



Course Title: English 101 Plus Extra Support #32991

Quarter & Year: Fall 2026

Shows on transcript as **English& 101 # 32992, English 110 #32993**

Introduction

Welcome to English 101 Plus! Each of you brings valuable knowledge and experiences that are essential to our classroom community. Whether this is your first college course, you're returning after time away, or you're new to education in English, your experiences and ideas matter and contribute to your individual and collective success.

English 101 is designed to help you build academic writing skills to use in your education, life, and current or future work. English 101 Plus provides more time, structure, and support to accomplish those goals. We'll get into topics like higher education, human rights, and our local environment. These topics help us practice critical thinking and use writing as a tool for understanding ourselves and the world we live in.

One of my goals as a teacher is to be a supportive part of your journey toward your goals, and even to help you imagine new goals! I look forward to working together this quarter.

This document is a **syllabus** - it contains contact information, course requirements, grading, and college policies. You can use [document tabs](#) to jump to different sections.

Si Se Puede! by [Lisa Saldivar](#) for [Amplifier Art](#)



Teacher Information

- **Name:** Stephanie Ojeda Ponce (she/her)
- **Office:** Building 18, office 109
- **Email:** sojedaponce@highline.edu
- **Voicemail:** (206)592-3867
- **Zoom Link:** [Stephanie's Zoom Room](#)
- **Appointments:** Microsoft [bookings page](#)

Contacting the Teacher for Help and Questions

Send me a Message

E-mail and Canvas inbox are the best and fastest ways to contact me. I will respond in about one school day, but often faster. I do not log on to email on evenings or most weekends. To help me give you a prompt and complete reply:

- Say hello and tell me your name
- Tell me which class and section you're in
- Explain your question or concern with details (and pictures if possible)

Office Hours: Stop by to get help or talk about class! No appointment needed!

Office hours are times when I'm available to talk with you about class and help with assignments. You don't need an appointment. If office hours are canceled or changed, I'll let you know by email and Canvas announcement.

Weekly Office Hours

- Monday, Wednesday, Thursday 11:00 am 11:50 am in 0-D102
- Tuesday & Thursday 2:35 - 3:30 P.M in 30-102, after class in the computer lab

Making an Appointment

I'm also available at other times and via Zoom by appointment. Use the [link to self-schedule an appointment](#) and click **Continue as Guest**.

Class Information: In-person and Online Schedule

This class follows the quarterly schedule in the college's [academic calendar](#).

- **First class:** Monday, September 28, 2026
- **Last day/final:** Tuesday, December 15, 2026

Meetings: When & Where will I go to class?

- Monday through Thursday 12:15 p.m. - 2:35 p.m., 10 minute break each day
 - Monday & Wednesday in classroom 21-117
 - Tuesday & Thursday in computer lab 30-102
- Friday: activities or assignments in Canvas, due by end of day

Course Description: What is this class about?

The Highline College Catalog describes English 101 as “a general introduction to the principles of writing with emphasis on writing process, thesis, context, purpose, and

audience.” English 110 is a mandatory support course for English 101 as part of the ten-credit English 101 PLUS SUPPORT course. The content directly supports the reading, critical thinking, and writing goals of English 101. Therefore, it can only be taken in the linked context of the English 101 course, and not as a standalone course. English 110 credits can transfer as an elective.

What does that mean?

English 101 Plus provides students with extra classroom time and support to meet the English 101 goals. Every student can succeed in this class!

Since writing practice is the point of this class, it’s okay if you have a lot to learn about writing or feel unsure. If you’re already a confident writer, you’ll be able to take your writing and learning to the next level. We will practice following the writing process steps, recognizing and expressing our own thoughts, and collaborating to strengthen our own thinking and writing skills.

The readings and assignments in the class are designed to help you succeed academically and professionally. Our main activities will focus on writing approaches you can apply to future classes, jobs, and life. During this quarter, we will focus on the topics of learning and lived experiences - like human rights. Our sources, readings, and discussions will all connect to these topics.

Outcomes: What skills will we practice in this class?

Every class has a set of outcomes, or goals, for learning. Students who earn a 2.0 or higher have submitted coursework in a timely manner that meets those goals.

