

ACADEMIC READING AND WRITING ENGL-C1000 (previously English 1A)

with Prof. E. Kottaras

Fall 2025 - 4 Credits - 08/25/2025 to 12/14/2025



Pasadena City College is on the unceded land
of the Gabrieleño Band of Mission Indians
of the Sisitcanongna (Sheskiikuanga) Village and Kizh Nation.

Welcome!

Whether you are a returning student or this is your first time taking classes at PCC, we're very glad that you have decided to pursue your education here. PCC faculty and staff are here to support you in achieving your educational and aspirational goals. We are committed to seeing you succeed.

In this Reading and Composition course that is both inquiry- and community/project-based and offers a transfer level study of college composition, focusing on reading and writing expository and argumentative essays, including a research project. We will work through many exercises to improve the process of exploring the power of story, how writers get words on a page, how we, as readers and writers ourselves, can explore different ways of knowing, listening, wondering, and reflecting on the work.

Student Learning Outcomes

1. Analyze culturally diverse texts using close reading and critical language awareness.
2. Compose texts in various genres, attending to purpose, audience, context, and convention, to develop rhetorical knowledge.
3. Formulate recursive and flexible strategies for composition through drafting and reflection on writing processes.
4. Evaluate and synthesize scholarly and popular sources ethically and cogently in support of an argument.

I'd like to tell you how excited I am to work with you this semester as we examine how language is used, how to respond as active readers, and how to articulate a formal, academic argument thoroughly and effectively. We will be reading many great articles as models of writing and to help us focus our own rhetorical practice.

My hope is that the readings speak to you on some level so that you can think about how the act of writing might affect your chosen career, whether it be healthcare, law, business, education, the media, or otherwise, as well as how writing gives you the power to change the world around you. No matter what path you choose, your ability to think critically and communicate well will be the most important factors in determining your success, and that is the main focus of this class.

We will also be considering questions such as:

- What is reading and writing? What are the purposes and impacts of academic reading and writing in the face of emerging technologies, namely AI?
- What is the purpose of academic and other modes of reading and writing in the context of the ever-growing climate crisis, especially for the underrepresented voices of the global majority?
- How can we, as readers and writers, lift up the authentic stories of local communities and of those underrepresented voices of the global majority?
- What are our own relationships to place and how do the stories of those connections inform our academic purpose? What ethical responsibility do academic readers and writers have?

Students will consider the following questions, which are inspired by the work of Dr. Robin Wall Kimmerer, including this interview with Krista Tippett in the [On Being interview, "The Intelligence in All Kinds of Life."](#):

- ☐ **KNOWING:** How did the class materials along with the community interviews invite you to pay attention? What or how have you been invited to "see" differently or anew? How has your intellect/ logos been engaged? What facts or data are relevant? What further research might be needed to understand the conversations/ writings more thoroughly?
- ☐ **LISTENING:** How did the class materials along with the community interviews invite you to listen? How have you engaged your intuitive ways of knowing, emotional knowledge, and/or spiritual knowledge? (In rhetorical terms, what emotional/ethical appeals and/or personal reminders have struck you this week?)
- ☐ **WONDER:** What questions are you asking in response to your work with community members ? What do you want to learn more about as a result? What are you questioning? What are you wondering about and/or sitting in wonder with?
- ☐ **RECIPROCITY:** How are these interviews inspiring you to engage with your local community, city, school, and/or world? Link to any other articles, events, or activities that may relate to the class focus.
- ☐ **GRATITUDE:** What are you feeling grateful for this week? How does this work connect you to your source(s) of gratitude?

We will also work with various methods of revision. As such, we will learn how to interact effectively in a group setting as a reader and a writer and how to move through the process of reading and writing with clarity, compassion, and insight. Hopefully, you will learn about yourself as an academic writer, as well as a bit more about what it means to tell and receive stories with a critical and compassionate eye.



How to Reach Ms. K

Contact Information:

- Email: via Canvas inbox OR ebkottaras@pasadena.edu
- Fall 2025 Office Hours (begin Week 2):
 - Mondays: 2-3:30pm via Zoom
 - Tuesdays: 9:25-10:25am, 1-2:25pm, 4:40-5:05pm, C252F or Zoom
 - Wednesdays: 1pm-2:10pm, Zoom
 - Join Zoom Meeting: <https://pasadena-edu.zoom.us/j/88080576989> Meeting ID: 880 8057 6989

***What are Office/ Conference Hours?** These are dedicated times each week that I am available to you. You can participate in a video/voice conference from a place that is convenient for you (internet or phone needed). These are your hours, so please use them! Many students come to discuss their work, readings, and other class related topics.*

Before you email me, please do the following:

1. Read and review all handouts thoroughly, including this syllabus and info on Canvas, to see if the answer to your question is there.
2. If you cannot find your answer, call Canvas Support (844) 303-4497, especially if it's a technical issue like a file is not uploading. Please do **not** send assignments attached to email or Canvas Inbox unless I request it.
3. If you still don't know the answer to the question, email the instructor via the Canvas inbox/email.
4. When you email me, please be professional. Be sure to review sample language and format here.
5. Note: I check email and return messages during office hours. Please be patient when waiting for a response.

