

**English 1A - 4600**  
**El Camino College**

<p>Instructor: Mr. Lyman Hong  Office: Humanities 321-K  E-mail: LHONG@elcamino.edu  Phone: (310) 660-3593, ext. 7046</p>	<p><b>Room:</b> N/A</p> <p><b>Meeting Times:</b> N/A</p> <p><b>Office Hours:</b>  <b>Monday /Tuesday</b> 10:00 - 11:00 A (Zoom / virtual office hour)  <b>Zoom link for office hours:</b>  <a href="https://elcamino-edu.zoom.us/j/94941485834">https://elcamino-edu.zoom.us/j/94941485834</a></p>
---	--

**Course Description and Objectives**

English 1A satisfies El Camino's general writing requirement and serves as the primary transfer-level composition course for the college.

**Description:**

This course is designed to strengthen the students' ability to read with understanding and discernment, to discuss assigned readings intelligently, and to write clearly. Emphasis will be placed on writing essays in which each paragraph relates to a controlling idea, has an introduction and conclusion, and contains primary and secondary support. College-level reading material will be assigned to provide the stimulus for class discussion and writing assignments, including a required research paper.

**\*Please note that this is an **online / asynchronous class**, which means that there are no required weekly meetings. I plan to hold one or two optional meetings once per week (times to be determined).**

**Chrome and Google**

In order to access the materials for this class, students must use the Chrome browser and have a Google account (gmail). You now have a Google account associated with your ECC email. Use your ECC credentials to sign using the following link (the same ECC email and password you use to sign into your MYECC account and email): <https://www.google.com/gmail/>

**El Camino Email**

El Camino College's email is my primary method for contacting you. You must check this regularly. If you would like to learn how to sync ECC email with your phone or tablet, click [here](#).

**Accessibility**

I will be using voice-over screencasts and audio comments to give feedback on your essays. If you have trouble accessing these or any of the material in this class, **contact me right away**.

**Major objectives of course:**

1. Recognize and revise sentence-level grammar and usage errors.
2. Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion.
3. Apply appropriate strategies in the writing process including dissecting and understanding prompts, prewriting, composing, revising, and editing techniques.
4. Compose coherent, multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, including in-text citations.
5. Demonstrate the ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites.
6. Demonstrate the ability to write coherent, text-driven, timed in-class essays.
7. Utilize MLA guidelines to format essays, cite sources in the texts of essays, and compile Works Cited lists.

**Course Texts**

Ellison, Ralph. *Invisible Man*. Vintage International, 1995. (I will provide access to an online version of this textbook)

*A World of Ideas: Essential Readings for College Writers*. 11<sup>th</sup> edition. Editor Lee A. Jacobus. Boston: Macmillan, 2020.

Please note: We will also be watching portions of the 1999 film, *The Matrix*. I will be able to provide a link to the movie.

**Grading\***

Essay 1– Education / Multiple Intelligences (in-class)	18%
Essay 2 – Plato / Matrix	22%
Outline and Annotated Bibliography (Research Essay)	7%
Essay 4 – Research Essay	22%
Essay 5 – <i>Invisible Man</i> (Novel)	20%
Class Participation (attendance, quizzes and group presentations)	11%

\*You will be allowed to revise one essay before week 5

**Student Equity:**

The ECC English Department believes that access to a high-quality education in an inclusive, anti-racist, culturally responsive environment is the right of all students.

**Student Learning Outcomes:**

Upon completion of this course, students will:

1. Complete a research-based essay that has been written out of class and undergone revision. It should demonstrate the student's ability to thoughtfully support a single thesis using analysis and synthesis.
2. Integrate multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.
3. Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.

**ADA Statement:**

It is the policy of the El Camino Community College District to encourage full inclusion of people with disabilities in all programs and services. Students with disabilities who believe they may need accommodations in this class should contact the campus Special Resource Center (310) 660-3295, as soon as possible. This will ensure that students are able to fully participate.

Child Abuse / Gender-Based or Sexual Misconduct: You should know that if you reveal child abuse, child neglect, or gender-based or sexual misconduct (including harassment, sexual assault, stalking, or intimate partner violence) to any instructor, we are required by law to report the problem to the Office of Staff and Student Diversity. However, psychologists are not required to report your incident. To speak confidentially with a psychologist, contact the Student Health Center for an appointment: 310.660.3643. For more information, visit <http://www.elcamino.edu/about/depts/diversity/misconduct.aspx>

**Child Abuse / Gender-Based or Sexual Misconduct:** You should know that if you reveal child abuse, child neglect, or gender-based or sexual misconduct (including harassment, sexual assault, stalking, or intimate partner violence) to any instructor, we are required by law to report the problem to the Office of Staff and Student Diversity. However, psychologists are not required to report your incident. To speak confidentially with a psychologist, contact the Student Health Center for an appointment: 310.660.3643. For more information, visit <http://www.elcamino.edu/about/depts/diversity/misconduct.aspx>

