Instructor: Deanna Hernandez  
Spring 2014  
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English 675  
Section: 76163  
Bldg: Language Arts Rm: 113  
Days: MW Time: 12 p.m. - 1:50 p.m.

I write to find out what I’m thinking. I write to find out who I am. I write to understand things.  
~ Julia Alvarez

Required Course Materials:
3. A College Level Dictionary
4. A Spiral Notebook for in-class WWWs, quickwrites, and for class notes
5. A large 3-ring binder (roughly 2’’) to keep all of your readings/writing for the term.
6. Access to a computer, printer, and the internet
7. An active Chaffey email account
8. A Stapler for stapling your Composition Chronicles (I will only accept stapled work)
9. 10 Binder Clips (I will only accept binder clipped writing projects)
10. 2 Large Blue/Green Books
11. 2GB Flashdrive

Recommended Resources:
1. The OWL at Purdue: http://owl.english.purdue.edu/owl/resource/557/01/
2. Diana Hacker: http://www.dianahacker.com/resdoc
4. Coursera: https://www.coursera.org/ (Crafting an Effective Writer: Tools of the Trade By Lawrence (Larry) Barkley, Ted Blake and Lorrie Ross)
5. Chaffey College Campus Library: http://libguides.chaffey.edu/library

* Bring all required assignments, handouts, readings, and required materials to every class meeting.

Course Description:
Welcome to your English 675 class! I am excited to work with you and your fellow writers this semester. With careful planning and deep contemplation about writing, you will construct a solid literacy foundation in order to become a successful reader and writer for your college writing career and beyond.

Introduces the inexperienced reader and writer a variety of pre-college and college-level texts and writing situations. Prepares students for the thinking, reading, and writing skills necessary to succeed at the college level. Ten hours of supplemental learning in a Success Center that supports this course are required. Upon successful completion of the course student may re-assess for possible placement into the credit curriculum. (Taken from the Chaffey English 675 course description).

In our class, we will use the Fusion: Integrated Reading and Writing Book 1 to guide our understanding about how to read as a writer and also how to construct a clear text. We will then apply this new knowledge into our The Last Lecture text. By applying what we learn in the Fusion text to The Last Lecture essays, the skills we unpack will help us analyze the purpose of how and why a writer constructs her text. And this writing knowledge will help us to craft our own original texts. Also, our class discussions will help us to flush out the ideas taking place within The Last Lecture essays as well as
our own writing projects. This is an exciting venture that will help us to explore and expand our critical thinking as well as our reasoning behind our writing projects and our development choices as thinkers and writers.

**Course Objectives:**
Upon completion of this course students will be able to:

**English 675 Learning Objectives (Curriculum):**

A. Suggest author’s purposes and describe the tones of various non-fiction and some fiction texts. Begin to distinguish between fact and opinion in texts, and explore the connections between tone, purpose, and audience in various writing situations, in non-fiction and some fiction texts.

B. Demonstrate the reading process, including previewing, setting a purpose, integrate knowledge, thinking metacognitively, questioning, and recalling and reacting to various genres of non-fiction, including informative expository writing, editorials, trade and journal articles.

C. Develop critical thinking strategies such as indentifying important information in texts by annotating, summarizing, outlining and mapping, using direct statements, prior knowledge, including reflecting and making connections to text and “reading between the lines” for drawing conclusions in non-fiction texts, to reflect on reading and one’s own writing.

D. Describe author’s awareness of audience, purpose, and tone shapes assigned reading materials and class assignments and begin to utilize this understanding in drafting writing assignments.

E. Use states of writing process including prewriting, writing, revising, and utilizing feedback to draft a variety of short compositions, paragraphs, and essays, (1-3 pages), in a variety of genres, including descriptive writing, summary, reflection, and some introductory analysis.

F. Utilize titles, heading, and tables of contents to assist in interpreting meaning in assigned readings. Practice a variety of free-writing and brainstorming activities in response to reading assignments and as a means of generating ideas for writing.

