

About the College

Guiding Principles

Mission

The mission of Cerro Coso Community College is to improve the life of every student it serves by prioritizing equity and supporting attainment of educational goals. Through innovative delivery methods, Cerro Coso Community College provides transfer preparation, workforce education, degree pathways, and comprehensive student support services to develop ethical and effective citizenry throughout our vast rural and online communities.

Vision

Cerro Coso Community College will be the first choice in higher education and workforce training for the Eastern Sierra region.

Values

The values at Cerro Coso Community College provide the foundation for all academic, student support, and administrative services:

Educate

- We provide students with clear and defined degree, certificate, and transfer pathways to ensure timely completion of educational goals.
- Through a student-centered approach to collegiate learning, and integrated and equitable support services, we promote student success and retention.
- We foster diversity of thought, curiosity, and critical thinking within a rigorous and safe learning environment to empower our college community to shape a more equitable and inclusive society.

Innovate

- We commit to an inclusive, transparent, fluid, and evolving strategic planning process to acknowledge and anticipate the ever-changing workforce and transfer preparation needs of our students.
- Through implementation of pedagogical and institutional best practices, we facilitate and encourage innovation and success for all students, faculty and staff.

Include

- We commit to equitable access to higher education for all.
- We value diversity and demand that our campus and classroom atmosphere, curriculum, and programs intentionally foster inclusivity.
- We recognize that the individual differences of each student, faculty, and staff member contribute to the ability of the college to prepare students on their educational journeys in an increasingly diverse and globalized world.

Serve

- We embrace our unique communities and are dedicated to the economic and social development of our service area.
- Through collaboration with secondary school and workforce partners, we prepare students to give back to their communities through marketable job skills and transfer preparation.

Strategic Goals, 2021-2024

Strategic Goal 1: Maximize Student Success and Access

Strategic Goal 2: Narrow Student Equity Gaps

Strategic Goal 3: Strengthen Organizational Effectiveness

Institutional Learning Outcomes

The four Institutional Learning Outcomes listed below describe the knowledge and skills students are able to satisfactorily demonstrate after completing any program at Cerro Coso Community College —certificate of achievement, associate degree, or associate degree for transfer.

Program and general education content is “mapped” (directly linked) to these Institutional Learning Outcomes. All programs address all of these skills so that a student completing any degree or certificate program is achieving instruction, reinforcement, and assessment in each of the outcomes.

1. **Critical Thinking** – Students who are completing a program will be able to think critically and creatively and apply reasoning.
2. **Communication** – Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly.
3. **Information Competency** – Students who are completing a program will be able to access, evaluate, and effectively use information.
4. **Citizenship** – Students who are completing a program will be prepared to engage in responsible citizenship at various levels.

History

Cerro Coso Community College was established in 1973 as a separate college within the Kern Community College District. Cerro Coso Community College has five instructional sites (Ridgecrest/Indian Wells Valley, Eastern Sierra Center campuses in Bishop and Mammoth Lakes, Kern River Valley campus at Lake Isabella, and East Kern campus in Tehachapi), which together form the largest geographical service area (18,000+ square miles) of any community college in California and which serve a population of approximately 110,000. A leader in online education, Cerro Coso Community College has been offering online courses since 1997 and offers more than a 45 degrees and certificates, including 11 associate degrees (AA/AS) and 11 associate degrees for transfer (AA-T/AS-T). The college’s most recent campus location, Tehachapi, was established in 2014. In addition, the college serves incarcerated students at the California Correctional Institution (CCI) in Tehachapi and many high school students throughout the service area in dual enrollment programs at local high schools. Cerro Coso Community College is a member college of the Kern Community College District and is fully accredited by the Western Association of Schools and Colleges and approved by the University of California and the State Department of Education.

