**English 1A 50462** [](http://www.google.com/url?sa=i&rct=j&q=lemons&source=images&cd=&cad=rja&docid=RiJ28XGCya6J_M&tbnid=r3d6NXbHn1I91M:&ved=0CAUQjRw&url=http://www.empowernetwork.com/alanseidel/blog/the-amazing-lemons/&ei=p8sCUvLLFOK6igLX-YHwDg&bvm=bv.50500085,d.cGE&psig=AFQjCNHwrT_fQvGYjD6Q3fliPxZeE1AGdg&ust=1376001303782766)

**Reading and Composition**

**FALL 2013**

**Elaine G. Stamper**

**Tuesdays: Hum 62 Thursdays: SOC 35**

**T/TH 1:00-2:50**

You are responsible for all the information contained in this syllabus. Please be sure to bring it with you to all class meetings this semester.

**Contact information:**

**e-mail address**: [*elaine.stamper@reedleycollege.edu*](mailto:elaine.stamper@reedleycollege.edu)*.* Please write **“English 1A/TTH 1:00”** in the subject line of all e-mails to me.

**Office:** *Faculty Annex 5* (first office on the left); near the Administration Building

**Campus Phone**: *(559) 638-3641 ext. 3472*

**Office Hours**:

* Mondays and Wednesdays from 5:30 to 5:55 in CCI 207
* Tuesdays from 12:00 to 12:50 in my office (Faculty Annex 5)
* Fridays from 10:00 to 12:00 in my office (Faculty Annex 5)

*I am also available other days/times by appointment. Please e-mail or call me to make arrangements.*

**Required Texts and Materials:**

* Cullen, Dave. *Columbine*. Boston: Twelve, 2009. (This will be referred to as *COL* in the syllabus and calendar.) If you buy a used copy, please avoid the large-print edition as it has different page numbering.
* Hacker, Diana. [*Research and Documentation in the Electronic Age with 2009 MLA Update*](http://www.amazon.com/Research-Documentation-Electronic-2009-Update/dp/0312593384/ref=sr_1_4?ie=UTF8&s=books&qid=1263399112&sr=1-4)*.* 4th (or 5th ed.) Boston: Bedford/St. Martin’s, 2009 (or 2010).
* Assigned articles that will be posted on Blackboard; you are responsible for making copies of these articles and bringing them to class.
* Binder for organizing class notes and returned assignments. Please keep all assignments.
* Two large Blue Books for in-class essays (available in the bookstore for approximately 40 cents each)
* Sticky notes such as Post-Its for taking notes in *COL*
* A USB flash drive to save the work you do
* Stapler

**⮚ Please note that although *Columbine* is on reserve in the library, you must have your own copy of the book so that you can take notes inside the book.**

* **Reserve materials can be obtained by giving my name and the name of the class to the person at the front desk in the RC library. Reserve materials can be used/photocopied in the library for two hours.**

**Course Description**

English lA (Critical Reading and Writing) is a course designed to aid students in the reading, analyzing, and composing of college-level prose. The emphasis will be on studying writing as a process; exploring different composing structures and strategies; editing and revising one's own writing; and conducting research (gathering, organizing, evaluating, integrating, and documenting information) that will culminate in a research paper with an annotated bibliography.

**Course Outcomes** (These are department-developed outcomes for all English 1A students)**:**

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| Upon completion of this course, students will be able to: |
| 1. Write a documented research paper of at least 1000 words that includes:    * a sophisticated introduction, multiple body paragraphs, and conclusion    * a clearly defined, arguable thesis sentence    * supporting details that exhibit critical thinking and use credible secondary sources    * correct usage of MLA format, including a works cited page    * sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics    * controlled and sophisticated word choice    * writing in third person/universal    * an avoidance of logical fallacies    * demonstrating an awareness of purpose and audience    * appropriate and purposeful use of quotations    * correct in-text citations    * an annotated bibliography of multiple sources    * an avoidance of intentional and unintentional plagiarism 2. Complete a timed essay independently in class 3. Summarize and comprehend college level prose (will include a full reading) |
|  |