**Mask Wearing:**

Studies demonstrate that wearing face masks, along with other non-pharmaceutical preventive interventions such as frequent hand washing and physical distancing, can slow the spread of the coronavirus (SARS-CoV-2) that causes COVID-19. With the return to face-to-face class meetings, our goal is to protect the health and safety of our entire campus community including students, employees, and campus neighbors. In an effort to minimize any potential spread of COVID-19 on campus, students, employees, and visitors of El Camino College will be required to wear a face mask while on campus. Masks should be worn in a way that they cover the wearer's nose, mouth, and chin. **Students who object to wearing a face mask while in class for non-medical reasons (please provide documentation) will be asked to excuse**

**themselves from participating in that class meeting and will be considered absent.** Please remember, if students are absent for 10% of class meetings, they can be dropped from that class (see online 2020/2021 ECC College Catalog under Registration for Classes, Attendance during Semester section).

### Attendance

For distance education classes, students who do not engage in the first required interaction of the academic term by the instructor's deadline (or within the first 2 days of the term if no other deadline is provided) may be dropped from the roster and their places given to waiting list students. A required interaction in a distance education course is any non-optional activity (e.g. discussion forum post, assignment submission, quiz, etc.) administered through the Learning Management System (LMS). If illness or emergency prevents a student from attending the first class session or completing the first required interaction, the student must contact the instructor. Likewise, for distance education classes, instructors may withdraw students who do not continue to complete required regular substantive interactions by the assigned due dates specified in the syllabus. Substantive interactions include (but are not limited to) submission of an academic assignment, submission of an exam, participation in tutorials or computer-assisted instruction, and discussion forum or study group participation.

- Because this is an online / asynchronous course, we will not have a required weekly meeting. I plan to hold at least one optional meeting once per week (time to be determined).
- **Please note, if you miss a combination of three meeting and “non-optional activities”, I may drop you on the fourth missed activity or meeting (activities are defined above).**

You will need to complete the first unit's assignments by their respective due dates. Doing so will ensure your spot in the class; if there are no responses on that first day, I will drop you from the class so someone on the waitlist can join. Thereafter, you must participate every week. If you miss more than 10% of the coursework (discussions, quizzes, exams, essays), you will be dropped from the course. Frequent weekly participation is the key to avoid being dropped from the course.

### Important Dates for Summer 2022

<b>First Six-Week Session Begins</b>	<b>Monday, June 20, 2022</b>
<b>Last Day to Drop and be Eligible for a Refund</b>	<b>Sunday, June 26, 2022</b>
<b>Last Day to Add</b>	<b>Sunday, June 26, 2022</b>
<b>Last Day to Drop without Notation on Permanent Record</b>	<b>Sunday, June 26, 2022</b>
<b>Independence Day Holiday Observed (Campus Closed)</b>	<b>Monday, July 4, 2022</b>
<b>Last Day to Drop with a “W”</b>	<b>Tuesday, July 19, 2022</b>
<b>First Six-Week Session Ends</b>	<b>Thursday, July 28, 2022</b>

## Time Commitment

This is a 6-week class. Please be aware of the time expectations and that the deadlines for materials due are firm. Because this is a 6-week class, you would be spending about 12.0 hours a week in class and about 24 hours a week on reading, homework, studying, etc. See the standard formula here: <https://www.austincc.edu/nexus/acc101/prezi/credit-hours.html> . That is about 36.0 hours a week in class or working on school work, which over a 6-week semester is 216 hours (!!!!). Doing the minimum, then, would suggest that you can expect to spend at least 36.0 hours a week on this class. **I promise to do what I can do to help you manage your time, but please understand that this course will require a significant time investment.**

## Schedule

I will arrange each module by units.

Each week, most work is due before 11:59pm on various days (however, there are exceptions, so pay attention to due dates/times in Canvas).

Although not every item in each module has points assigned to them, those items are still important. You can think of them like the lecture portion of a face-to-face class.

## Revision

I allow **one formal revision** of a major essay before the end of the term. More largely, I want you to see writing as a *process* that includes an exploratory draft, at least one working draft, peer review and occasionally, a conference with me – not an “instant oatmeal” exercise that can be accomplished within a matter of hours.

Please note that students may revise essays up to a maximum score of 90.

## Working Drafts

In this course we will stress writing as a *process* that entails multiple stages of writing. I don't believe in “mediums” who can communicate with the dead, and I don't believe in writing as a magical event that takes place some time around 3AM the day the essay is due. As such, students who do not submit a working draft will **lose ten (10) points** from the grade on that particular essay.

