook.

What is “integrity”? We see this a lot on the syllabus! Integrity is a virtue or a good/positive quality any human can possess. It includes being honest and trustworthy and acting in alignment with these values we believe (not acting contrary to our belief system). It means a lot! It’s a way we can posture ourselves to be authentic and ethical. We can practice this virtue together in our online space by making sure we do our own work (a little tutoring is fine of course!) and respect the work of others.

The complete college 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?



I know that AI/ChatGPT is a new technological advancement that is intriguing to learn about. **However, in terms of the written work for our class for major projects or discussion forums/quizzes, I ask if you please use only your own original words and ideas and do not use AI or AI enhancements.** This course is designed for you to succeed and to bring in your own thoughts, ideas, and knowledge. **I want to**

have human to human communication even in an online space. Your voice is YOU and it’s authentic. I 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!

In terms of grades, at the moment, what many professors 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 another 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.

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.

Class Outline: Weekly Readings and Assignments

Note: Schedule may change Yellow = Final Submission		
Week	Readings and Activities	Assignments Due
Week 1 10/20-10/24 <i>WordFest OC</i> 10/23!	Welcome and introductions! Start Here Module! Week 1 Module: Readings and Video Lectures: • Video Lecture: Welcome to English 24 and Ethnic American Literature! • Wang Ping, "The Book War"	✓ Mon. 10/20: First Day of Class Discussion: Introduce Yourself! ✓ Wed. 10/22: Syllabus Scavenger Hunt ✓ Wed. 10/22: Reading Quiz ✓ Fri. 10/24: Discussion forum
Week 2 10/27-10/31	Week 2 Module: Hope and Self Readings and Video Lectures: • Maya Angelou, "And Still I Rise" • Firoozeh Dumas, "Leffingwell Elementary" • MLA paper format • Video Lecture: Reflective Essay 1 Directions	✓ Wed 10/29: Discussion Forum ✓ Fri. 10/31: Discussion forum-peer-review (outlines and images)
Week 3 11/3-11/7	Week 3 Module: Hope and Self Reading and Video Lectures: • Literary and poetic terms • Work on final paper #1	✓ Wed. 11/5: Collaboration Forum: Finding Evidence ✓ Fri. 11/7: Final Reflective Paper #1 due
Week 4 11/8-11/12	Week 4 Module: Hope, Self, and Community Reading and Video Lectures: • Video Lecture: Evidence and Citation • How to analyze a short story • Hisaye Yamamoto, "Seventeen Syllables" • Directions for paper #2	✓ Wed. 11/12: Reading Quiz Literary Terms ✓ Friday. 11/14: Discussion forum
Week 5 11/17-11/21	Week 5 Module: Hope and Community: Readings and Videos: • Video Lecture: Thesis Development • Video Lecture: Unity and Coherence • Sandra Cisneros Interview, "Recognizing Ourselves" (<i>NEA ARTS Journal</i>)	✓ Wed. 11/19: Discussion forum ✓ Fri. 11/21: draft paper #2 and peer-review
Week 6 11/24-11/26	Week 6 Module: Resilience, Self, and Community Readings and Videos:	✓ Tues. 11/25: Discussion forum

Happy Thanksgiving! No school 11/27-28	• “Why Constructive Resilience” (Michael Penn) • Robert Hayden, “Those Winter Sundays” • Langston Hughes and Harlem Renaissance • Kevin Locke Native American hoop dancing • Directions for creative project #3	✓ Wed. 11/26: Final paper #2
Week 7 12/1-12/5	Week 7 Module: The Social Justice League Readings and Videos: • Adichie, “The Danger of a Single Story” • Singh, “American Sikh Film” • Gene Yang, <i>American Born Chinese</i> • Directions final writing project	✓ Wed. 12/3: Video Quiz, Mendez ✓ Fri. 12/5: Discussion, American Sikh
Week 8 12/8-12/12	Week 8 Module: Literature and Social Justice • Gene Yang, <i>American Born Chinese</i>	✓ Wed. 12/10: Discussion: ABC ✓ Fri. 12/12: Final Creative Project #3 due
Finals Week 12/15-12/17	And that’s a wrap! Congratulations!	✓ Mon. 12/16: Goodbye forum ✓ Wed. 12/17: Final Writing and Action Project due

College Support Services

What types of help can I get on campus?

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
- [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](#)