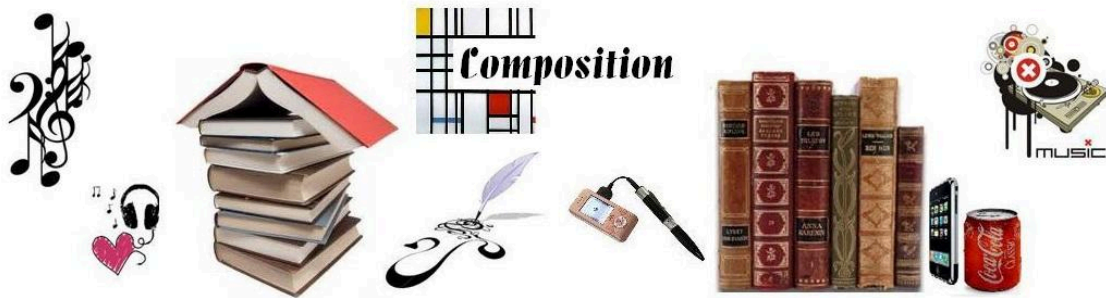


“As terrifying and painful as reality can be, it’s also the only place where you can find true happiness.”

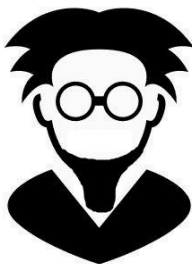
— Ernest Cline, *Ready Player One*

Welcome to ENGL 100 Online

ENGL 100 is all about the choices we make as content creators and as content consumers, and what happens when we pay attention to those choices. This class invites you to study the *how* and the *why* behind our constant interaction with content, and we will do so starting with content you already consume and create. We all have daily rituals with or a significant connection to a particular form of content--such as songs or scripture or film or games. In this class, you will choose the content you want to explore, and I will bring my expertise on how to shape a critical response. I hope that sounds like a collaboration. Welcome to a discussion about how we can grow in skills, knowledge, and practice to shape the content that influences our lives.



Meet the Professor



Hi there! My name is curry mitchell. You can call me Mr. mitchell or Professor mitchell, but I prefer just ‘curry.’ My pronouns are he, him, his, and I choose to not capitalize my name: the lowercase letters just seem to fit me better. I don’t mind if you capitalize my name though.

I was once a MCC student too. I married young when I was 19 and worked in construction for several years before I decided to go to college. My wife and I had all three of our children by the time I graduated with a master’s degree, and my wife graduated with her bachelors and teaching credential a few years after me.

I don’t know your story yet, but I know the challenges presented by coursework taken on in addition to family and professional duties. I know you will have to work hard, not only in my class but in all your classes here, in order to be successful. This is why I will work hard to plan, organize, and rethink this course so its focus is on your success in the goals you’ve set this semester. My goal is to empower you with a clear sense of belonging within a community of writers where your agency as a *maker of meaning* takes center stage. I can’t wait. :-)

What do you do and what are you aware of when you *consume content*? How does that influence what you do when you *create content*?

Our Ethos as a Community of Writers (our “etiquette” policy)

We’re going to discuss complex topics and issues in order to gain a more critical understanding of and ability to articulate our views on life and culture. At all times, I insist that we recognize each individual’s right to present opposing viewpoints shaped by diverse perspectives, experiences, and creeds. I hope we agree that at no time will any racist, homophobic, sexist, ageist, and any other form of xenophobic language be acceptable. The motto for this class is **not** the Disney platitude: “If you don’t have anything nice to say, don’t say anything at all”; that is far too simple. Instead, our credo will follow a more epic and biblical commission: Recognize your audience is a person with immense and complex experiences, and present your ideas and arguments accordingly, with empathy and respect (a paraphrase of Luke 6: 41-42).

Expectations of Honesty and Integrity Using A.I. Tools and Sources

Pursue your growth as a writer, as a recent 100 student shares in their Reading Journal:

“AI and writing: The tools built into Microsoft Word with definition lookup and synonym lookup by the right click of a mouse have been a constant companion. What I should have counted on this semester was the use of chatGPT. Ensuring I held to my integrity with my writings, chatGPT was not a substitute for essay writing because that would prohibit me from learning anything as a writer and would have been ethically wrong. What the AI tool did do, however, was assist me in getting my thoughts organized. I could freely ask it to show examples of sources I was already investigating...Then from there, I could narrow down my internet search using improved keywords. Sometimes it's messy, but living in the information age is cool.”

All ENGL 100 projects invite you to read and write with your interests *and* your audience’s attention in mind. We will study a process for generating, sharing, and revising drafts that leads us to use resources and tools uniquely. **In this process, be ambitious and be honest.** What does that mean? Rely on *everything* to explore and then shape *what you feel* is worth *our attention*. As you do, **give credit to the authors and sources who provide you with language and ideas and revise A.I generated content your audience finds plausible but lacking in substance and a point of view worth attending to.** This is what it is to read, think, and write with *intention* and *integrity*.

Group Work? Or Individual Work in Shared Spaces?