Some people coming into class dislike group assignments and projects. However, interacting and working with others can lead to new and sometimes unexpected insights. It also gives the chance to work on interpersonal skills that are valued in many aspects of life and work. Working in groups also builds community, as well as requires you to use your analytical and interpretive skills in a social context. I will try to make the situations, experiences, and results as successful as possible. If you are someone who is averse to social situations but is willing to make an effort to participate, then I welcome you with open arms. If, however, you *know* that group work is not your “cup of tea,” then you may wish to consider another instructor, as 10% of your grade is determined by activities that require working with other students. Please note that students will only receive credit for peer review if they turn in working drafts (to Canvas) on the day which working drafts are due.

### Late Essays

Long ago, I decided that teaching students how to write well should entail as little bookkeeping as possible for me (no offense intended towards accountants). With that background in mind, my policy on late essays is as follows: 1) **The final draft of a major essay** can be turned in up to three (3) days late without any penalty. 2) Essays turned in late, but within this three-day grace period will *not* receive written comments. 3) Essays turned in *after* this three-day grace period will be penalized 10 points (equivalent to one full letter grade) for every day (not class day) late. If you do intend to turn in the essay late, I would *strongly advise* you to conference with me.

**Quizzes and in-class exams:** As a policy, I do not allow students to make up quizzes and in-class exams if they miss the quiz or exam.

### Academic Honesty and Plagiarism

El Camino College places a high value on the integrity of its student scholars. When an instructor determines that there is evidence of dishonesty in any academic work (including, but not limited to cheating, plagiarism, or theft of exam materials), disciplinary action appropriate to the misconduct as defined in BP 5500 may be taken. A failing grade on an assignment in which academic dishonesty has occurred and suspension from class are among the disciplinary actions for academic dishonesty (AP 5520). Students with any questions about the Academic Honesty or discipline policies are encouraged to speak with their instructor in advance.

Students who plagiarize will receive a score of zero (0) on the plagiarized assignment. In addition, the student will not, under any circumstances, be allowed to make up the assignment. Plagiarism may be defined as representing the words, ideas, or work of another as one's own in any academic exercise, including the use of commercial term paper companies. In all cases of suspected plagiarism, I will file a report with the Dean of Students, who will then adjudicate the matter.

To ensure that plagiarism is not an issue, I require that all students submit their essays to an anti-plagiarism website.

**All essays will be submitted to an anti-plagiarism program through the Canvas site.**

### Classroom Conduct and Policies

You will need to help me create an atmosphere of trust and mutual respect. As such, you will need to make sure that all cell phones and other distracting noise-makers are turned off during the class period. Be sure cell phones, headphones, and other electronic devices are turned off during this time. If you have an emergency and must answer the phone, do so outside. Please do not wear headphones and listen to music during class time. Please refrain from text messaging. Also, you will need to pay attention when your peers or I am speaking and listen to what others have to say, even when you disagree with what is being said. You have the right to speak up and counter what someone else has said, but personal insults are not acceptable. Finally, the E.C.C. catalog defines misconduct as “continued disruptive behavior, continued willful disobedience, profanity or vulgarity, or continued defiance of the authority of college personnel” and “obstruction or disruption of teaching” (24). Treating one another (that includes

me) with respect will make the course a warm environment in which students can learn and have fun.

### **Canvas**

Announcements, assignments, and grades will be posted on the course website. Checking the El Camino email is a must because alerts from the website will be sent there. To access the course website, you will need to use your myecc login.

Login here: <https://elcamino.instructure.com/login/saml>

If you have questions, the Distance Education page is located here:

<http://www.elcamino.edu/library/distance-ed/>

### **Email Etiquette**

Please use your ECC email. It may not be your preferred email, but it's a professional one, and it's time to begin building a professional persona. When I see it in my inbox, I can easily identify who you are more easily than an email like proskate88@gmail.com or m3li55ahawt@yahoo.com. You may love your email, but if you wouldn't put it on a resume, don't email your teachers with it.

Here are some email reminders:

1. Emails are not text messages. Take time to compose your email thoughtfully and grammatically.
2. Be respectful of yourself and your audience. Your teachers aren't your friends, so don't use the same shorthand you would for your friends.
3. Be as specific as possible when you email. A nebulous question like, "Did we do anything today?" is not as good as one that asks, "I've checked the syllabus for the assignments, did I miss anything else when I was absent?"
4. I'll generally answer emails very quickly, but don't expect immediate results to your last minute queries.
5. If you don't receive a response from me, please forward the email to me again.