G. Recognize main ideas and supporting details and evidence at the paragraph level and thesis statements and controlling ideas at the composition level in assigned readings, as well as topics and organization patterns. Formulate clear and specific main ideas and thesis statements in one’s own writing, and develop the ability to think logically and express thoughts in clear, effective paragraphs and short essays.

H. Recognize the role diction and vocabulary play in successful written communication through the effective use of academic tools.

I. Develop strategies for success in this and other college classes, including an introduction to basic research methods and tools such as dictionaries and thesauruses; library resources, including e-reserve and data bases; creation and simple editing of documents using Microsoft Word; and Internet search engines, including identification of the use and purpose of Internet domains.

**English 675 Student Learning Outcomes**

**Communication**
Students will demonstrate effective communication and comprehensions skills. Examples will include, but are not limited to the following:

- Comprehend, analyze, and respond appropriately to oral, written, and visual information.
- Effectively communicate/express information through speaking, writing, visual, and other appropriate modes of communication/expression.
- Write a short essay.
- Read as a process in multiple genres.

**Critical Thinking and Information Competency**
Students will demonstrate critical thinking skills in problem solving across the disciplines and in daily life. Examples will include, but are not limited to the following:

- Identify vital questions, problems, or issues and evaluate the plausibility of a solution.
- Analyze, compose, and assess the validity of an argument.
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• Compute and analyze multiple representations of quantitative information, including graphical, formulaic, numerical, verbal, and visual.
• Compare, contrast and analyze scientific CONCEPTS and scientific observation.
• Select, analyze and evaluate the accuracy, credibility, relevance and reasonableness of information and its sources.
• Distinguish key textual features including audience, purpose, tone, fact, and opinion.

What to Expect:  
There is a substantial amount of reading and writing required in this course. You should expect to spend at least eight hours every week preparing for class. This class will be discussion-based and everyone is expected to participate in class.

On the Nature of this Course:  This course is run as a seminar and, therefore, may seem quite different to you especially if, as a student, you are used to lecture-based courses or courses in which the teacher presents a set of information for you to memorize and reproduce. In a seminar class the students and teacher engage in an open, on-going inquiry into the topic of the course – the students and teachers collaborate to make knowledge over the course of the term. The purpose of this course is not to present you with a list of “answers” but to teach you a method or process for thinking through the situation of the writer engaged in essay writing. For instance, as you will see, there is no one stable, right way to write essays . . . and you will be frustrated if you expect me to provide you with one. What I will do is provide you with the opportunity to explore the options open to writers.

Why the seminar?  Being in a seminar can be discomforting to students used to a form of education, which encourages students to be passive recipients of information instead of knowledge-producers. This discomfort is instructive – you are asked, perhaps for the first time, to participate in the actual work of the university; you are not merely studying the work done by others. I firmly believe that the seminar is the best form of classroom education because the most enduring elements of education are 1. Methods for thinking and 2. Knowledge you have participated in creating. The seminar is uniquely qualified to train students in methods for thinking and to prompt students to create knowledge. The information you glean in non-seminar-type classes may indeed prove fleeting, but the knowledge you work to produce in a seminar will remain yours.

Course Policies:
Class Conduct Policies: Your classmates and I expect you to be courteous and respectful at all times. It’s acceptable to disagree with others’ opinions, but you must approach all class discussion with deference. Class time is to be used for learning, so class disruption will not be tolerated as it impedes my ability to teach and inhibits your classmates from learning. Any student who violates the class conduct policies may be dismissed from class by me at any time and will be unable to return until we have met privately and discussed the situation. A student will then be readmitted to class only if I’m satisfied that the disruptive behavior will not continue. And, if upon readmittance it does continue, you will be dismissed from this course permanently.