Much of the work you complete in this class will be “group orientated,” but before I explain what that means, a quick backstory: I played a lot of *World of Warcraft* when my kids were little, and when they were a bit older, I played *Destiny*, and now that they’re teenagers (and I realized I’d developed a bit of an obsession over my Awoken Hunter and Tauren Warrior), I play single player games like *Tears of the Kingdom* and *Baldur’s Gate*. Now, I bring this up to say: what I love about all these games is how immersive they are, how I mostly play as an individual, how I sometimes join-up with other players when our interests and goals overlap, and now, how single player games allow me to be interrupted and take breaks (which my kids greatly appreciate too). I’ve designed this class to be immersive and interesting. I hope it sucks you in. [Every small task helps build the larger projects](#). You can solo the work *and* you can collaborate with classmates when you find each other in similar spaces. I’m available to meet in real time if you need to take a step back and talk through your goals and approaches. Throughout the semester, you’ll find flexibility to pause the class to attend life events that may be interrupting you.

How do you come up with ideas? How do you give shape to your ideas? How do you share your ideas with others?

ENGL 100 Routines

What you need for ENGL 100:

- A device for keeping Journal Entries, posting Class Work, and drafting Essays
- Access to Canvas (where you'll find all the lectures, content, and assignments)

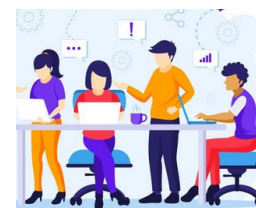
How We Read: Reading Journal Notes (3-4 hours)

Your Reading Journal will be your treasure chest of ideas you will use throughout the semester. Journal Work asks you to write Notes in response to lectures and assigned readings. When you log on to work on a Word Puzzle or shape an Essay draft, your Notes will provide you with the ideas, the quotes, the positions, and the questions to contribute meaningfully. Your Reading Journal can take on any form that helps you think: handwritten notes, video journals, visual webs or outlines, freely written paragraphs, whatever. We can figure out how to upload any form of work to Canvas later. For now, experiment with a process for reading and documenting ideas that works for you.



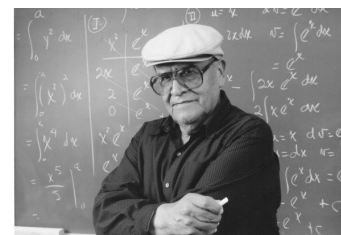
How We Participate: Word Puzzles and Writers' Workshops (4 hours)

These assignments present typical English activities as puzzles: what a song *really* says (and how you know), what *exactly* is the best way to read, and what *is* the right word to choose? Working these puzzles will let you practice skills, engage complex exploration, and share open, honest reflections that lead you to build essay projects piece by piece. Your classmates will be working these puzzles too, so you'll see their explorations and project building work too. We also share work in Writers' Workshop where you and two classmates will read each other's drafts and write reflections that share how your classmates' writing inspires you to shape your own writing. In this way, Word Puzzles and Workshops will become a library of resources we create and use together.



How We Build Essays: Stay on Track Drafts and Reflections (3-4 hours)

We're writing 4 Essays. The first two are shorter (1200 words), intended as warm-ups. The second two (1500, 2400 words) are more complex. Staying on Track assignments will guide you by asking you to share "snapshots" of your progress: brainstorm, body paragraphs, and reflections. You will receive feedback from me to help you feel confident about [the papers we're writing in this class](#), and you will respond to my feedback so that *grading* becomes a *conversation*. **Showing your work is important in ENGL 100; before I grade or share feedback on a draft, I need to know the story of how your reading/writing process shaped that draft.** You may describe this to me directly at the top of each draft, or engage authentically with Stay on Track work to demonstrate this process.



[Jamie Escalante](#) - badass calc teacher

If You Need to Turn in Work Late or Make-up Missing Work

Reading Journals, Writers' Workshops, and Finals Week assignments must be submitted on time. Otherwise, **I will accept an assignment 2 weeks late for full credit if you conference with me.** You may also make up missing assignments by working with the Writing Center and submitting Reflection Forms. If at any point you feel worried about falling behind on deadlines, please message me. I can help you catch up and feel confident about your work. Seriously, [email me](#), anytime. :-)

What do you hope to gain and experience as a writer and a reader this semester?
How will you know when you've grown in that self-set goal?

Grading: Set Your Goals for an Outcome Grade and Meet the Threshold

“A” Outcome Grade Threshold

Earn 16 Solids overall with a passing assessment of Essays, 1, 1b, 2, & 3

Complete the Annotated Bibliography

Complete 6 Reading Journal section and 26 Word Puzzles and 3 Writers’ Workshops

Complete all Stay on Track tasks

“B” Outcome Grade Threshold

Earn 11 Solids overall with a passing assessment of Essays, 1, 1b, 2, & 3

Complete the Annotated Bibliography

Complete 5 Reading Journal section and 24 Word Puzzles and 2 Writers’ Workshops

Complete all Stay on Track tasks

“C” Outcome Grade Threshold

Earn 8 Solids overall with a passing assessment of Essays 1, 2 & 3

Complete the Annotated Bibliography

Complete 4 Reading Journal section and 20 Word Puzzles and 1 Writers’ Workshops

Complete all Stay on Track tasks

ENGL 100 Essay and Rubric

Essays

Essays 1, what a song says (1200 words, 2 sources)