Important note:

If at any point you find yourself worried about your progress, struggling with the content of the class, or stressed with the balance of school, work, life, etc., **PLEASE do reach out to your instructor**. If you are ever thinking about dropping, contact me before you do! If I can't help you directly, we have an amazing array of support services that are available to you, including academic AND personal counseling.

Students often express honest reports in regards to their own stress levels, and some of this awareness is due to their readings of the assigned texts - which is great! If you would like me to help connect you with support services on campus, please let me know. You might also be contacted by a counselor if I am worried about your progress.

Please know that my job is to TEACH you and support you, not fail you. I genuinely want you to succeed. You must do the work, but if you are not sure how to, please do let me know.
-Ms. K



PAUSE TO REFLECT AND ANNOTATE:

- Summarize/ paraphrase (put in your own words) each page of the syllabus as a way to practice these reading strategies. Write your summary/paraphrase in the space below.
- What questions, concerns, points for clarification, things you're excited about/ interested in/ intrigued about, etc. do you have at this point as in your reading of the syllabus? List them below.

Course Description

Prerequisite: *Placement as determined by the college's multiple measures assessment process; One of the following: ESL 005 or placement based on the English placement process.* In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. No credit if taken after ENGL C1000H, 001A, or 001AH. Formerly ENGL 001A. Total of 72 hours lecture.

Transfer Credit: CSU; UC C-ID: ENGL 100

Grade Mode: L, A, P

Course Structure

4.0 unit courses: Consider that in a 4.0 unit course, it means that in a traditional face-to-face course, 4.5 hours is in the classroom, with an additional 9 hours of work outside of those class meeting times during a 16-week semester. Per [Thoughtco](#), "Typically, one unit, or one hour of class, will require two hours of study time. Consequently, a 3 unit course would require three hours of lectures, discussions, or labs and six hours of independent studying. A 3 unit course will, therefore, necessitate about nine hours of your time [per week during an 18 week semester, so 9-12 hours/week during a 16 week semester]."

(Side note: This comes out to a total of 216 total student learning (Carnegie) hours for the entire semester; option to see [here](#) [offers a historical lens that is at once interesting, funny, and confounding] and [here](#); these are not required reading.)

PAUSE TO REFLECT AND ANNOTATE:

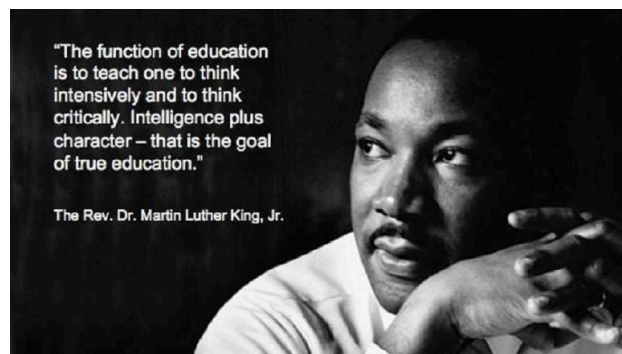
- Summarize/ paraphrase (put in your own words) / respond to this discussion of time commitment for this class. Were you previously familiar with Carnegie hours? How does this impact your weekly schedule? When do you plan to commit time to this course?

Important Dates

- Last day to add class/ Last day to drop without a W: 07-SEP-25
Last day to drop with a "W": 14-NOV-25

Materials: [Books available via PCC Bookstore](#). Additional readings are available via Canvas.

- Please take initiative to learn how to use Google Drive/Docs through various YouTube videos available by general search.
- You'll need a working technological device for our class. If you don't have one, PCC provides laptop loans to students. Please contact the library for more information.
- You'll need access to a good internet signal. In our course you'll be required to watch YouTube videos, Ted.Org videos, use free accounts with VoiceThread.com and review Microsoft word documents, PDF Adobe Acrobat documents, and access to Google docs.



Course Attendance

I am so glad that you decided to sign-up for this course. I've found that it's helpful for students to think of this course as a kind of part-time job. **Just as when you are employed, you are expected to display certain soft skills, including showing up to work, participating with materials and colleagues, being polite, professional, courteous, and patient. Additionally, you are expected to work as part of a team, which includes your classmates. Just as you earn a salary when you are employed, you are graded in this class.**

As a scholar, hopefully you will feel that the grades are not "assigned" by me but are determined via an equitable process that ensures your active participation, engagement, and reflection. Also, please note: grades include both assignment completion AND participation.

If this is your first semester in college - welcome! Please note that unlike high school where you attend morning to afternoon and perhaps the work is completed during class time, in college, you are expected to attend and participate in-person for part of the time and then complete the MAJORITY of the work outside of class. For online sections especially, time management is key. Please keep this in mind as you schedule other classes and activities this semester.