Activities that are considered disruptive and must be avoided include, but are not limited to:
1. Arriving late or leaving early on a regular basis
2. Socializing with neighbors
3. Sleeping
4. Reading materials not related to the course or topic/activity at hand
5. Interrupting others
6. Using foul or blatantly offensive language
7. Listening to music
8. Utilizing cell phones for text messaging or calls; all phones should be turned off during class

Our Discussion Discourse: In our class discussion, in our readings, and in our writing throughout the semester, we will most likely be exploring sensitive topics and examining ideas from different perspectives. At this university, students and
faculty are afforded an academic environment that allows for intellectual expression; challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner non-verbally, verbally, or in writing. One of the goals of a university is to challenge us all to think again about all that we know (and all that we don’t know). This demands that we all share responsibility for creating and maintaining an enabling environment in our classrooms and in the larger university community. We will all be responsible for maintaining an environment that encourages civil interaction. In part, this means that we will be sensitive to what we say and do, how we act, how our words and actions have consequences, and how our words and actions affect others. As an instructor, I pledge that I will treat each of you with respect. If at any time any of us thinks we are not fulfilling our goal of maintaining a respectful and civil environment, she or he has the right and responsibility to share her or his concerns with me or with the class.

**Attendance Policy:** Regular attendance indicates regular participation in the course. Regular participation contributes to student success. Excessive absences interfere with the instructional process by reducing student participation, which negatively impacts satisfactory academic progress.

- A student who is on the class roster but fails to attend and participate in scheduled class meetings the first and/or second class sessions.
- You will receive a **NO Pass in the course if you stop attending and do not drop**, so complete all paperwork or visit Chaffey View as necessary. Please note the college’s new policy on W grades and course repeats.

**Campus Policies:** It’s your responsibility to be familiar with all policies outlined in the Chaffey College General Catalog. All codes of student conduct and other information and regulations stated in the catalog are expected to be followed in class, as well as around campus.

**Class Recordings:** Any recordings made are for personal use only with the instructor’s permission. Under no circumstances should recordings be made available to other individuals through any means, such as websites or podcasts. Students who disregard this requirement will be deemed to have committed an offence under the Student Behaviour Code.

**Cheating and Plagiarism:** Remember that anytime you use the words or ideas of another person without giving credit to the original source, it’s considered plagiarism whether your actions are intentional or not! Any direct quotes that are copied exactly from a source MUST be in quotation marks. Additionally, quotes and any summarization or paraphrasing of someone else’s work must be followed by a citation that points me in the direction of where the information was gathered. When in doubt, always cite!

Any form of cheating or plagiarism on any assignment or test will result in 0 points for that assignment or test and possible expulsion. I take cheating and plagiarism very seriously and I will not hesitate to report and fail students who cheat or plagiarize. Refer to the Chaffey College Student Handbook for a description of what constitutes cheating and/or plagiarism.

“Violations of the Student Academic Integrity Code, including plagiarism, will not be tolerated in Chaffey College English courses. Plagiarism is defined as the misrepresentation of the published ideas or words of another as one’s own. At the discretion of the professor, plagiarism or other violations may result in zero points for the assignment and/or failing the course. Additionally, the professor may file a Student Academic Integrity Form documenting the violation and may seek other sanctions. The complete Student Academic Integrity Code appears in the Chaffey College Student Handbook” (English Department Guidelines).

**Moodle:** I will post our class’ syllabus, schedule, handouts, assignments, and projects on our English 675 page on Moodle. You will need to access and print these materials for the required due dates. Also, I post weekly important updates on our Moodle page under Start Here - Announcements. These announcements provide additional direction for the class so I strongly suggest you read them to stay updated. Directions for entering our Moodle Page:

1. Chaffey Website: [http://www.chaffey.edu/](http://www.chaffey.edu/)
2. Distance Education (Left hand side)
3. Log on to Moodle
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E-mail: When emailing me, the following format must be followed to ensure a response. Emails not following this format will not receive said response. You need to put your first and last name and the name of the course in the email’s subject heading. You may include additional information in the subject heading regarding your email’s subject if you prefer.

