

**English 53**     fall 2018

**I have complete confidence in your ability to be successful in this class.**

Monday and Wednesday in H23 10:30 - 12:35 pm (CRN 71385) as part of the Umoja Community ASTEP Learning Community (CRN 71696)

**Professor: Dr. Parks**

**contact information**

* office: Humanities 43
* mailbox: in the English dept.
* office phone: 395-4767
* cell phone: 232-0191 call or text
* email: pparks@bakersfieldcollege.edu
* website: drpparks.weebly.com
* office hours: Monday in L 148 (Village 1:00 - 2:45), Tuesday in B2 (Village 1:00 - 3:10), every other Wednesday in B 5 (extra credit Village 3:30- 5:00; Thursday in my office 3:15 -4:45; and by appointment. I apologize in advance if I have to cancel office hours due to a meeting.

**Required texts and supplies**

* *Honoring Our Ancestral Obligations* by Chike Akua (passed out at orientation)
* *The Little Seagull Handbook with exercises*
* *Post Traumatic Slave Syndrome* by Joy DeGruy ISBN 978-0-9852172-0-4
* *Defining Moments in Black History* by Dick Gregory
* *Democracy in Black* by Eddie Glaude, Jr. ISBN 978-0-8041-3741-6
* class pack available at the book store and on my website
* paperback dictionary
* three-ring binder (for notes, handouts, and class handouts)

**student learning outcomes**

At the completion of English 53, students will be able to perform the following:

1. Write papers that

* demonstrate the use of expository and argumentative or persuasive forms of writing
* demonstrate MLA form and citation
* show evidence of drafting, editing, and revision to reflect and academic tone and style
* use a variety of sentence patterns appropriately and correctly
* use standard conventions of written English - spelling, punctuation, and capitalization

2. Demonstrate the legitimate use of credible sources by

* summarizing and paraphrasing sources.
* synthesizing multiple sources.
* avoiding plagiarism

3. Evaluate and establish the credibility of an author's work.

4. Read  a complete work and other selected reading around a theme and demonstrate comprehension, critical thinking, analysis, and connection to other texts, situations, and cultures.

5. Demonstrate the use of strategies, such as note taking, time management, study skills, goal setting, and college navigation that are needed to be a successful college student.

**course purpose and theme**

English 53 emphasizes developing arguments and strengthening critical thinking as well as reading and writing skills relevant to college work through a thematic approach to prepare students for English B1a.

The theme is African-American identity. It is explored through African values of community and love as well as through the legacy of trauma and efforts to heal. We also focus on our obligation to be our best self, best family, and best community as a way of honoring our ancestors and elders. ****

**coursework**

* five writing assignments/project/in-class writing --- 100, 100, 100, 100, and 200 points
* reading responses or quizzes on all assigned readings --- 5 points each
* two assignments on scheduling --- 20, 10 points
* attendance at scheduled conferences 5 points each



**writing assignments**

Draft and final versions of all writing assignments must be typed in black ink, double spaced on 8 1/2 by 11 paper with 1-inch margins in Times New Roman font in 12 point.  All papers require participation in peer editing and attendance at an individual conference.

**conferences**

In preparation for turning in the final draft of your major papers, you will meet with me individually on the second or third draft. During conference week, class is cancelled, and conferences are held in my office during class and Village time. The conferences are worth 5 points. You are welcome to see me between conferences, but scheduled conferences are your opportunity to ask questions about your draft (structure, sources, etc). Please schedule and attend even if your draft is not complete. If you do not meet with me, you receive an absence and lose the 5 points. At each conference, you take your draft, letter to the professor (3 points), and filled in conference sheet.

**village**

Each Monday 1:00 to 3:10, required Village/StDv will be held. Roll will be taken and, as you see from the assignment sheet, there are planned activities. Consider Monday as you would class - be on time, participate, and don't engage in other matters. Although you may work with or help your classmates, it is not a time to socialize.

**extra credit**

You can earn extra credit by attending Writing Center workshops. Ask the Writing Center for their schedule for the semester. The workshop presenter will give you a form that shows the workshop title; add your name, and turn it in to me.

You can also attend extra credit Village study/SI sessions on Wednesdays 3:30-5:00 in B 5, meet with your mentor and turn in the form, and attend Umoja ASTEP events and Umoja Community Club events. All extra credit points are added in at the end of the semester for those students who are passing the class (which I expect will be all of you).

**policies**

1. attendance

Attendance is important.  So much happens every class session.  I don't want you to fall behind or feel lost.  The college values attendance as well. According to BC policy, a student may not miss more than the equivalent of two weeks of instruction; in this class, that is six days. After that, professors can drop you from class. I would suggest you save those absences for emergencies; don’t schedule appointments during class time. There are no excused absences, except documented jury duty and court appearances. If you are out, your work is still due on time.  I don't accept emailed work without asking; if I request you to email work, don't send through Google. I prefer you can turn it in early or arrange for someone to drop it off for you since it's much easier for me to keep track of papers that way. Please let me know what is going on in your life, and if I can be flexible, I will.



If you arrive 1 to 15 minutes late or leave 1 to 15 minutes early or return from break late, you will receive a tardy. A tardy equals one-third of an absence.  If you are more than  15 minutes late and up to hour late, you receive 1/2 an absence. If you arrive late, check with me after class so that you are not marked absent. If you are more an 1 hour late, you are marked absent. If you need to leave early due to a pressing matter, talk to me before class. If you feel sick during class and need to leave, just give me a sign as you go. If you are late and miss a quiz at the beginning or leave early and miss a quiz at the end, you may not make it up. Missing your conference and missing Tuesday 10:30 to 12:35 Village (held in the Writing Center) is also counted as an absence.