In all courses, your contribution and participation are valued and needed. Active participation and timely completion of assignments are valued and expected. Your completion of assignments will provide evidence that you have met the outcomes of the course, and your timely submission of assignments will contribute to building a supportive learning community for all. Please contact me as soon as possible to share any challenges you're facing so that I can help you succeed.

ATTENDANCE POLICY: Complete work on time. You may be dropped from class if you:

- Miss more than 2 weeks worth of class or 4 class assignments, OR
- Are absent/non-participatory for one full week without emailing me
- **If you're facing personal challenges, email me immediately** so we can schedule a Zoom meeting or phone call to create a plan for your success.

From the AP 5075 Policy Document: In a regular face-to-face 16-week course, a student is inactive when their cumulative absences reach the number of hours the class is scheduled to meet in a two-week period. For a 16-week online course, a student is inactive when cumulative missed assignments equal the number of assignments in a two-week period. For hybrid courses, a student is inactive when they miss the cumulative equivalent to two weeks' worth of online/or in person contact without communicating with the instructor.

- The student is responsible for dropping courses in which they are no longer active* by the deadline posted in the current Online Schedule of classes.
- A student who stops attending but does not drop a class may receive a failing grade or a "W" in the class and is responsible for registration fees.
- A student who does not attend the first class meeting may be dropped if the student has not made prior arrangements with the instructor.
- For online classes, a student may be dropped if they do not submit the designated check-in assignment by the date outlined in the online course schedule of classes.
 - ☐ PCC Web Site: [Attendance, Registration & Adding Classes, Dropping a Class](#)
 - ☐ Policy Document: [AP 5075 - Course Attendance, Adds, Drops, and Withdrawal](#)

Whatever path our course takes, I know we will spend time reflecting on how to sustain our families, communities, and ourselves through teaching and learning. Let us proceed with grace and understanding that the most important thing right now, as ever, is health and safety for the present and future of our communities.

Late Work

- **Work that is due during Weeks 1-12 is accepted late for full credit within 3 days after the due date. This does NOT include peer reviews/ DB peer responses and/or work due after Weeks 13-16 , which must be turned in on time and cannot be made up.**
- **Late work is NOT accepted after 3 days.** Please pay attention to this firm deadline. Keep in mind that your instructors are teaching 4 or more sections and therefore are doing their best to support 120+ students. **If you are dealing with health or personal issues as the semester progresses and need a longer extension, email me ASAP so that we can schedule a time to discuss your individual situation.**
 - You do NOT need to tell me why you're turning in the work late (unless you want to.)
 - You may see a 0 input as the grade on the assignment even if you write a comment or email me. I will grade it as soon as I can.
 - You also might not receive detailed feedback if you are turning in work late.

Technical Issues

- You can get **24/7 help** by clicking on the **BLUE HELP** link located on the top of your screen in CANVAS. It is also helpful if you let me know what kinds of technical difficulties you encounter so I can continue to improve the course, but please do contact the Canvas center FIRST.
- You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class. Check the Distance Education page for hardware & software requirements. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>
- **NOTE: I've had quite a few people email me with technical issues without calling Canvas first.** As per this syllabus, I may not respond to you immediately; furthermore, I most likely cannot help you with technical issues. The support staff at Canvas will be more helpful. If, after contacting them, it still doesn't work, then do let me know.
- I have also noticed that I don't have full capabilities when I use the app on my phone, so please also double check by using the desktop version to see if that fixes whatever issue you're facing.
- If you see a content error or mistake in Canvas, please remember that I am human :) and then send me a friendly email to point out the error. Screenshots are helpful but not required. Thank you!

Announcements

- Announcements will be posted in CANVAS on a regular basis. They will appear on your CANVAS dashboard when you log in and/or will be sent to you directly through your [preferred method of notification from CANVAS](#). Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

Discussion Boards / FFT (Food for Thought)

Discussion Boards are a way for you to engage with each other about the course content and draft your essays. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the question and respond to two of your classmates' answers.

When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, **netiquette**. You can read more about [the rules of netiquette here](#).

Email

- You can use the INBOX feature in Canvas to send email. You can either check your messages in the CANVAS system or [set your notifications to your preferred method of contact](#).
- Please put a subject in the **subject box** that describes the email content with your name, week and message subject. For example: *****YOUR NAME WEEK2 ASSIGNMENT*****.
- Do not submit your assignments by message. Make sure to check your messages frequently. I reply to emails during office hours.

Participation

- **Block out time in your schedule to do the work and follow the schedule.** Read this guide, and any other course material, carefully and frequently. Treat your efforts and your fellow course participants' learning efforts with respect. Have patience with technology, and contact the [Canvas Help center](#) for assistance before contacting me, but then do let me know if they are unable to assist you.
- **Check in on class assignments daily.** Ask for help when you need it, and assist others when you can.
- **Out of Class Academic Expectations: (relevant to in-person classes, but also important for 100% online sections).** Your study and work habits outside of class are an extension of your time in class. The "Carnegie Units" or workload for this course is based on the units of the class. For each unit, you should plan on a minimum of 2.25 hours per week of work outside of class. In a typical 16 week class, this would be approximately 6.75 hours of outside work, or more, for a 3 unit class. Even if a specific assignment is not due for the week, you are still expected to spend this amount of time on activities that will increase your understanding of the subject, such as re-reading texts, writing notes, reviewing course materials, working on upcoming assignments, and pursuing independent reading. Please keep in mind that we all read, write, and learn at different paces and in different ways, so this time may vary depending on your individual needs. If you feel like you are struggling to complete assignments for any reason, please see me so that we can work together to help you be successful in this class.