**Subject Heading Email Example:** Jennifer Gonzalez – English 675.

Due Dates: No late assignments will be accepted. **Assignments must be turned in at the beginning of class on dates they are due.** If you are unable to attend class on the date an assignment is due, you are responsible for contacting me in advanced for instructions (sending me an email just before class does not constitute contacting me in advanced). Late work is not accepted unless arrangements have been made **before the due date** (this does not mean an email or phone call just before class starts). The reasonableness of the “before the due date” means you must email me an hour before class in order for your assignment to be accepted after the stated due date.

*Quantity produces quality. If you only write a few things, you’re doomed.*
~ Ray Bradbury

**Course Requirements and Grading Policy:**

1. **Class Participation (15 pts total)**
   This course is a discussion/workshop—not lecture—intensive course. To participate in class discussions and workshops, you must attend class, keep up with the reading assignments, and participate in the writing community, which means you will read and respond to peer writing during class. Because this class is structured as a discussion/workshop course, it is not possible to make up missed class work; if you are not in class, you obviously cannot participate in class discussions or workshops.

   In order to earn participation, it’s your responsibility to be present when I take roll at the beginning of class. You must be in class for at least 1 full hour and 15 minutes to earn participation for that particular class. If you are late, you must remember to get the information discussed in class from your classmates. If you do not inform me of the time you entered the class, I will not change your absence the next class session. Participation points will also be forfeited at my discretion for habitually arriving late, leaving early, and/or utilizing a cell phone. At the end of the semester, students who are missing participation: for 0 class meetings will earn 15 points; for 1 class meeting will earn 10 points; for 2 class meetings will earn 5 points; and for 3 or more class meetings will earn 0 points.

   **[Note:** Participation points will come from actively engaging in the following: class discussions, group discussions, writing activities (at home/in class), group work, blackboard discussions, and other activities assigned throughout the semester.]

2. **Language Success Center requirement for English 675 Course (15pts x 10 hours Language Success Center Visits = 150 pts total)**
   In addition to attending class, you must complete 7 hours of documented time in the Writing Center/Language Success. Writing Center hours need to be completed throughout the semester; they cannot be made up in the last few weeks of the semester. The final deadline for completing the hours is Friday, May 2. I will receive printouts throughout the semester to verify your attendance. **NOTE:** During the first two weeks of schools, tutors from the Writing Center will visit our class to answer any questions you might have about the hours you need to complete.

   **Directed Learning Activities (DLAs)** are self-paced, instructor-designed activities that are available in the center. They take approximately 30-60 minutes to finish independently. After completing the DLA, you will meet with a tutor for a review session that lasts 15-30 minutes depending on the activity.
Learning Groups are 50- to 60-minute interactive small group sessions that focus on a particular writing concept and are taught by tutors who have their bachelor's degrees. Writing learning groups are limited to ten students.

Workshops are 50- to 60-minute small group sessions that are taught by faculty tutors and cover a range of topics from prewriting activities to research papers. Writing workshops are limited to fourteen participants.

3. Reading & Composition Chronicles/Reading Quizzes (10 pts x 11 composition chronicles and 20 pts x 2 composition chronicle = 150 pts total)
The readings provide the foundation for our class discussions and writing projects. In order to do well in the class, you must complete all the readings. The course schedule provides the due dates of the assigned readings for the class. I will also bring in excerpts from your writing and ask you to print out and bring in entire articles, handouts, and papers from Moodle.

During the semester, you will write a composition chronicle in which you respond to the readings, vocabulary, or other topics. These are designed to help you process the readings (and other topics) as well as build your understanding of writing. Your responses will also be used as a place to begin our in-class discussions. I will specify the length of each response in your composition chronicle’s directions. Each response will vary according to project we are working towards. The purpose of each chronicle is to experiment and practice with your writing and thinking. There will be a total of 12 responses for the semester, and they are due at the beginning of class when the readings are due. Do not throw out any of your entries, as they will help you with your essay assignments.

Reading quizzes may be implemented if the class is not completing the composition chronicles. These reading quizzes may take place at any time during the quarter. There may be more than 15 quizzes in the semester.