Letting me know ahead of time about an absence or tardy is polite, and I appreciate it. DURING THE FIRST TWO WEEKS OF CLASS, YOU MUST CONTACT ME BEFORE AN ABSENCE OR YOU WILL BE DROPPED TO MAKE ROOM FOR SOMEONE ON THE WAIT LIST.  
  
If you are absent, contact a fellow student for notes or any assignment changes. You can call, drop by my office, or e-mail me as well, but I can’t reproduce the day’s class for you.

Some in class activities cannot be made up.

Your work is due in class when I collect it, which is usually at the beginning of class. If you can't attend class, your work is due before class (before 10:30).  Please ask the department assistant (Humanities) or a faculty member to time stamp your work, so I know when it was turned in.  You can also turn it in either the class before or day before. I do not accept emailed work.

2. late work

Work is due in class when I collect it.  Any time after that is considered late.

What I accept late:

* Writing assignments (including the scheduling assignment) can be turned in the next class day with a 5 percent penalty. If the next class day is after a weekend, the penalty is 10 percent.  Writing assignments must be turned in to pass the class. I allow you to turn in these big assignments one day late since one day seems to cover most emergencies. But, if you need an extension, talk to me in my office (or a private setting) or email me.
* Grammar tests can be made up if you do so before I pass back the graded tests to the class.
* If you are absent the day of an in-class writing, you can make it up.

What I don't accept late/can't be made up:

* The following will not be accepted late for credit: grammar homework and reading responses.
* Reading responses cannot be turned in late. About 16 reading responses are assigned.  I will drop the lowest grade.
* Class exercises and unannounced quizzes cannot be made up. If you are tardy and miss a quiz given at the beginning of class or leave early and miss a quiz at the end of class, you may not make it up.

If you are going to be absent, you can turn in your work early -- either in class, to me at my office, or to my box with a time stamp.

* **Any exceptions will be handled in my office or a private setting. Do not ask me in class. The answer will be no.**

3. grades

I use the basic grading scale of 90% A, 80% B, 73% C, and 60% D.  
  
Students may also be graded on participation. I expect you to ask questions, make comments, and be prepared to answer questions when called on. You will lose points for not paying attention, not being prepared, not talking, or not letting others participate in class discussions. One way to raise your grade is to re-write an essay. See me in my office or Village to discuss what changes you need to make to improve your grade.

After the second week, you can check your grades directly through igrade plus. I update grades every other weekend. If you notice anything missing or recorded incorrectly, just show me the graded assignment so that I can make any corrections.  I occasionally make mistakes, but I want your grades to be accurate as much as you do.

4. academic honesty

If you copy or purchase any work from another source, your paper will receive a fail. If you study with a classmate, make sure your work differs. Also, if you are caught cheating during a quiz or exam, your test will receive a fail. Plus, you may fail the class.

**Email tips**  During the day (except Sundays), I usually respond to email within a few hours, so there is no need to add "get back to me as soon as you can." When you email me, please include something in the subject line. (Anything such as homework question, absent today, etc. is fine.) Start with some type of salutation (Good morning, Hi Dr. Parks, Hello, etc). Use capital letters, complete sentences, and punctuation; avoid text speak. Close with your name. You can email me from any account you choose, and I will just hit reply. But when I email the class about homework or a change in schedule, I will use your BC email. If you don't check that account on a regular basis, forward your BC email to an account that you do check. Instructions are on my website. I would hate for you to miss emails from professors, financial aid, etc. 

**I expect you to**

* ask questions if there is anything you don’t understand. Your participation is integral to your success. Please contribute your thoughts to discussions so that we can all benefit from your thinking. We learn from each other.
* be respectful of others’ opinions during class or small group discussions and encouraging of others’ writing during peer editing. I want this to be a supportive environment.
* raise your hand and wait to be acknowledged before speaking. If there is a pattern of disruptive behavior, you will be referred to the dean.
* give me your complete and undivided attention during class. Don’t do homework or engage in other matter during class.
* turn off cell phones. Do not send or receive text messages. Do not leave class to answer your cell phone. These behaviors are distracting to others.
* not eat anything noisy, messy, or smelly or that takes up most of your desk.
* not be disruptive. BC's policy on student conduct as stated in the handbook is not to tolerate disruptive behavior, such as talking, refusing to pay attention, and being disrespectful. Strict disciplinary action will be taken against any person who cannot behave in a proper manner. Any student who is disruptive will be asked to leave class and must see me in my office before being allowed to return to class. In addition, my department chair and dean may be emailed.
* keep ALL graded writing assignments.
* in short, treat this like you would a job. Your success depends on it.



**I will**

* use a variety of teaching strategies (small group, class discussions, games, etc.)
* return papers as fast as I can, usually within a week
* give you a variety of types of assignments
* connect discussions and writings to current events
* make the class fun and interesting
* adjust my plan if necessary
* be prepared and on time
* support you any way I can

**places to get help**

* The Student Success Lab in the Learning Center offers computer programs on grammar.
* The tutoring center offers weekly or as needed free tutoring.

BC students get free peer one-on-one tutoring in the BC Tutoring Center in most subjects. Students get one 50-minute session per subject per week with a tutor who has successfully completed the class and is trained to be a tutor. We also have drop-in tutoring in math and English all day long. Come up to the Tutoring Center to schedule an appointment. If you have any questions, please call 395-4430

* health and wellness center
* counseling center
* financial aid
* library
* child care center
* the writing center

**supportive services**

Students with disabilities needing accommodation, including those who had an IEP in high school, should make requests to Disabled Student Programs and Services, Counseling Center, CSS 40 or Delano room 1001. Or call 661-395-4334 at BC main campus, or 661-720-2000 in Delano. All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with me the first week of classes so we can work together to ensure your access and success at BC.