Notices

Accreditation

Cerro Coso Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, California, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. It meets all standards of the California State Department of Education. The college and its programs are also approved by the California Community College Board of Governors, the Board of Vocational Nursing and Psychiatric Technicians, the California Commission on Peace Officer Standards and Training, the Bureau of Security and Investigative Services, the Kern County Department of Public Health, Emergency Medical Services Division, and the California State Approving Agency for Veterans Education (CSAAVE). The University of California, the California State University System, and other universities and colleges give full credit for appropriate courses completed at Cerro Coso Community College.

Student Right-To-Know

In compliance with the Student Right-To-Know (SRTK) Act of 1990 (Public Law 101-542), it is the policy of the Kern Community College District and Cerro Coso Community College to make available its completion and transfer rates to all



Kern Community College District
Board Policy
Chapter 3 – General Institution

BP 3900 **Speech: Time, Place and Manner**

References:

Education Code Section 66301 and 76120

This policy is legally required.

Students, employees, and members of the public shall be free to exercise their rights of free expression, subject to the requirements of this policy.

The Colleges of the District are non-public forums, except for those areas that are designated public forums available for the exercise of expression by students, employees, and members of the public. The Chancellor or designee shall enact such administrative procedures as are necessary to reasonably regulate the time, place, and manner of the exercise of free expression in the designated public forums.

The administrative procedures promulgated by the Chancellor or designee shall not prohibit the right of students to exercise free expression, including but not limited to the use of bulletin boards, the distribution of printed materials or petitions and the wearing of buttons, badges, or other insignia.

Speech shall be prohibited that is defamatory, obscene according to current legal standards, or which so incites others as to create a clear and present danger of the commission of unlawful acts on District property or the violation of District policies or procedures, or the substantial disruption of the orderly operation of the District.

Nothing in this policy shall prohibit the regulation of hate violence directed at students in a manner that denies their full participation in the educational process, (Education Code Section 66301 subdivision (e)), so long as the regulation conforms to the requirements of the First Amendment to the United States Constitution, and of Section 2 of Article 1 of the California Constitution. Students may be disciplined for harassment, threats, or intimidation unless such speech is constitutionally protected, members of the public may be asked to leave the campus pursuant to current law.

[\(See AP 3900\)](#)

**Kern Community College District
Administrative Procedure
Chapter 3 – General Institution**

AP 3900 Speech: Time, Place and Manner

References:

Education Code Sections 66301 and 76120

Note: This procedure is **legally advised**

The students and employees of the District and members of the public shall be permitted to exercise their rights of free expression subject to the time, place, and manner policies and procedures contained in Board Policy **3900** and these procedures.

- Those areas generally available to students and the community, defined as grassy areas, walkways, and other similar common areas.
- These areas are chosen so as to provide visibility and allow communication to a large number of students, administrators, faculty, and others walking or traveling on campus but also so as not to disrupt educational and other activities of the District on behalf of students.
- These areas are designated public forums. The District reserves the right to revoke that designation and apply a non-public forum designation.
- The District reserves the right to designate areas as non-public forums as necessary to prevent the substantial disruption of the orderly operation of the college. Areas of the college that are non-public forums specifically include campus offices, classrooms, warehouses, maintenance yards, athletic fields in use or scheduled for use, or locker rooms, and any other area not specified above.

The use of these areas reserved and open for expressive activities is subject to the following:

- No person using the areas shall touch, strike or physically impede the progress of passersby, except for incidental or accidental contact or contact initiated by a passerby.
- Persons using areas shall not use any means of amplification that creates a noise or diversion that disturbs the orderly conduct of the campus or classes taking place at that time.

- Persons using the areas reserved for expressive activities shall not disrupt the orderly operation of the college.

Non-student, community groups wishing to engage in speech or expressive activities on campus, in the areas designated as public forums, must check in with the College Administrative Office three business days prior to engaging in the activities. This does not involve an advance approval process. No illegal activities will be permitted, no activities that violate District or campus rules, including rules and laws on illegal harassment and discrimination, and none that will substantially interfere with or disrupt activities already scheduled for that day and time in the designated areas, as described below. In the event the area sought to be used for expressive activities has already been reserved for another activity so that there will be substantial interference or disruption based on noise, overcrowding, or other considerations unrelated to content, the District will offer alternative available areas or, if none are available, offer alternative dates. Students, outside organizations, and others are encouraged to make reservations in advance to use the areas for their expressive activities through the use of optional reservation forms.