Essays 1b, style you choose (1200 words, 3-4 sources)

Essay 2, the way things are (1500 words, 3-4 sources)

The Annotated Bibliography (10 annotated sources + a general position statement)

Essay 3, what deserves attention (2400 words, 7 sources)

Essay Rubrics have 4 - 6 categories: [Process](#) | [Organization](#) | [Cohesion](#) | [Ideas](#) | [Focus](#) | [Conventions](#)

Solid	Revision Recommended	Revision Required
Your draft demonstrates skills meeting ENGL 100 outcomes	Your draft shows opportunities to develop ENGL 100 outcome skills	Your draft misses requirements and must be revised

ENGL 100 Tasks and Rubric

Weekly Class Work

Weekly Task Rubrics have two possible scores: **Complete** | **Incomplete** - marked simply for whether or not instructions are followed and requirements are met

Announcement Quizzes: Quizzes do not count towards an Outcome Grade

Reading Journal Sections: Upload the required Notes for assigned lectures and content at the end of every 2 weeks (if any requirements missed, the section is marked “incomplete”)

Word Puzzle Work: Contribute all required items listed under “Your Task” (if any items missing, the post is marked “incomplete”)

Writers’ Workshops: Complete 4 Reviews for two classmates by following the “Identify” and “Reflect” prompts (if prompts are not followed, the assignment will be marked “Incomplete”)

Stay on Track snapshots: Share a “snapshot” of your progress according to the topic and word count requirement (off topic or short “snapshots” will be marked “Incomplete”)

Feedback, Resubmitting Work, and Making-up Work

I return to work quickly with feedback on almost everything you submit. Canvas will notify you [when feedback is available](#). Applying feedback, **you may resubmit Puzzles, Workshops, and Stay on Track work within 2 weeks**. To make up assignments, work with the Writing Center and submit Reflections.

What determines the effectiveness of content? The writer? The style? The audience?



MiraCosta Resources

Student Accessibility Services:

A student with a verified disability may be entitled to appropriate academic accommodations.

Please [contact SAS](#) if you have not already and/or turn in any Accommodation Sheets in the first week or ASAP to allow time for accommodations.

Career Center:

The [Career Center empowers students](#) to make informed, intentional career decisions.

Health Services:

[Student Health Services assists students](#) with their physical and mental health needs so they may accomplish academic success.

Student Equity:

The college has worked to expand student success efforts with [a focus on student equity](#), particularly for those populations identified as at-risk.

Student Food and Housing Resources

Resources for students experiencing homelessness, displacement, and/or food insecurity - [MiraCosta College is committed to equity and inclusion](#) for students who are experiencing challenges related to housing and/or food insecurity. [Learn more about resources](#) such as the Food Pantry, showers, hygiene kits, health services, and SD County resources.

LGBTQIA+ Resources

MiraCosta College has an expressed commitment to equity and inclusion for students, faculty, and staff members who are lesbian, gay, bisexual, transgender, queer, questioning, intersex, and asexual. The district employs a Campus Liaison for LGBTQIA+ needs, offers LGBTQIA Safe Space training, and has multiple student scholarships for members and active allies of the LGBTQIA+ community. [Access information LGBT and additional campus resources and services.](#)

Undocumented Students (UPRISE)

As my colleague Nery Chapeon-Lamas says in his syllabus, I am ***an unapologetic and unafraid ally to undocumented students*** and their families. Please do not hesitate to contact me should you have questions or concerns about your status or would like guidance toward resources to ensure your success while at MiraCosta College. [Read more about AB540 services, DACA support, and Know Your Rights workshops.](#)

Veteran Services:

[Veterans Services](#) consists of the Veterans Education Office and the Veterans Information Center, the staff is committed to helping you achieve your academic goals

When you set out to write something, something important--something you are excited to write or something you are afraid to write--do you work alone or with others? Why?

Catalog Description:

"This course in critical reading and expository writing offers training in the reading and writing process, the development and organization of expository prose, and research techniques. The course emphasizes quality in logic and diction."

Student Learning Outcomes

At the end of instruction in English 100, students will be able to:

- compose focused claims that provide readers with a clear, logical progression of ideas
- integrate a variety of source materials to validate claims in audience-aware arguments
- interpret texts with an awareness of the ways their cultural and/or personal experiences inform their reading

Course Objectives

In this class you will engage a diverse collection of texts and forms of communication in order to develop and strengthen an effective writing process, with specific emphasis on academic writing.



The learning objectives for this course include:

- Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using an appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Reflect and analyze through the recursive nature of the writing process.
- Apply multiple lenses of learning and reasoning to produce thoughtful composition pieces.

Important Dates

Please [review all important deadlines](#) for dropping or seeking an "I" (incomplete). Our final deadline of the semester is 11:59 pm midweek of Week 17.

Welcome to ENGL 100!!