In-class Participation Reminders:

- When one person (instructor or students) is speaking, they have the attention of others; no interruptions (via phone, devices, etc.) unless you are taking active notes on what is being said. In other words, practice patient and mindful listening.
 - You'll own and share tasks with your colleagues, both in small groups and as a class. This shared accountability allows us all to take responsibility for the communal and supportive learning of our class. The class is focused on growth, trust, and reflection during the process of developing our skills. Being committed to this class means being in touch with the instructor and colleagues if a scheduling conflict comes up. Thank you for opting into this class.
- **Calendar:** The due dates for your assignments can be found in the CALENDAR in the global navigation links to the left of your screen or if you scroll down on the homepage. Please review these dates. While I will try diligently to follow the following schedule, I reserve the right to amend this schedule at any time during the course based on the needs, interests and progress of the class, and students are responsible for changes announced in CANVAS. If you do not complete the course Check-In Activity by the due date, **you will be dropped from class for non-attendance.**
- **Drops:** All courses follow the Pasadena Area Community College District Policy for Attendance, Class Drops and Auditing courses. In order to avoid getting an F for the course, it is your responsibility to officially withdraw from the class prior to the deadline. **If you do not attend class, login or check in, or turn in assignments for more than one full week, I am required BY LAW to drop you** (there have been problems with financial aid fraud.)
 - **Please email me if you are struggling to keep up, or YOU MIGHT BE DROPPED.**
 - --> I want to help you, but I need to know that you need help!

Assignments and Grading

1. You will complete readings and assignments including annotations, discussion boards (FFTs, Food For Thoughts), quizzes, drafts, essay prep, short essays, peer reviews, and more.
2. You will complete a midterm portfolio, containing all writing done for the course to that point, with a student reflection essay focused on which kinds of assignments you found most useful, which assignments you revised, and what areas you want to work on during the second part of the semester.
3. You will complete a final portfolio containing all writing done for the course to that point, including your midterm work, with a new student reflection essay focused on which kinds of assignments you found most useful, which assignments you revised, and what areas you want to work on in other courses and/or in your future academic and professional areas.

MLA Formatting and Citation: All assignments should utilize [MLA format \(12 point font, Times New Roman, 1-inch margins, double spaced, pages numbered top right\), unless otherwise noted in the assignment.](#)

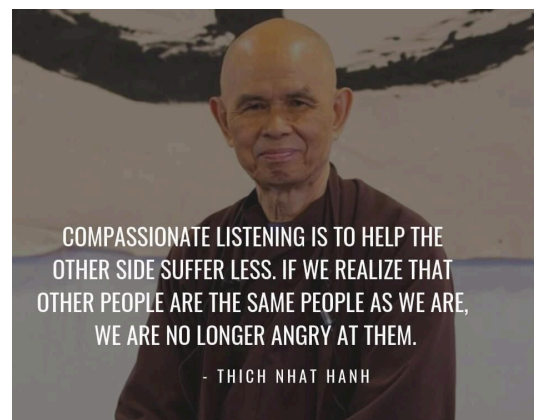
To work on the course, go to Modules. Our course will be organized into MODULES in Canvas that correspond to each week or a couple of weeks of our course. To make sure you receive all of the instruction and materials, you'll go to MODULES to see assignments, lectures, and other course materials.

We will complete our work online in the Canvas system and will also use several other technology tools such as Google Drive, YouTube, CCC Confer/Zoom, submittable and more. You can download for free from PCC any computer programs you need, and laptop loan and computer labs are available from/at PCC. It is your responsibility to have an updated technology device from which you can communicate, complete assignments, read materials, and navigate our Canvas course.

It is your responsibility to make sure your internet connection is consistent for collaboration and participation in class. Free internet is available at your local public library in the U.S., and PCC has free internet available.

PAUSE TO REFLECT AND ANNOTATE:

- What questions, concerns, points for clarification, things you're excited about/ interested in/ intrigued about, etc. do you have about anything on this page? List them below.