All persons using the areas that are designated public forums shall be allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter. Such distribution shall take place only within those areas. Those persons distributing printed material must, prior to their departure from the areas that day, make reasonable efforts to retrieve, remove or properly discard material that is discarded or dropped in or around the areas other than in an appropriate receptacle.

Hours of Access

The hours of operation of the District are 7:00 a.m. to 10:00 p.m. Expressive activities are not permitted outside the District's hours of operation. Overnight use or sleeping on campus is not permitted, nor is use of the campus areas for sleeping, camping, or laying down of bedding. Nor is use of facilities for similar purposes permitted during hours of operation.

Posting

Bulletin boards shall be provided for use in posting materials at campus locations convenient for use by students, staff, and members of the public. All materials displayed on a bulletin board shall clearly indicate the author or agency responsible for its production and shall be dated with the date of posting by the designated authority. Materials displayed shall be removed after the passage of ten days.

Cerro Coso Community College

CHDV C100 Principles and Practices of Teaching Young Children Online, Spring 2024 CRN 33021

If you would like the syllabus provided in a different format, please let me know!

Instructor: Vivian Baker

Email: vbaker@cerrocoso.edu

Office: #341 IWV Campus (primarily virtual) **Phone:** 760-384-6182

Online Office Hours: Mondays 8:00 a.m.-12:00p.m and additional virtual hours available upon request

Course Description: This course provides historical context and theoretical perspectives of developmentally appropriate practices in early care and education for children from birth to age eight. The course emphasizes best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children including how play contributes to children's learning, growth, and development. Topics include professional ethics, career pathways, professional standards, and the typical roles and expectations of early childhood educators. Students are required to observe children in a group setting. Advisory: ENGL C101 & LIBR C101

- Principles and Practices of Teaching Young Children (Stephens et al.). (2021, February 16).

Required Readings: We will be reading from an online (**free**) textbook.
[https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Principles_and_Practices_of_Teaching_Young_Children_\(Stephens_et_al.\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Principles_and_Practices_of_Teaching_Young_Children_(Stephens_et_al.))

- Links to each chapter will be provided in the course. I'll also provide a download option if you'd like to save it to read offline.
- **You do not need to purchase a book!** If you would like to have a printed copy, you may purchase one through the bookstore.
- A variety of handouts, articles and videos including material from the following:
 - [Preschool Program Guidelines](#)
 - [The Preschool Learning Foundations](#)
 - [The Integrated Nature of Learning](#)

Student Learning Outcomes: Upon completion of the course, the student will be able to

- Compare and contrast historical and current early childhood education settings, issues, and perspectives.
- Identify the roles, requirements, and responsibilities of early childhood teachers as professional educators.
- Explain how the foundational knowledge of child development and learning theories inform environments, pedagogy, and interactions in early care and education settings.

Active Participation and Attendance Policies

Participation in weekly discussion and group activities is imperative. Guidelines for participation in weekly discussions is available later in this document and is posted on our main class page –you are responsible to thoroughly read and review the expectations and rubric. Various activities may be assigned relating to the reading for the week. You are expected to remain current on the assigned readings. *Weekly participation points cannot be made up.*

Cerro Coso College Catalog now includes the following statement about participation and attendance. Please read the following insert very carefully, *noticing my emphases in **bold***:

- Regular active participation is expected of all students enrolled in the college.
- Students not actively participating in a course *may* be dropped from the course. The active participation practice for each course is established by the instructor and communicated in the course syllabus. Instructors are responsible for maintaining accurate records of active participation.
- A student whose *pattern of participation shows him or her to be inactive shall be dropped* by the instructor prior to the Last Day to Withdraw without a W on the Permanent Record.
- **Logging in is NOT actively participating, you MUST engage in learning activities.**
- *Active participation in this class means that you are engaged in the course's designed learning activities: participate in discussions, submit homework and papers, ask for feedback, etc.*
- **Students shall be dropped for lack of participation, no later than 14 consecutive days after they have stopped participating.**

Last Day to Withdraw Without a W on the Permanent Record (also known as the “20% date”)

A student whose pattern of participation shows him or her to be inactive shall be dropped by the instructor prior to the Last Day to Withdraw without a W on the Permanent Record.