**COVID-19:**

I welcome you to the class; our class will be a great haven during these unprecedented times. The pandemic has brought changes to our lives, including the way we teach and learn. For many, it has also brought new levels of stress and, likely, added responsibility. I understand. By taking this class, you will be adding more responsibilities. I will do my best to work with you. Your demonstration of learning the standards and meeting deadlines is still an important part of this class and of the college experience. Standards such as these are an integral part of a college education. A quality, equity-infused education remains El Camino College's primary goal. However, in order to serve you fairly and equitably during these times, communication will be more important than ever. You must remain in constant communication so that I can work with you on a case-by-case basis should a need arise. Check your ECC email, Canvas Inbox, and Canvas announcements often, and write to me whenever you have a question or concern. You also must remain vigilant in utilizing our numerous ECC campus resources, which are designed to help you succeed. I will do my best to help put you in touch with those services. A list of resources is included below.

**Student Resources:**

Please click the links below to access detailed and current information about each service.

- [Reading Success Center](#)

Tutors are available to assist with reading assignments (no cost).

- [Writing Center](#)

Free tutoring is available for writing assignments, grammar, and vocabulary.

- Writing Center Info Statement
  - o The Writing Center is staffed by professional tutors with a variety of backgrounds. Many of them majored in English; some are currently teaching; all are experienced writers. As tutors, they'll conference with you as you work on any writing assignment for any class. Whether you're just beginning a writing project or nearing the end of a final draft, conferencing with a tutor can give you a chance to talk through your ideas and plans, strengthen your grammar and organizational skills, or apply the finishing touches to the assignment. Tutoring is free for all ECC students. Visit the Tutoring Hub in Canvas for more information.
  - o Important Links
  - o Writing Center welcome video: <https://youtu.be/7LuFhBEYaOE>
  - o Writing Center website: <https://www.elcamino.edu/academics/humanities/writingcenter/index.aspx>
  - o Follow us for updates and fun stuff on Twitter and Instagram: @eccwriting

- [Learning Resource Center – LRC](#)

The LRC Tutorial Program offers free drop-in tutoring in a variety of subjects.

- [Student Health Center](#)

The Health Center offers free and low cost medical and psychological services as well as free workshops on topics like "test anxiety."

- [Special Resource Center – SRC](#)



The SRC provides free disability services, including interpreters, testing accommodations, counseling, and adaptive computer technology.

- [Counseling](#)

Counselors are available for online chat, telephone calls, and virtual appointments. Also, chat with a front desk staff member is available to help navigate the scheduling process and address quick questions.

- [Warrior Emergency Fund](#)

This is for emergency needs resulting from COVID-19

- [Free and Low-Cost Internet](#)

The California Community Colleges Chancellor's Office has provided this list of services. Please note that the provider needs to be available in your area.

### Six-Point Rubric: Scoring Guide

Based on a six-point scale, your paper will earn scores based on the following:

**6/A/100-90%** Shows the writer has fully understood the assignment and demonstrates clear competence in writing with intelligent insight and impressive organization, voice and editorial skill

A paper in this category will contain most of the following:

- Effectively addresses the writing prompt including all of its tasks and criteria
- Is well organized and thoroughly developed
- Is focused, coherent and unified
- Uses insightful and well-integrated support, including in-text documentation when required
- Demonstrates sentence variety and a range of vocabulary
- Is free from grammatical errors taught to date
- Follows MLA format well

**5/B/89-80%** Shows that the writer has understood the assignment and written an effective response to it

A paper in this category will contain most of the following:

- More than adequately addresses the writing prompt including all of its tasks and criteria
- Is overall well organized and developed
- Uses appropriate and integrated support, including in-text documentation when required
- Demonstrates a degree of sentence variety and proper word choices
- Is generally free from grammatical errors taught to date
- Follows MLA format

**4/C/79-70%** Shows that the writer has understood the assignment and written a satisfactory response to it

A paper in this category will reveal most of the following:

- Addresses the writing prompt adequately but may slight a task and or criteria
- Is generally organized and satisfactorily developed
- Uses sufficient and generally acceptably integrated support including in-text documentation when required
- Demonstrates proper sentence structure throughout most of the paper and contains few erroneous word choices
- Displays *occasional* difficulty with grammar errors taught to date, but reveals an overall satisfactory understanding of the rules taught.
- Follows MLA moderately well

**3/D/69-60%** Shows that the writer has marginally understood the assignment but has written a less than effective response to it. This is not a passing paper.

A Paper in this category will reveal more than one of the following problems:

- Attempts to address the writing prompt but may altogether neglect a task and slight others, and may not meet one or more criterion of the assignment
- Is relatively unorganized and or inadequately developed
- Uses insufficient and some unacceptable support which is often poorly integrated
- Demonstrates a lack of knowledge of sentence structure and uses some poor or erroneous word choices
- Has a pattern or an accumulation of errors in grammar issues taught to date

2-1/D-F/59%- Shows limited competence in writing and leaves little doubt whether the writer understood the assignment and may also reflect less than adequate effort.  
Is substandard in many ways.