Ground Rules and Principles for a Productive and Supportive Class Community

Thank you for choosing to be here. As we dive in to course content and course materials, we will first review the guiding principles for learning in our course:

- Working on this course requires a level of personal responsibility and leadership, and the ability to gently collaborate with a variety of diverse peers in a deadline-oriented environment.
- I invite each of us this semester to operate fully from a place of professionalism, personal responsibility, empathy, love, and understanding. Although Covid is mostly gone (it keeps popping up!). It's important to consider that these past years have been challenging, globally, and continue to be challenging. We all have been persevering as best we can amidst unimaginable circumstances in the last three years, and some of us may have experienced loss or trauma or displacement. Our class time (especially online) together should be a respite from this, and allow us a place of creativity, problem-solving, and learning that feels comfortable.
- Please remember that we each never know what someone else is going through, and no one is required to share their personal lives with us to "explain" what's happening personally with them, but we acknowledge that we never know what's going on with anyone else, and so it's important to operate with professionalism, personal responsibility, to address our own self-care, and to consider the following (below) especially in an online/hybrid environment:

These agreements and understandings inform our classroom's guiding principles:

1. We are all scholars who prioritize supporting each other as professional human beings with the understanding that we are all here to better ourselves through education.

- This means we will practice flexibility, compassion, patience, and forgiveness.
- This means we will adapt to new learning environments and support one another.
- This means we will prioritize sharing resources and communicating clearly.
- This means we foster intellectual nourishment, social equity and justice, social connection, and individualized accommodation, as needed.

2. We operate with Love.

"When we choose to love, we choose to move against fear, against alienation and separation.

The choice to love is a choice to connect, to find ourselves in the other." - bell hooks

- This means we will assume best intentions.
- This means we will assume best efforts.
- This means when we intervene, question, and clarify, we will do so gently and with humanity.

3. We uphold the [missions and values of Pasadena City College](#), including a commitment to Anti-racism, cultural humility, and deep learning.

Deep learning is personal, characterized by student agency, connections to self and intercultural identity, the development of skills, knowledge, self-confidence, and self-efficacy through inquiry. It is about relationships and the human desire to connect with others to do good. Fullan et al. (as cited in Crowley, 2018)

• We understand that online/hybrid learning is not inferior to Face2Face (F2F)/in-person learning – it's just different, and we can adapt and excel.

- This means we take personal responsibility for our deadlines, for our consistency in the course, and for being professional in the course.
- This means we ask for help when we're confused.
- This means we support one another with our own expertise or refer one another to an expert when we can.
- This means we operate from a place of humility and acceptance, knowing that we are human beings and that no one is perfect.

IMPORTANT NOTE ON CONTENT AND DISCUSSION: Safe and Brave Spaces

Each week we will alternate our discussion of models by experienced writers with submissions by writers in the class. We will see what questions, problems, inspirations, etc. arise **by reading the works as writers ourselves**. Every student in this class will be responsible for completing all of the required readings listed below and taking part in peer reviews and writing workshops: **mutual respect for and serious attention to each other's work is an essential ingredient of our class.**

This is a SAFE SPACE: This is a classroom where students should feel safe to share - and most certainly disagree respectfully, both with the texts and one another; however, it is not a space to spread hatred or false information (per Rethinking Schools, we don't get to debate each other's humanity). As Rethinking Schools further explains:

"Many classrooms either attempt to be 'neutral' by ignoring politics for sterile content or allow open debate which usually focuses on whether the oppression or dehumanization of marginalized peoples is a good or bad thing. The former tends to softly side with the general white supremacy in American curricula, culture and assessments while the latter is not really a free exchange of ideas but rather an endorsement for students to use social inequities to bludgeon the victims of that inequity."

In other words, in this course, we will read a variety of texts, some of which will include mature material and discuss current events. That being said, in this class, we will not tolerate work that is intentionally offensive. Certainly, it is a fine line, but just know that this is **not** the place to express gratuitous violence or sexual content, nor will we tolerate hate speech toward any group. We might encounter work that is able to negotiate sexuality and violence in effective ways, and these might be questions that spur some of our discussions, but it will be my call if I feel your work is inappropriate in the context of this class. Part of being in a writing class is learning how to be a responsible and effective member of a literary community, to be aware of your audience and of the purposes of different types of writing. If you have any concerns, please do not hesitate to come talk to me privately before you submit your work or if anything you read concerns you.

Words that are slurs are not allowed in any context. The n-word and/or any other slur that refers to any group won't be used in this class by a person of any race (in speech or in writing). If it appears in a text that has been assigned and you want to refer to it/ quote a section of the book that uses the word e.g. the n-word, write or say [n] (for singular) or [n's] (for plural), etc.. Include the brackets in your writing. Please note, students who use the n-word or any other slur/ offensive language in their own assignments will be assigned a zero and may also be subject to other disciplinary sanctions. If you would like to read more about the rationale behind this, please [read this](#).