- Students will be considered inactive prior to the Last Day to Withdraw Without a W and dropped from the course if any two of the following four assignments are not completed by the end of the second week: 1) self-introduction in the discussion forum, 2) setting goals, and 3) back up plan.
- Additionally, to continue to be considered active, students must actively engage in the course learning activities during week 2, including posting and participating in the discussion.

Last Day to Withdraw With a W on the Permanent Record (60% date)

A student also shall be dropped by the instructor anytime up to the 60% date when he or she has not been actively participating in class for a total of two consecutive weeks.

- **In order to be considered actively participating up to the Last Day to Withdraw With a W, students must post sufficient responses in the weekly discussion forums, submit completed homework exercises, and attempt quizzes.**
- A student also *shall* be dropped by the instructor anytime up to the 60% date when he or she has been absent from or not actively participating in class for the total of two consecutive weeks, or the equivalent amount of time for a short-term class.
- Students *MAY* be dropped when non-consecutive absences number the equivalent of two weeks of the course, or the equivalent amount of time for a short-term class, recorded from the first day of instruction.
- While it is the responsibility of instructors to communicate attendance and participation practices and to apply them uniformly to all students, it is the responsibility of the student to be aware of his or her current attendance/participation status.
- Students who know they will be absent or not actively participating in a course should notify the instructor of the reason. Notification in no way requires the faculty member to excuse the absence and in no way relieves the student of responsibility for completing and submitting missed work.

Students are responsible for officially withdrawing from any course in which they no longer wish to be enrolled. Non-attendance/non-participation does not release the student from this responsibility.

Remember that it is not enough for students merely to login to Canvas to "attend" class. You must actively participate in the class, i.e., engage in the course's designed learning activities: participate in discussions, and submit homework and papers. This class teaches, reinforces, and assesses course content using a variety of learning modes. Very brief posts/responses in the discussion will not be considered active participation.

Drop Dates

- 10% Date 2/21/24– Last day to drop class with full refund
- 20% Date 2/28/24 – Last day to drop class with no record on transcripts (without a W)
- 60% Date 4/9/24 – Last day to drop class with a W on transcripts. After 4/9/24 only a counselor can drop you from the course, and only for special circumstances.

Cerro Coso Academic Integrity Policy

According to the Cerro Coso Student Conduct Policy:

Plagiarism

Plagiarism is defined as the act of using the ideas or works as one's own without giving credit to the source, including artificially-generated content. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. (KCCD administrative procedure 5500)

Acknowledgement

Acknowledgement of an original author or source must be made through appropriate reference, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the
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following: the submission of a work, whether in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

Caution

Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Consequences of Plagiarism

As allowed by District Policy 4F8G, "Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of options, which may be as severe as giving a failing grade for the course. Furthermore, the student may face other penalties as stated in the college's Student Conduct Policy. Finally, it must be understood that "a student who knowingly aids in another student's cheating, e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense." Penalties for plagiarism will include failure on the particular assignment and may include a failing grade in the course, an official report of academic dishonesty, suspension, or expulsion.

Class Accessibility

Students who have verified learning disabilities and need assistive services or who, due to a sensory or processing disability, require alternative media formats of class materials should contact the Access Office at (760) 384-6250 or [visit the DSPS page](#).