English 101 Student Learning Outcomes

1. Write texts that demonstrate awareness of various audiences, purposes, and genres in multiple modalities and contexts.
2. Argue a position that includes a claim, position, or response and engages at some point with a textual, visual, or audio source.
3. Analyze how systemic inequalities shape the formal and informal rules and guidelines that define notions of “good” and “bad” writing in order to make conscious rhetorical choices.
4. Integrate and respond to sources in writing (quoting, paraphrasing, and summarizing), demonstrating the ability to read and think critically.
5. Identify information needs, locate and evaluate sources, and incorporate information into texts with an awareness of genre expectations.

6. Implement a collaborative writing process that includes planning, drafting, revising, and editing.
7. Reflect on and contextualize your work as a writer and how it translates to your professional, academic and personal life.

English 110 Student Learning Outcomes

1. Accurately summarize, paraphrase, and explain the meaning of written and visual texts
2. Substantively assess own writing and writing of others
3. Practice pre-writing skills and produce pre-writing items (like brainstorming, outlining, note-taking, etc with a consideration of assignment and context)
4. Clearly and accurately distinguish own words and ideas from the words and ideas of others in one's own writing.
5. Select and evaluate appropriate, credible sources for use in one's own writing.

This course must follow these outcomes and Highline College English department guidelines.

Prerequisites

English 81 or placement into English 91 or 101 Plus.

Textbooks & Supplies: What Do I Need?

Textbooks and readings will be provided digitally and printed out (if needed). All students will need to be on Canvas several hours per week outside of class. **you'll need to log in to your**

- **Free digital textbook:** [Writing Place](#) CC-By NC 4.0, unless otherwise noted.
- **Access to Your Highline Accounts:** Your Highline login information and @students.highline.edu email will be necessary to see lots of class content
- **Access to Canvas outside of Class:** Course content will be available on the Canvas site. Use your MyHighline information to log in. Important Note: There is a Canvas phone app but not all features are supported by the app. Make sure you login using the browser/desktop view.

Succeeding in Class: How do I do well in the class?

- **Trust the process (and yourself!)**. The process takes you to the outcome. You will do great. Read the lessons, assignment descriptions, and example assignments. Stick with the steps so that you get the best results.
- **Show up**. Do the class readings, watch instructional videos. Participate in the activities and try. Plan to attend all of the classes.
- **Reflect**. Consider input from me and your peers. Observe your understanding of the skills and concepts in class. Adjust and grow your understanding. Notice your effort and growth.
- **Keep Doing the Work**. Do as much as you can, when you can. The only reason students fail this class is not doing and submitting the assignments. You came here to pass or even excel in this class, you can do the work.
- **Take Agency**: Make choices that lead to your goals. Invest time and effort in your learning. Be responsible and active about your success.

Course Grading Information

Checking Your Grades & Progress with Canvas

- **Use Canvas to See Assignment Grades**: Click on the Grades view then click on the name of an assignment from the list to see the grade and all related details for that assignment.
- **Mistakes in the Gradebook**: If you find any grade book errors, like if I accidentally clicked incomplete instead of complete, let me know as soon as possible. At the latest, by December 11, 2026.
- **Gradebook and assignment submissions end *Friday, December 11, 2026***: From this date, the only assignment accepted will be the class final because the quarter has ended which means teachers need to meet their deadline to submit grades.

Course Grading for English 101 Plus

You have to meet all of the requirements to earn full credit for an assignment. Higher grades reflect more work and time spent on the class skills. The class grade is only based on your graded classwork in these assignment categories:

Assignment Categories

There are 3 categories of assignments required in this class.

- **40% Practice Assignments:** This includes reading, discussions, and short writing practice assignments (100 – 500 words). There is 1 makeup/extra credit assignment in the practice assignment category.
- **40% Essays & Quizzes:** This includes biweekly in-clas writing quizzes and 3 “take home” essays.
- **20% Participation:** This category includes reflection quizzes, peer review, collaboration assignments, and attendance. **Peer review is not accepted late because this activity depends on timely participation.** There is 1 makeup/extra credit assignment in the participation category.