This is a BRAVE SPACE. (To be comfortable to be yourself, to share your opinions/ experiences/ perspectives; it's okay to make mistakes—open to reflecting/assuming ownership; have an open mind):

Communication Guidelines for a Brave Space:

1. **Welcome multiple viewpoints.** Speak from your own experience by using "I statements." Ask questions to understand the sources of disagreements.
2. **Own your intentions and your impacts.** Respect each other's experiences and feelings by taking responsibility for the effects of your words. On the other side, if you have a strong reaction to something, let the group know. Be open to dialogue.
3. **Work to recognize your privileges.** Use this space to recognize and investigate your privileges (for example: class, gender, sexual orientation, ability). Honor the different experiences that we all bring to this space.
4. **Take risks. Lean into discomfort.** We are all in process. Challenge yourself to contribute even if it is not perfectly formulated.
5. **Make Space.** Share speaking time and try to speak after others who have not spoken.
6. **Actively listen.** Use your energy to listen to what is said before thinking about how to respond. Notice when defensiveness and denial arise.
7. **Challenge with care.** Find ways to respectfully challenge others and be open to challenges of your own views. Think about how to question ideas without personal attacks.

With credit to [AWARE-LA \(BLM\)](#)

College and Course Policies

PCC has several policies in place to foster a positive and inclusive learning environment. These include the [Academic Integrity & Student Conduct Policy](#), [Course Attendance, Adds, Drops, and Withdrawal Policy](#) and the [Complaints, Grievances, and Student Due Process Policy](#).

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Your thoughts and ideas are important. In order to protect your words and others' words, there are rules about plagiarism. Students are required to cite the use of materials written by others in all communication for courses. For more information about citing sources properly, visit [PCC Library's Citation Guide](#). Plagiarism is the presentation of someone else's ideas or work as one's own, including using ideas, words, or phrases without proper attribution. We will discuss this issue throughout the class, but feel free to contact me and/or a librarian if you are struggling to correctly combine others' ideas with your own. View Document: [Academic Integrity & Student Conduct Policy](#) This means that you should not:

- Cheat.
 - Plagiarize, that is, use another person's words or ideas as your own without proper documentation.
 - Collaborate with others unless specifically requested in an assignment or discussion.
 - Let another student or another person login to your CANVAS account.
 - Hire someone else to do your work.
 - Use AI technology to write and/or complete work that you present as your own original idea.
- **Failure to follow this will result in disciplinary action including automatic zeros on assignments and/or failing the class & can affect your academic standing in the College.**

PAUSE TO REFLECT AND ANNOTATE:

- Summarize/ paraphrase (put in your own words) each page of the syllabus as a way to practice these reading strategies. Write your summary/paraphrase in the space below.
- What questions, concerns, points for clarification, things you're excited about/ interested in/ intrigued about, etc. do you have at this point as in your reading of the syllabus? List them below.

Accommodations

If you have a disability and believe you may need an accommodation such as materials in an alternate format, sign language interpreting/real-time captioning, access to assistive technology and/or test accommodations, per the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act, please contact Lancer Accessibility Resource Services (LARS) at LARS@pasadena.edu, by phone at 626-585-7127, or on campus in room D-209. Feel free to discuss your needs with me in private.

Student Support Services

PCC offers many academic and personal support services to help you be more successful, including Success Centers, Counseling, Tutoring, Library, Financial Aid, Health Services and more. Please explore these available free services:

- [Success Centers](#): Offers tutoring, counseling, coaching, and more!
- [Writing Success Support Center](#): Provides writing support and tutoring for any class, any time the center is open.
- [Library Resources](#): Get help finding the resources you need, including books and articles. Meet with a librarian 24/7 to support your research needs and assist with citing sources.
- [PCC Library: 24/7 research help](#), print and electronic resources, quiet and collaborative study space, [group study rooms](#), computer labs, [laptop, hotspot, and & graphing calculator lending](#), device charging lockers, and much more.
- [Technical Support](#): Help with Canvas, including guides and tutorials.
- [Counseling](#): Assist with educational planning, transferring to a university, academic and personal challenges, and more. Be sure to contact a counselor to complete your comprehensive student education plan before you complete 15 transferable units. This is needed to maintain priority registration and financial aid.
- [Financial Aid](#): The Office of Financial Aid and their knowledgeable advisers are here to make education affordable.
- [Lancer Care Center](#): Provides food, social services support, healthcare, and housing and shelter.
- [Health & Well-Being Services](#): Offers a variety of free and low-cost services to help you maintain your physical and emotional well-being. Contact [Student Health Services](#) and [Personal Counseling](#) when you need support.
- [Title IX Supports and Resources](#): Access supportive measures, resources and information should sex-based harassment or discrimination happen to you or someone you know at PCC
- [Veterans Services](#): centralized hub at PCC for veterans, military members, and their dependents
- View all [Services for Current Students](#) on the PCC website.
- Follow [@pcclancer](#) and any of your favorite resources' social media for more information and events

College Policies

PCC has several policies in place to foster a positive and inclusive learning environment. These include the Academic Integrity & Student Conduct Policy, Course Attendance, Adds, Drops, and Withdrawal Policy and the Complaints, Grievances, and Student Due Process Policy.

Academic Integrity and Student Conduct Policy

Your thoughts and ideas are important. In order to protect your words and others' words, there are rules about plagiarism. Students are required to cite the use of materials written by others in all communication for courses. For more information about citing sources properly, visit [PCC Library's Citation Guide](#). Plagiarism is the presentation of someone else's ideas or work as one's own, including using ideas, words, or phrases without proper attribution. We will discuss this issue throughout the class, but feel free to contact me and/or a librarian if you are struggling to correctly combine others' ideas with your own.