- This course contains a variety of resources, including several videos. All videos are Closed Captioned, and generally should not require special software/plugins on your computer. If you have difficulty with the videos, or accessing any other resource in the course, please immediately contact me.
- You are an online student, and the Access program –DSPS is here to support you as an online learner. There are several resources that can be made available to you, even at a distance. Here is a list of only a few of the resources that you might benefit from: accommodations such as books in alternative format (e-text, or audio), extended time for tests, access to specialized equipment such as e-book readers and speech recognition software.
- If you think you have a disability, or need of assistive services, but currently have no documentation, DSPS may be able to help you. All information will be kept confidential.

Basic Needs

If you face challenges securing your basic needs, you are not alone. Any student who is experiencing difficulty with transportation, affording materials for classes, accessing food on a regular basis, maintaining mental and physical well-being, and/or lacking a safe place to live, is encouraged to contact our [basic needs center](#).

CC Cares

Cerro Coso Community College [Basic Needs Center](#) strives to support students to be successful by ensuring their basic needs are met through resources, access, and advocacy. Basic needs include access to nutritious foods, mental and physical healthcare, technology, transportation, and more. Having one's basic needs met has a direct impact on the academic performance, mental health, physical health, and holistic well-being of our students.

Evaluation and Grading Criteria

Student grades will be computed by accumulating points from assignments, projects, and class participation throughout the semester. Be sure to read all of the course policies and assignments so that you are aware of the requirements for the course.

Learning Activity	Associated Points	Total Points Possible
Participation: Weeks 1 through 12	30 points each	360 points
Assignment: Back up Plan	10 points	10 points
Assignment: Goals	25 points	25 points
Assignment: Week 2 (embedded in discussion)	35 points	35 points
Assignment: Check Ins (two)	25 points each	50 points
Assignment: Who Am I Planning Notes (three)	25 points each	75 points
Assignment: Professional Goals and Philosophy	50 points	50 points
Assignment: Learning Center Design	75 points	75 points
Assignment: Family Partnership	75 points	75 points
Quiz: Intro to course	15 points	15 points
Quiz: APA	10 points	10 points
Quiz: Theory	25 points	25 points
Quiz: DAP	25 points	25 points
"Who Am I" as an Early Childhood Educator Project	100 points	100 points
Total points possible		930 POINTS

Points to Letter Grade

- 930-837 = A
- 836-744 = B
- 743-651 = C
- 650-558 = D
- 557-below = F

Extra Credit

There will be a few extra credit options, but they are limited in point value. They are intended to supplement, not replace regular participation and submission of assignments.

Class Guidelines

Students are responsible to regularly check student email, Announcements, Canvas messages, as well as, read and follow guidelines provided in related handouts.

Code of Conduct and Confidentiality

In this class, you will be visiting Early Childhood Programs and we will be discussing various observations of real people. In accordance with Principle 2.9 in the *Code of Ethical Conduct* (NAEYC, 2005), all efforts will be made to protect the privacy of children, parents, students, and staff. Identify children by using their first name only. In addition, students conducting classroom assignments in Early Childhood Programs will adhere to Principle 3B-1, and will follow program policies. ***Breach in ethical conduct and/or confidentiality will lead to disciplinary action up to and may include expulsion from the course.***

Written Assignments

All written assignments, reflections, discussion postings, emails, etc., are expected to be professional and written at college level English. Papers should be clearly organized, thoughts well developed and main concepts separated into paragraphs. While this is not a writing class, it is a college level course: correct spelling, grammar usage and complete sentences and paragraphs are expected. **Students are expected to use APA style to cite sources (in-text, and references) in all writing** (anytime a quote or paraphrase is used).

Collaborating and Discussing

Listen, accept and respect other people's experiences and thoughts. Let people own their own stories and feelings. When strong feelings are expressed, it is important to: 1) validate that this is the way someone is feeling, 2) support them in working through/with the feeling rather than suppressing it, "fixing" it, or trying to talk them out of it, 3) help people do the work tasks regardless of the feelings.

Questions

I welcome and encourage you to ask questions!

If you have a question about the course, including assignment instructions, etc. PLEASE post it to the Question/Help discussion area, send me a message in Canvas (Canvas Inbox), or email me. Posting in any other location may result in my not seeing your question in a timely manner.