Highline College Grading Policy Information

Highline College allows grades of 0.7 up to 4.0 to be recorded. You will need a 1.0 or better for a course to count towards your degree or certificate. A passing grade in the class is 2.0. If you are taking this course for transfer to a bachelor's program, the school you are applying to may have other grade requirements.

In case you are taking this course for another school that uses percentage or letter grades, here is a conversion chart that shows what the GPA grades mean. Other schools may have different conversions.

Percentage to GPA Grade Conversion Chart

<i>A grades</i>	<i>B grades</i>	<i>C grades</i>	<i>D grades</i>	<i>F grades</i>
>94% = 4.0	89% = 3.4	79% = 2.4	69% = 1.4	<58% = 0
94% = 3.9	88% = 3.3	78% = 2.3	68% = 1.3	
93% = 3.8	87% = 3.2	77% = 2.2	67% = 1.2	
92% = 3.7	86% = 3.1	76% = 2.1	66% = 1.1	
91% = 3.6	85% = 3.0	75% = 2.0	65% = 1.0	
90% = 3.5	84% = 2.9	74% = 1.9	64% = .9	
	83% = 2.8	73% = 1.8	63% = .8	
	82% = 2.7	72% = 1.7	62-58% =	
	81% = 2.6	71% = 1.6	.7	
	80% = 2.5	70% = 1.5		

Deadlines & Submission

- Assignments deadlines are always Monday, Wednesday, and Friday
- Check Canvas or listen in class to know if you need to submit in print, online, or both
- **Not Accepted:** assignments by email, Inbox, or past the late deadline
- Check **Grades** for a list of all assignments
- From **Grades**, [click on the name of the assignment](#) to see the full detail page
- Expect feedback 2-5 school days after you turn it in

Assignment Grading

Check the assignment grading details for each assignment in Canvas or the printed out details provided. Assignments will have a checklist or chart you can use to check if you meet the requirements. Meeting all the requirements means you'll get full credit. For most assignments, detailed assignment input and comments are provided.

Revisions: Every student gets 1 revision per quarter, usable once, on any assignment, for any reason; like a low grade or an academic honesty/AI use issue (see the Academic Honesty & Generative AI Policy below). To revise you will:

1. Need to meet with me so we can talk about the goals of the revision (office hours or appointment). This makes it more likely your revision results in an improved assignment (and grade).
2. Turn in the revised work within one week.

Revision takes a lot of time and effort for everyone involved. These two requirements, and limiting to 1 revision, help us stay focused, on track, and successful.

Assignment Feedback:

There are multiple ways input can be provided on an assignment. Marking an assignment complete/incomplete is one type of feedback which indicates if you followed the steps or not. For many assignments, I will also offer some observations and suggestions that you can use for future writing assignments. If you want more information or images about instructor input, you can read the Canvas guide [How do I view assignment comments from my instructor?](#)

- **Annotations:** These are comments on an image of the essay in Canvas or on your print essay. This allows me to highlight, underline, write, or other comments directly on the piece of writing.
- **Assignment Comments:** In Canvas, these are comments that show up on the right side in the assignment window.

- **Rubric:** A rubric shows the assignment categories or requirements. In Canvas you'll need to click Show Rubric to open it. In print, a page will be attached.
- **Collaborative Grading:** We can review your work together and discuss the assignment. Join office hours or make an appointment to meet with me for us to review your assignment together.

Late Assignment Policy

This course is formatted to build your skills over time, so if you miss class or are late on an assignment, everything after that will be more difficult. But sometimes a last minute tech issue, family emergency, or other life challenge will prevent you from submitting your work.

As a result, I build deadline flexibility into the class and accept late work within a time frame I call a Grace Period. This method of giving you deadline flexibility eliminates the need for me to judge if your reason is good enough for an extension. Deadline flexibility is limited because it requires extra work and time for the instructor, and because falling behind has a negative impact on learning and grades.

If you submit something late:

- Assignment deadlines will be explained in class and posted in Canvas
- **Limit:** Please do not submit work late more than 3 times during the quarter.
- Time sensitive work isn't accepted late: Peer review, workshops, and in-classes quizzes are some examples
- **Discussion & In-class Assignments:** accepted up to 3 days late (within the 3 times per quarter limit above)
- Canvas automatically adds the word "Late" if a file is uploaded after the Due By date, so you can track your own count.