4. Wonder Writing Workouts (3 pts x 30 = 90 pts total)
At the beginning of every class, you will be given a Writing Wonder Workout (WWW). Your WWWs are designed to prep you for the day’s discussions and activities as well as review information previously provided. There are no make-up opportunities for these writing workouts if you are late or absent from class.

5. Multi Revision Projects (50 pts x 2 paragraph projects and 100 pts x 2 projects = 300 pts total)
The first two writing projects get you acquainted with the type of reading, writing, and thinking that is required for college level writing. The third project continues to challenge you as writers and asks you to broaden your ideas about thinking and writing. The fourth project has you applying and developing the reading, writing, and thinking strategies that you will continue to develop throughout your college writing career and beyond. The final draft of each project will receive a letter grade. You will be required to revise your writing in significant ways. Each project will be made up of two or three parts. Each part will be a revision of your written work. You must complete all required drafts and parts in order to receive full credit for these projects as each part is critical in developing your thoughts and, most importantly, developing your awareness of your own writing process. Failure to attend peer reviews will result in a serious deduction in the final grade of your project.

6. Peer Analysis Workshops (20 pts x 7 peer analysis workshops = 140 pts total)
In order to develop as a reader and writer, every writer must read the work of other writers to develop their analyzing skills. Your fellow classmates will be your writing allies helping you to develop your thoughts and create clarity in your projects. Each workshop will be significantly different. In order to receive credit as a writer, you must attend the peer review with a significantly rewritten draft of your current project. In order to receive full credit as a reader, you also must write thorough notes on your writer’s project (e.g., questions), provide reasoning about why an aspect of the paper is working well or not, and also create brainstorming notes.

[Note: Your grade is derived from the notes you provide in your writer’s project and also the brainstorming notes as well as providing a writer with your project. When in doubt, write you notes as if your writer will rewrite their projects very early in the morning. Your notes need to be clear and thorough.]
7. **Annotation Checks (5 pts x 12 annotation checks = 60 pts total)**

Before we develop your writing skills, we need to develop your reading skills. I will perform spontaneous reading annotation checks in class. Throughout the semester, I will ask you to take out your Fusion text, your Last Lecture text, both texts, and/or any other additional articles and readings assignments for an annotation check. These checks are for me to assess how you are annotating the text as well as comprehending the material. If you have questions regarding how to improve your annotation, this is a great opportunity for you to ask these questions. Also, there are no make-up opportunities for these annotation checks if you are late or absent from class.

8. **Midterm Project (45 pts total)**

The midterm project will discuss our education responsibility and how that ties into our text The Last Lecture. This project will teach you how to take notes for a writing project. In addition, we will discuss the complexities of in-class writing assignments within the community college, university, and state-testing arena. Taking notes and preparing them for the in-class essay will be part of your grade. You will be allowed to bring one typed page of notes using MLA Format for the in-class essay. Any notes not following MLA Format will be confiscated, and you will not be permitted to use your notes during the test. In addition, a large green book is required for you to use during your test.

9. **Final: Creating a Fabulous Writing Project (50 pts Final Essay = 50 pts total)**

The final project will discuss Ramona S. Diaz’s documentary Don’t Stop Believin’: Everyman’s Journey. This project will teach you how to take notes for a writing project. In addition, we will discuss the complexities of in-class writing assignments within the community college, university, and state-testing arena. Taking notes and preparing them for the in-class essay will be part of your grade. Also, you will be required to create essays questions to help you prepare for the exam. You will be allowed to bring one typed page of notes using MLA Format for the in-class essay. Any notes not following MLA Format will be confiscated, and you will not be permitted to use your notes during the test. In addition, a large green book is required for you to use during your test.

10. **Extra-Credit Project 1 (10pts)**

In order to receive extra-credit, all aspects of this assignment must be completed.

A. Research two careers that you are interested in pursuing.
B. Create at least 5 questions you need answered about each career.
C. Make an appointment with an MSJC counselor.
D. Ask your counselor your questions regarding your career choices.
E. With your counselor, create a current educational plan.
F. Write one and a half page MLA formatted response about your research process and counseling appointment.