I believe questions are an important part of the learning process! If you want to clarify an expectation, or ask about an assignment, do so! I expect you to question ideas, concepts, and practices; to critically reflect and ask questions about why, when, and how. **Questions are your learning partner, so embrace and use them!**

Participation Points / Discussion forum

Discussions are set up in one-week blocks and will be opened at the beginning of each week, no later than Monday afternoon, and will close on Sundays by midnight. Previous discussions will remain open for the duration of the class. Participation points will be posted by Wednesday of the following week.

- **You will NOT receive points for posting to a discussion outside of the assigned week.**

CRITICAL THINKING THROUGH LITERATURE

Dr. Yvonne Mills CRN: 51150

Email:

yvonne.mills@cerrocoso.edu

Student Hours:

Student hours are available by appointment only during summer. Please message me on Pronto to set up a Zoom meeting to discuss course work.

Office Phone:

(760) 872-5333

(Please note that this phone will not be answered over summer.)

Communication:

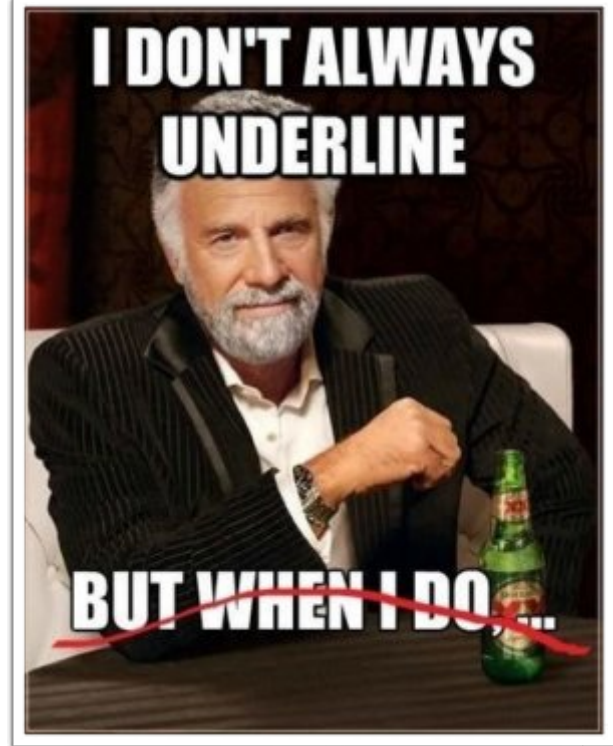
- I will be available via appointment on Zoom.
- Students should use Pronto (preferred) or email/Canvas Inbox to communicate with me. Please only use email/Canvas Inbox for lengthy messages.
- Messages will be returned within 48 hours of receipt or on the next business day for messages received over the weekend. Pronto messages will usually be returned more quickly.

Course Description

In this composition course for transfer to four-year institutions, students develop composition, analytical, and critical reasoning skills through study of literary works (fiction, poetry, and drama). The course emphasizes critical analysis, principles of logic, use of research, and presentation of carefully-reasoned written arguments while developing students' close reading skills and promoting an appreciation for the aesthetic qualities of literature. Students write several expository essays demonstrating sophisticated application of critical thinking skills to literature (total: 8,000 words).

Additional Course Information

We will seek to read literature with an eye to what it is we, as human beings and citizens of the world, can learn from it about ourselves as individuals and the world at large. Students will be asked to engage critically with the works we read, seamlessly incorporating source material, to expand their abilities to argue





Required Texts and Films

- *Ruined* by Lynn Nottage (available as an eBook through the Cerro Coso Library)
- “Brokeback Mountain” by Annie Proulx (available online through *The New Yorker*)
- *Writing and Literature: Composition as Inquiry, Learning, Thinking, and Communication* by Tanya Long Bennett (OER text provided in Canvas)
- *Creating Literary Analysis* by Ryan Cordell and John Pennington (OER text provided in Canvas)
- Required films (available for purchase or streaming from various online platforms):
 - ◆ *Brokeback Mountain*

in convincing ways. Your success will be dependent on careful and critical reading of the assigned texts and your ability to compose clear, persuasive and thoroughly supported arguments about what you have read.