Please Note: The use of Artificial Intelligence (AI) might be considered academic dishonesty depending on usage. Please consult your instructor for more information.

PCC Web Site: [Student Conduct and Academic Honesty](#)

Policy Document: [AP 5500 – Standards of Student Conduct](#)

Complaints, Grievances, and Student Due Process

PCC is committed to the fair and equitable treatment of all students, and there are policies in place to protect all students. Processes and procedures are available to any student who reasonably believes that a decision or action has adversely affected their status, rights or privileges as a PCC student.

PCC Web Site: [Complaints, Grievances and Student Due Process](#)

Policy Document: [AP 5520 - Complaints, Grievances, and Student Due Process Policy](#)

Land Acknowledgement

It remains critically important to express Land Acknowledgement of our campus and surrounding areas:

From wherever we are joining this course, we meet today on **Indigenous homelands**. In particular, the sites that make up Pasadena City College are located on the homelands of the **Gabrielieño Band of Mission Indians of the Sisitcanongna (Sheskiikuanga) Village and Kizh Nation**. We recognize that we are all simultaneously teachers, learners, and guests on these lands. This land acknowledgment is a small part of an ongoing process of working to be in good relationship with the land and the ancestors, elders, and emerging people of the land, and embodying equity in practice as well as theory.



- [KIZH Nation](#)
- [Whose Land Am I On? \(https://native-land.ca/\)](https://native-land.ca/)
- [Native American Heritage Month: Kizh Nation](#)

Black Lives Matter

The PCC community was shocked by the killing of George Floyd – another in a series of too many killings of Black/African American citizens through racial profiling and racist aggression. We are angered by the death of another unarmed, noncombative Black man, held to the ground with a knee of a police officer to his neck while three other officers stood by. We grieve for the Black members of our community for whom this death was only the latest in a long trail of death that reinforces inequality and injustice. We stand shoulder to shoulder because **Black Lives Matter**. Many organizations within PCC have passed resolutions or issued official statements condemning hatred and affirming the college's commitment to the health, safety, well-being, and progress of our Black/African American students, faculty and staff: [Black Lives Matter at PCC](#)

- The BSSC serves as the central hub and campus home for Black Student Support Programs and Black student life, working with campus and local community members to ensure Black collegiate success at PCC. [The Black Student Success Center at PCC](#)

Safe Zones

Zone Allies are individuals within the PCC community who consider themselves to be knowledgeable about the needs of Lesbian, Gay, Bisexual, Transgender, Questioning and Allied (LGBTQA) and/or undocumented people. Individuals who complete the training choose to provide support by displaying a sticker or lapel pin that indicates that they are an advocate and have cultural competence for those who are undocumented and/or LGBTQ. Look for the Safe Zones Decal or pin to identify allies, individuals who are there to answer your questions, to listen to your challenges and support you during your time at PCC.

- Pronoun Guide ([Pronouns: A Guide from GLSEN](#))
- Safe Zones @ PCC)
- The DREAM Resource Center is dedicated to providing support and resources for undocumented students. [PCC DREAM Resource Center](#)
- The mission of The Pride Center at Pasadena City College is to create an inclusive space for LGBTQ+ students, staff, and faculty. We are dedicated to empowering students through their journey of academic success, fulfillment, and growth. [The Pride Center at PCC](#)

Hate has no place at PCC.

PCC denounces hatred and violence in all its forms and is committed to humanity and social justice as an ongoing endeavor that we highly value. These already challenging times have been underscored by the increased presence of racism, inflammatory and xenophobic rhetoric, and violence targeting Asian-American and Pacific Islander persons, families, and communities. As a college committed to confronting racial injustice and inequity legacies of the past, acknowledging the realities of the present and doing the work towards an equitable future, we condemn anti-Asian racism in all forms. Advancing racial equity and inclusion for people of all races and ethnicities is critical to guaranteeing the safety and security of everyone. Pasadena City College will work to activate every member of our community to take a stand against racially motivated hate, intimidation, threats and violence. We stand firm in our support of our Asian-American and Pacific Islander community—our students, staff, faculty, and alumni. Please see the following link for full statements and resources.

- [Full statement](#)
- [PCC Counseling, Support, and Empowerment Programs](#)

Trauma Acknowledgement and Call for Healing

We reserve space for an Acknowledgment of Trauma, and encourage participation in a Call for Healing.

We begin our work here together this semester by giving space to our shared and individual experiences of trauma, especially from the past few years alone, and we ask that, if you are able to do so, please think on all that we have lost, including loved ones, friends, strangers, connections, ways of living, and ways of being. We invite those who are here to pause for a moment (even if you are reading this silently to yourself); bring your attention to a name of someone you have lost or who is suffering or struggling right now. If you would like to share the name in the chat or just hold them in your heart please do so now. If you do not know of anyone personally, you are invited to hold a stranger in your heart and offer any general meditations or well-wishes for collective healing.