Big Issues: If you need more time than provided in the grace period *due to an extenuating circumstance*, **contact me to discuss this**. Extensions will only be provided after we've had a conversation and developed a written agreement (email or Canvas) which will state the new deadlines. If you miss a lot of class time or class work, it may be best for you to Withdraw from the class and take it a different quarter. Check the withdrawal and incomplete college policies for more information.

How to Check Deadlines in Canvas

- **Due By:** deadline in Canvas is the deadline you should follow.
- **Available From:** The day the assignment is first available.

- **Available Until:** This is the Late Deadline deadline, the latest I accept work for a particular assignment.

Class Attendance and Participation

Attend all classes all quarter to set yourself up for success. Because this is a fully in person course, you'll need to be present for many of the activities and classwork.

How Attendance is Tracked and Graded

- During the first week, students that have not attended at least 60% of class will be referred to registration and may be dropped, based on college policy.
- Attendance is part of the course grade in the participation category
- Students are marked late after 5 minutes, based on class decision 9/29
- All students can excuse up to 3 absences, based on class decision 9/29

If You Miss Class

1. Check Canvas to read the agenda for the day and check the activities and assignments you missed
2. Email me to let me know that you'll be missing class and any questions you have
3. Let me know if you will be using your **excused absences (all students get 3)**

Flexibility

- Life has many demands. We go to work, take care of other people, take care of ourselves, and much more. To make room for some grace and flexibility, all students can have **3 excused absences**, no questions or conditions.
- I take attendance 5 minutes after class begins

Academic Honesty & Generative AI Policy

Understanding citation is part of the course content, so you'll be practicing many ways to give credit to others for their information, ideas, and words. **Always acknowledge or give credit to the source of any words or ideas you write or talk about.**

Some ways to avoid academic honesty violations are:

1. Only turn in assignments that are your own writing.
2. Don't let someone or something else (friend, family, Grammarly) do rewriting or reading for you.
3. Don't copy phrases, sentences, or ideas from books, articles, the internet, or AI (Artificial Intelligence) into your essays.

Use of AI: The default in this class is no AI use or AI help for assignments or reading. Some assignments will teach or permit specific AI use options as part of the learning goals. Assignment instructions will clearly explain AI use options,

including what's allowed, and how to acknowledge it. My full AI policy, with details, explanations and examples, is posted in Canvas.

If an assignment contains plagiarism or unauthorized AI use:

- a. **First time:** You'll receive a reduced grade, or the option to revise **if** you have not used your one revision for the quarter.
- b. **Additional times:** 0 on the assignment. The case may be referred to the Office of Student Conduct.

Turning in work with ideas, words, or the work of others (human or virtual) is academic dishonesty and may be referred to the [Office of Student Conduct](#). Read Highline College's [Academic Honesty Policy](#) in the online catalog.

Accessibility & Access Services Statement:

Your experience in this class is important to me. If you have already established accommodations with Access Services, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. I strive to make the course accessible and flexible by default, and will provide additional support and accommodations as needed.

If you have not yet established services through Access Services, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact Access Services at 206-592-3857, access@highline.edu or access.highline.edu. Access Services is located on the 5th floor of the Library, Building 25, Room 531.

Grievance Procedures:

I hope that you will communicate with me if you experience anything in this course that does not support an inclusive learning environment. You can also report any incidents you may witness or experience on campus through the following procedures:

For instructional grievance process:

In the case of a complaint about a course, students are encouraged to speak with their instructor first, and if the matter is not resolved, students should then contact the division chair. The division chair is [Gayatri Sirohi](#). For more detail, see the [Instructional Grievance Process](#) in the Highline catalog.

For Title IX (claims related to discrimination and sexual harassment)

Sex Discrimination Reporting, Support, and Response

It is the policy of Highline College to provide equal opportunity in education and employment and not discriminate on the basis of race, color, national origin, age, disability, sex, sexual orientation, marital status, creed, religion, or status as a veteran of war as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, [RCW 49.60.030](#) and their implementing regulations. Prohibited sex discrimination includes sexual harassment (unwelcome sexual conduct of various types).