What is it like taking an online English class in summer?

Even though we do not meet in the classroom, you will be responsible for completing all the work your peers do in a regular, on-campus 16-week course. You are not losing anything; instead, you will be completing all your work online. The requirements for this course may seem somewhat aggressive, especially if this is your first experience with an online course (and especially a compressed schedule course). Part of this is because you will be required to *read* all the lectures and view any PowerPoint presentations, YouTube videos, read all the assigned stories, plays and poetry while posting responses to the discussion board, answering questions, learning vocabulary, and of course, writing essays, among other tasks/activities. Your peers spend four hours per week in the classroom and approximately 8-12 hours on homework per week during the regular semester. You can also expect to spend at least that much time (if not more, since we are working through materials twice as quickly) so with class and



Readings Policy of the Cerro Coso English Department

All associate and transfer-level English courses at Cerro Coso Community College require the reading of at least one novel or other work of imaginative literature. In these works students may encounter material that challenges their viewpoints and/or beliefs. The English department feels strongly that a student's ability to examine carefully and write seriously on ideas that he or she may not agree with is a crucially important critical thinking and interpersonal skill in our diverse community. For this reason, alternative materials will not be assigned. If a student feels that he or she simply cannot study the works assigned, then the student should consider dropping the class.

homework, approximately 12-16 hours per week (class time + homework time) – and this does not always include reading time! Some of your assignments will be posted for others to see and reply to (think of this as class discussion time), some will be submitted directly to me through the assignment link, and formal papers are submitted to the assignment link which links to turnitin.com (a plagiarism check site). There will also be a number of group assignments. Because of the rapid pace of this class, we will be using peer review and group work extensively to ensure that you get many eyes on your assignments before you turn them in to me. making an appointment with me for virtual student hours.

We will strive to form a community of support in which we will count on each other to be successful in the course. For the most part, I will not have time during this short term to read multiple drafts of assignments, but you will have the opportunity to revise low-scoring essays.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, supporting them with a variety of appropriate textual evidence and examples and demonstrating appropriate academic discourse and the conventions of literary analysis.
2. Critically read, analyze, compare, and evaluate complex literary texts.
3. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.



Student Responsibility and Conduct

- Log in and complete work a *minimum* of two times per week.
- Use Pronto to ask general questions about the course.
- Maintain active participation as outlined in the section titled "Positive Attendance."
- Review feedback on assignments and work to incorporate suggestions for improvement on revisions and future assignments.
- Review all Announcements and read Weekly Overviews.
- Make use of the Canvas Community tutorials and FAQs to become familiar with the Canvas platform and functionality: <https://community.canvaslms.com/>
- Maintain academic tone in all correspondence and discussions.
- Follow the Student Code of Conduct for classroom behavior and speech. This includes avoiding profanity or engaging in speech that disrespects others based on gender, religion, ethnicity, ability and/or sexual preference.
- Make use of available resources such as NetTutor, the Cerro Coso Library, Writing Center consultants, Student Hours and/or Cerro Coso tutors.

Positive Attendance/Participation/Drop Policy

Drops: Please note it is the student's responsibility to drop a course that he/she does not plan on completing. You will receive a grade if you do not drop the course before the drop date.

Since 2013-2014, the Cerro Coso Community College Catalog has included the following statement about participation and attendance. Please read the following insert very carefully, noticing my clarifications in parentheses:

•Regular active participation is expected of all students enrolled in the college. Students not actively participating may be dropped from the course. A student shall be dropped by the instructor for lack of active participation prior to the census (20%) date and any time up to the 60% date when the student is not actively participating. A student also shall be dropped by the instructor anytime up to the 60% date when he or she has been absent from or not actively participating in class for the total of two consecutive weeks. Students also may be dropped when non-consecutive absences number the equivalent of two (or more) weeks of the course.