The loss of loved ones, jobs, businesses, homes, health, and livelihoods, combined with feelings of uncertainty, sadness, fear, and worry, have been a huge weight on us all. We acknowledge that Black, Indigenous, and People of color (BIPOC) have been disproportionately impacted by COVID-19, and continue to experience the negative daily impact and realities of years of disinvestment, racism, biased treatment, and systemic oppression. We acknowledge the sociopolitical forces that contribute to the causes of individual and collective trauma, and structural inequities of American society.

We continue in these efforts by including an invitation to healing so that we may all work towards cultivating greater compassion and care for one another, even and especially during these ongoing, difficult times.

Adapted from: [NYC.gov](https://www.nyc.gov)

In today's America, we tend to think of healing as something binary: either we're broken or we're healed from that brokenness. But that's not how healing operates, and it's almost never how human growth works. More often, healing and growth take place on a continuum, with innumerable points between utter brokenness and total health.

- Resmaa Menakem, *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*

PAUSE TO REFLECT AND ANNOTATE:

- Summarize/ paraphrase (put in your own words) each page of the syllabus as a way to practice these reading strategies. Write your summary/paraphrase in the space below.
- What questions, concerns, points for clarification, things you're excited about/ interested in/ intrigued about, etc. do you have at this point as in your reading of the syllabus? List them below.

Course Calendar

NOTE: All dates are tentative and subject to change

Module 1: Introductions/Course Policies/Support & Getting Settled and Connected as a Class

Note: Late-Add students must complete assignments by Friday 5pm of Week 2 for full points and to fulfill PCC's "First Day Census Attendance."

Assignments

- 0.0 Introduction to Using Canvas LMS! Update your profile! - Due Aug 26 (5 pts)
- 1.1 Annotate our Syllabus! - Due Aug 27 (5 pts) *Required - may be dropped if not completed by Monday Week 2*
- 1.2 Information for Teacher-Student Contact - Due Aug 28 (10 pts)
- 1.3 Physical Journal (Week 1/Weeks 2-13: 5 pages/week) - Due Aug 29 (70 pts total - counted in Module 3) - this will be due WEEKLY on MONDAYS BY MIDNIGHT
- 1.4 Getting to Know Each Other: Welcome to Our Writing Community - Due Sep 2 (5 pts)
- 1.5 The Power of Self Motivation and Inquiry into the Learning Brain - Due Sep 4 (5 pts)
- 1.6 Before We Submit: Responding with Care to Policies - Due Sep 9 (5 pts)

Module 2: Reading Actively and Writing Specifically

Assignments

- 2.1 Close Textual Annotation of Two Articles by Robin Wall Kimmerer - Due Sep 16 (5 pts)
- 2.2 Annotate 3 Readings: Voices of Transformation: How Writers Use Authentic Storytelling to Heal Communities - Due Sep 23 (5 pts)
- 2.3 Writing a Textual Summary - Due Sep 30 (5 pts)
- 2.4 Analysis (Logos, Ethos, Pathos) - Due Oct 7 (5 pts)
- 2.5 Midterm Preview/Check-in - Due Oct 14 (5 pts)
- 2.6 Midterm Part 2 - Brainstorm/Outline - Due Oct 21 (10 pts)
- 2.7.1 Midterm - plagiarism check (required) - Due Oct 28 (10 pts)
- 2.7.2 MIDTERM (Final version for peer review and grading) - Due Oct 28 (35 pts)
- 2.8 Peer Response to Midterm Portfolio - Due Oct 30 (5 pts)

Module 3: Reading and Writing Stories with a Critical Eye

Assignments

- 3.1 Introduction to Story - Due Nov 4 (5 pts)
- 3.2 Power of Stories in the World: Beware the Logical Fallacy - Due Nov 6 (10 pts)
- 3.3 Reading Stories with a Critical Eye - Due Nov 11 (5 pts)
- 3.4 Stories We Tell; Or The Future of Storytelling (Final proposal) - Due Nov 13 (20 pts)
- 3.5 Reading Stories with a Critical Eye: Close-Textual Reading (Journal Notes OR Interview Materials) - Due Nov 18 (5 pts)
- 3.6 Reading Stories with a Critical Eye Write-up - Due Nov 25 (5 pts)
- 3.7 Final Essay and Reflection submitted - Due Dec 4 (35 pts)
- 3.9 Final Check-in and Group Share of Essay or Project - Due Dec 9 (25 pts)

Grading Breakdown

Assignments 0.0-2.8 (Modules 1-2): 40% of final grade

- Total Points: 120 points
- Includes: Course setup, syllabus work, discussions, midterm preparation, midterm essay, and peer review

Assignments 3.1-3.9 (Module 3) + Physical Journal: 60% of final grade

- Total Points: 180 points
- Includes: Weekly physical journal (70 pts), story analysis, critical reading, final proposal, final essay and reflection, final presentations

Total Course Points: approximately 300 points



of this syllabus, for now.