After researching your career choices, what did you realize about your career choice? How did this research help you to rethink your future career? Also, discuss how the counseling appointment helped you to decide your career path.

When you turn in your Extra-Credit Project, you must have: research about your future careers, the 5 questions for each career, a current semester educational plan (original), and your MLA formatted one and a half pages discussing this experience. You have until the end of our 15th week to complete and hand in this extra-credit assignment. After the 15th week, you will no longer be able to turn in this assignment for extra-credit.

11. **Extra Credit Project 2 Class Letter (10 pts total)**

Our class letter is an online collaborative project. You will be working as a class to apply the rhetorical appeals ethos, pathos, and logos in a letter. You will provide my future classes ideas and tips about how to succeed in my English 675 class.

* All components of the class must be completed in order to pass the course.
Grading Policy
Do not e-mail me if your friend in the class receives a grade before you; I am most likely working on it. Once an entire assignment is graded and entered in the grade book, I always post a Moodle ANNOUNCEMENT. If at that time your score is missing, please contact me ASAP so that I may fix my error. If you have a question about your score that remains unclear after my feedback, please ASK! We can e-mail, chat, or phone conference.

Remember: You are responsible for keeping a copy of all your work for the entire semester.

Grading Scaling:

1000 Point Scale

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Please note that all policies and guidelines covered in this syllabus apply to every single student. I don’t make exceptions for any student, otherwise I would have to be willing to make exceptions for everyone, and I’m not!

You must make this course a priority. I do not and will not offer any extra credit other than what is already specified in this syllabus. If you want to pass this course you must do what is required of you from the very beginning!

*We are all in the gutter, but some of us are looking at the stars.*

~ Oscar Wild
**Campus Resources**

**Writing Center:** Located in Berz Excellence Building (BEB) Room 101 (Ground Floor), the Writing Center is an excellent place to go for help on any aspect of your writing. The Writing Center is staffed with trained students and faculty whose aim is to talk with you about your writing. Rather than simply editing your work for you, the tutors strive to help you work on issues that you would like to focus on in your own writing and revision process. Since feedback is so essential to your development as a college-level writer. The Writing Center’s hours of operation are Monday through Thursday 8 a.m. to 8 p.m. and Friday 8 a.m. to 2 p.m.

Welcome to the Chaffey College Campus Writing Center: [http://www.chaffey.edu/writingctr/](http://www.chaffey.edu/writingctr/)

**Academic Support:** Academic support is available for all students through the services provided in each campus Student Success Centers (SSC). Inquire at each center regarding hours of operation and specific subjects for which tutors are available. Chaffey College Student Success Centers: [http://www.chaffey.edu/success/index2.shtml](http://www.chaffey.edu/success/index2.shtml)

**Student Success Centers:** Chaffey College has created a network of Student Success Centers – offering free tutorials, workshops, learning groups, directed learning activities, and computer/resources access – to assist students in their academic development and success.

During the Summer 2013 session, Success Center services will be offered at all 3 Chaffey locations:

**Chino Campus Success Center (Monday-Thursday 9:00 am – 7:00 pm)**
- Multidisciplinary Success Center (CHMB-145) 909-652-8150

**Fontana Campus Success Center (Monday-Thursday 9:00 am – 7:00 pm)**
- Multidisciplinary Success Center (FNFC-122) 909-652-7408

**Rancho Campus Success Centers (Monday-Thursday 9:00 am – 7:00 pm)**
- Math Success Center (Math-121) 909-652-6452
- Multidisciplinary Success Center* (Library) 909-652-6932
- Language Success Center** (BEB-101) 909-652-6907/652-6820

A current Chaffey College photo ID card is required for all Success Center services. Walk-ins are welcome, and advanced appointments are available for most services. Call the Centers or consult the college website at [www.chaffey.edu/success/](http://www.chaffey.edu/success/) for more information. Online appointments: [https://chaffey.mywconline.com/](https://chaffey.mywconline.com/)