•In my ENGL 102 students will be dropped when they fail to participate for a total of two weeks (either consecutively or non-consecutively). Remember that it is not enough for students to merely log on to Canvas. They have to actively participate in the class, i.e., engage in the course's designed learning activities: participate in discussions, submit homework and papers, ask for feedback, etc. Please note that submission of plagiarized work does not constitute "active participation" and students who plagiarize repeatedly may be dropped for lack of participation in class activities.

•It is the responsibility of the student to be aware of his or her current attendance/participation status. Students who have been not actively participating in a course should notify the instructor of the reason. Notification in no way relieves the students of responsibility for work missed. Students are responsible for officially withdrawing from any course in which they no longer wish to be enrolled. Non-attendance/non-participation does not release the student from this responsibility.

•Drop dates for this semester can be found in the Important Dates section.

***Note:** The course Canvas shell will be made available to students on Friday, June 7. Students must log in to the course on Canvas before 8pm on the first official weekday of the semester (Monday, June 10), or they will be dropped.

Instructor Responsibility

- **Response to communication:** I will usually respond to emails and Pronto messages within 48 hours, although this may vary more over the summer. Pronto messages generally receive quicker responses than emails.
- **Discussion Response:** I will provide feedback on your posts weekly. While every post may not get a response every week within the discussion thread, I will provide you with regular feedback on your progress in the Discussion portion of the class.
- **Assignment response:** Assignments are generally graded within one week of the due date. Essays may take up to two weeks.
- **Announcements:** Announcements will be sent out via Pronto and Canvas. Announcements will be used to provide updates, general feedback or share additional resources. (Please turn on Announcement notifications in your Canvas Account.)

Academic Honesty

Plagiarism Defined

According to *Appendix 4F8D* of the Student Conduct Policy, “plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one’s own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.”

Cheating and plagiarism have serious consequences. This is a writing and research course, so you will regularly be using outside sources to further your arguments. Learning how to cite those sources properly will be a key component of this class. We will spend time learning how to use our sources appropriately and conduct the research necessary for success on research-based essays that require secondary sources. Even using a short passage from someone else’s work without properly citing the source is considered plagiarism.

Types of Plagiarism

Copying another student’s work is not “sharing” or “working together.” It is cheating and will face consequences. While I encourage you to work together and share ideas, the words that you ultimately write down should be your own. Furthermore, student work in this class should be original. Students may not recycle old work from previous classes and submit it as original.

Furthermore, passing off AI-generated writing, including work heavily laundered by such services as Grammarly, Microsoft Word Editor, QuillBot, or ChatGPT as any portion of submitted work is expressly forbidden. A paper or discussion does not need to be 100-percent AI-generated to be considered plagiarized.

Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, whether in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another’s writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.”

Consequences of Plagiarism

The standard penalty for plagiarism in any form is a 0 on the assignment. Upon identification of plagiarism, previously-submitted work may be re-checked and retroactively scored as zero if any plagiarism is detected.

However, as enforced by *District Policy 4F8G*, the CC Catalog additionally states that “Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of many options, which may be as severe as giving the student a

failing grade for the course. Furthermore, the student may face other penalties as stated in the college's Student Conduct Policy. Finally, it must be understood that a student who knowingly aids in another student's cheating e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense."

Keep in mind that plagiarism is prohibited in all college coursework, including homework, and that paraphrasing without citing the original source is just as serious as neglecting to provide citations for direct quotes.

All course work this semester will be run through plagiarism detection software, including AI detection software.

Note*: Class discussion, group work and peer review work are considered the free exchange of ideas: build upon ideas you get in class and make them your own as you write your papers. You do not need to cite classmates or professors for *ideas* generated in discussions or suggestions received on essay drafts. However, you may not take word for word another student's work. We will regularly be sharing drafts of our work throughout the semester, so be careful when using another student's ideas, as stealing from their writing will be considered plagiarism and will result in the same consequences as stealing from a website or other source.

