**English 1A - Reading and Composition** Syllabus Spring 2012

Reedley College Instructor: Mrs. Carol Bennetts (sec. #74004)

Monday and Wednesday - 6:00 p.m. to 7:50 p.m. at Selma High School, room 904

Messages *I* voice mail Call # 974-9458 and leave a message, or call Selma Adult School 898-6590 and leave a message. My e-mail address is carol.bennetts@reedleycollege.edu

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Subject prerequisites: completion of ENGL 125 and 126, or placement by college assessment process.

Course Description:

 “Reading, analyzing, and writing college-level prose, with emphasis on the expository: studying writing as a process; exploring different writing strategies; summarizing, editing, and critiquing; conducting research (gathering, organizing, evaluating, integrating and documenting information).” (From Reedley College Credit Course Outline)

Course Objectives and Outcomes:

*The student*

A. Uses Standard American English appropriately for the various requirements of universities and the work place

B. Uses advanced sentence writing skills

C. Employs a variety of prewriting strategies (outlining, free writing, clustering,) as a means of planning

D. Plans and writes coherent paragraphs and essays (knows the function of the thesis, topic sentences, methods of development, transitions, supporting sentences, as well as special paragraphs used for introductions and conclusions)

E. Understands the use of rhetorical modes in organizing ideas

F. Understands the relationship between purpose, audience, organization, and style

G. Reads college-level materials critically and with understanding

H. Writes summaries and paraphrases that accurately reflect a source's content; is also able to evaluate that source

I. Knows the process for writing effective research papers (conducts effective library searches, using the common tools of research; formulates thesis based on that research; selects, organizes, and outlines details and evidence to support the thesis; documents sources according to MLA Style Guide standards; and develops a coherent paper based on the evidence)

J. Understands the requirements for successful argumentative papers (states thesis clearly; refutes opposing positions; accumulates evidence for position; avoids logical fallacies)

K. Reads for the points of view and varieties of cultural experience from the works of writers from different backgrounds, times, and ethnicities (from RC Credit Course Outline for 1A)

**IMPORTANT DATES**

M.L.K. Day – Monday, January 16, 2012

Washington’s Day – Monday, February 20, 2012

Drop deadline - Friday, March 9, 2012 (You must be given a grade after this date!)

Spring Recess – Monday, April 2 – Friday, April 6, 2012

Final Exam - Monday, May 14, 2012, 6:00 p.m.

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**REQUIRED TEXTS AND MATERIALS**:

Miller, Robert. Motives for Writing. Fifth edition. Mayfield Publishing, 2006.

Howell and Memering. Brief Handbook for Writers. 1993.

The novel (TBA) will be used at the end of the semester.

Blue or black ink pen

College ruled binder paper (no ratty pages torn from a notebook!)

A sewn binding (or spiral bound) notebook – not the kind where pages tear out!

A disk, flash drive, or other means for saving your essays

Attendance: 4 absences will be allowed for illness or emergencies. You may be

 dropped after 4 absences unless they are cleared.

Tardies: 2 tardies or early departures will equal an absence.

Behavior: It is expected that students will listen politely to each other and to me.

Late work: It is not accepted without a valid reason and then will be docked.

**Grade distribution for each assignment**:

A=90% B=80% C=70% D=60% F = below 60% (you must receive a C or higher to transfer)

**Weight of assignments**:

Essays/ papers written in and outside class = 40% of grade

Short assignments and participation = 10% of grade

Journal (with homework) = 20% of grade

Research paper = 20% of grade

Final exam = 10% of grade

“Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences” (RC Catalog page 44).

Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.