For more detail see [the Title IX](#) page on the Highline website.

Pregnancy and Related Conditions

Highline College does not discriminate on the basis of pregnancy or related conditions in its education program or activities. Students who are pregnant or who are experiencing related conditions are encouraged to contact the College Title IX Coordinator (at titleix@highline.edu or visit Building 12) to learn about their rights and resources available to support their academic success or to report discriminatory or harassing conduct on the basis of their pregnancy or related condition.

College Policies

For information on college policies on diversity, classroom behavior, incompletes, absences for religious reasons, student grievances, withdrawals, Faith and Conscience statement, and emergency procedures please refer to College Policies document provided by your instructor or on the Canvas course page.

Student Resources

The college offers many resources to support student achievement and success. These include Access Services (which provides disability resources and academic accommodations), faculty advising, the Academic Success Centers (math, writing, and general tutoring), the college library, and technical support. For more detailed information on these services, please refer to College Policies document provided by your instructor or on the Canvas course page.

Advising

Advising is a collaborative partnership between you and your advisor. Your advisor can teach you how to find information to make the most of your college experience. In your first advising meetings, you will create a plan together for courses and/or a degree based on your educational goals. Your advisor can connect you to a network of resources and support services whether you are facing obstacles or just need more

information. It is suggested to meet with your advisor once per quarter. To request a Faculty Advisor, fill out the [advisor request form](#)

Basic Needs Resources

If you are experiencing homelessness, food insecurity, financial hardship or are in need of other basic needs support, please utilize the resources found on the Basic Needs Resources link on the Canvas course page.

Important College Dates

Important campus wide dates are available for the whole school year:

- [Registration: Dates & Deadlines](#)
- Campus-wide [Finals Week schedule](#)

Sept 28: Classes begin

Oct 2: Last day to drop classes with 100% refund

Oct 9: Last day to drop classes without a "W" on transcript

Oct 16: Teacher In-service Day (No classes, campus closed)

Nov 11: Veterans' Day Holiday (No class, campus closed)

Nov 20: Last day to withdraw / drop a class

Nov 26–27: Thanksgiving Holiday (No class, campus closed)

Dec 14: Last day of classroom instruction

Dec 15: Class Final: Tuesday 12/15/26, 12:15 p.m. – 2:35 p.m. in the classroom

Dec 23: Grades Available in [ctcLink](#) for all classes

Course Schedule

Here is the general schedule for our class this quarter, small changes may be made during the quarter. Check Canvas for specific details and deadlines.

Week/Dates	Class Topics
Week 1 Sept 28 – Oct 4	Week 1: Your Opinions about Good vs Bad Writing

Week 2 Oct 5 – Oct 11	Week 2: Reading & Writing About Texts
Week 3 Oct 12 – Oct 18	Essay 1 module: Higher education essay (Oct 16: <i>Teacher In-service - school closed for meetings</i>)
Week 4 Oct 19 – Oct 25	Essay 1 module: Higher education essay
Week 5 Oct 26 – Nov 1	Essay 1 module: Higher education essay
Week 6 Nov 2 – Nov 8	Essay 2 module: Environmental justice essay
Week 7 Nov 9 – Nov 15	Essay 2 module: Environmental justice essay (Nov 11: <i>Veterans' Day - school closed</i>)
Week 8 Nov 16 – Nov 22	Essay 2 module: Environmental justice essay
Week 9 Nov 23 – Nov 29	Essay 3: Highline Forest Essay (Nov 26–27: <i>Thanksgiving Holiday - school closed</i>)
Week 10 Nov 30 – Dec 6	Essay 3: Highline Forest Essay
Week 11 Dec 7 – Dec 13	Essay 3: Highline Forest Essay (Dec 14: <i>Last day of regular classes</i>)
Week 12 Finals Dec 14 – Dec 18	All classes must follow Campus-wide Finals Week schedule 101 Plus Final: Tuesday 12/15/26, 12:15 p.m. – 2:35 p.m. in the classroom

Notices

If needed, the professor reserves the right to modify, supplement and make changes to the syllabus. Notice will be provided in advance in class and via Canvas.