**Language Success Center requirement for your English 675 Course**

**New Directed Learning Activities (DLA)**

6 DLAs per level that are ready or will be ready with some editing by the start of school:

1) Getting Started (475, 575, 675)
2) Purpose, Audience, Tone, & Bias (475, 575, 675)
3) Task Management (475, 575, 675)
4) Essay Organization & Structure (475 & 575)
5) Summary (475, 575, 675)
6) Sentence Errors (475, 575, 675)

Each one can be modified slightly to match each of the three new courses. Each DLA sticks to the basic philosophy of combining reading and writing skills/strategies.
Revised workshops
[like the DLAs, these include elements of reading and writing strategies]
• Learning Strategies
• Task Management
• Reading & Responding to a College Text
• Inference & Implication
• Purpose, Audience, Tone, & Bias
• Strategies for Summary
• Prewriting & Invention Techniques
• Organization & Structure
• Thesis Statements & Main Ideas
• Understanding Paragraphs
• Introductions & Conclusions
• Evaluating & Incorporating Sources
• MLA Format for Writers & Readers
• Revising & Proofreading Your Writing
• Commas, Semicolons, & Colons
• Sentence Variety
• In-Class Writing
• Preparing Personal Statements / Scholarships Applications

Revised Learning Groups
[like the DLAs, these include elements of reading and writing strategies]
• Academic Reading & Writing
• Critical Thinking
• Description
• Clarity
• Hooks: Effective Opening Sentences

Success Guide Learning Groups
• Hope / Goal Setting
• Mindset
• Communicating with Instructors
• When & Where Planning

Disability Programs & Services: Chaffey College’s Disabled Students Programs and Services, or DPS, serves an estimated 1500 students across all Chaffey campuses. DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. For more information please contact the DPS general phone line at (909) 652-6379.

EOPS and CARE: Extended Opportunity Programs and Services (EOPS) is designed to ensure student retention and success through academic support and financial assistance for eligible students. Cooperative Agencies Resources for Education (CARE) is a program that serves a limited number of EOPS students who are single heads of household parents. It provides additional support services beyond those available through EOPS. The ultimate goal is completion of a certificate program, an associate degree, and/or transfer to a four-year college. Call (909) 652-6345 for more information.
Veterans and Eligible Family Members: Chaffey College’s Veterans Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 or vrc.staff@chaffey.edu for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in building AD-125 on Chaffey College’s Rancho Cucamonga campus.

Student Health Services: Student Health Services is dedicated to assisting students to achieve and maintain optimum physical, mental and emotional health. We are committed to providing quality healthcare at a reasonable cost. All currently enrolled full and part time Chaffey College students on the Rancho Cucamonga Campus or any off campus site may utilize the services of the Student Health Office. Please have your Chaffey ID ready.

Student Health Services Locations:

Rancho Campus        MACC-202       (909) 652-6331
Chino Campus         CHMB-105       (909) 652-8190

Career Center: The Career Center helps Chaffey College students find meaningful careers. The program offers career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and career related workshops. The Career Center is located on the Rancho Cucamonga Campus in MACC-203. Please call (909) 652-6511 for more information.

* Classroom policies, procedures, and the schedule of readings & assignments calendar are subject to change based upon the needs of the class.

Don’t try to figure out what other people want to hear from you; figure out what you have to say. It’s the one and only thing you have to offer.
~ Barbara Kingsolver
Our Writing Community's Contact Information:

Name:_________________________________________________________________________________________________________

Email:___________________________ Number:___________________________

Name:_________________________________________________________________________________________________________

Email:___________________________ Number:___________________________

Name:_________________________________________________________________________________________________________

Email:___________________________ Number:___________________________

Name:_________________________________________________________________________________________________________

Email:___________________________ Number:___________________________

Name:_________________________________________________________________________________________________________

Email:___________________________ Number:___________________________

This information is for professional use only. You may not contact any community member later than 9 p.m.