**Course Objectives** (These are department-developed objectives for all English 1A students)**:**

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| In the process of completing this course, students will: |
| 1. Write several revised essays, including at least one documented research paper.    * Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary.    * Indicate an arguable thesis.    * Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or observation.    * Employ MLA formatting guidelines.    * Reduce dependence on the instructor’s guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics.    * Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice.    * Practice sound choices in identifying and avoiding logical fallacies.    * Employ appropriate use of third person universal.    * Identify appropriate audiences for their compositions.    * Employ quotations, discriminating among sources for accuracy and validity.    * Employ MLA formatting guidelines for Work Cited Page and in-text citations.    * Develop annotated bibliography from sources for a research paper.    * Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism. 2. Write an organized essay(s) with thesis and adequate support independently within a class period. 3. Read and understand college level prose, including:    * identifying the model, summarizing the thesis, and locating supporting information.    * naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author’s intent, both explicit and implicit.    * answering questions from assigned reading differentiating between an author’s intent and personal reaction    * describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings |

**Writing Assignments**

2 in-class essays, 2 sets of revisions, 4 critical responses, 1 mini research paper, 1 full research paper, 1 annotated bibliography, and a partridge in a pear tree. . . .

* Timed essays provide practice in writing quickly and expressively under timed conditions—a typical requirement in other college courses and something often expected in the job application process. Two essays will be written in class in response to a prompt I will assign you that is related to one or more readings. **Timed in-class essays cannot be made up unless you have a signed doctor’s note. You are responsible for making the arrangements with me within one week of the original assignment date. If you do not contact me to make these arrangements, you forfeit the make-up opportunity.**
* Revision of essays is also important because writing is a discovery process; we may not even really know what we want to say until after we have actually written it. One of my goals for this class is to help you understand that writing is never truly “finished”—as someone once said, a piece of writing is only abandoned because time for revision runs out. Therefore, you will not only do multiple drafts of the research papers, but you will do two sets of revisions for each of the timed essays.

**Essay #1 and Essay #2 will each be completed in three steps:**

1. You will write the first draft (for example, Essay 1.1) as a timed essay in class. You will receive general feedback and a grade.
2. After that you should meet with me or a Writing Center (WC) tutor to revise the essay (Essay 1.2) according to feedback and class instruction. You will also do an in-class peer review.
3. You will then revise the essay again (Essay 1.3). You are again encouraged to meet with me or a tutor. The first and second drafts must be turned in with the final draft, and the final draft must be submitted to turnitin.com, in order for you to receive credit.

**Four critical responses:** The critical responses are intended for you to gain practice in thinking and writing analytically and, in particular, to help you with the research papers. You must write at least one full typed page, with a few words onto the second page. I will look for evidence of thoughtful reading, critical thinking, and specific examples in these responses. **Critical responses may not be submitted late.**

**One mini research paper, one full research paper, and an annotated bibliography**:

* For the mini research paper (mini RP), you will choose a topic from a selection of topics I give to you and do database research. This paper will be 3-5 pages in length plus a Works Cited. You will do two drafts and a peer review.
* The full research paper (RP) will be an argumentative topic of your choice (with some restrictions, which we will go over in class). The paper will be 7-10 pages in length with 7-10 documented sources. It is essential that you attend the classes related to the research paper as they will prepare you in how to write the paper through lecture, exercises, instructor feedback, and peer review. The final grade will be determined in part by completion of the following steps: submission of two topics for instructor approval; draft of outline and working bibliography; revision of outline and working bibliography; two peer reviews; first, second, and third drafts with works cited page and internal documentation of sources. This paper must be submitted with all of the steps. **The final draft of the full research paper may not be submitted late.**
* You will write two drafts of an annotated bibliography (AB) for the full research paper. The first draft will be counted as a homework assignment and cannot be submitted late; the revised draft will be worth 5% of your final grade. In order to pass the full research paper, you must have submitted a passing AB.

**Class Policies and Procedures**

**ATTENDANCE:**

* In accordance with district policy, **students who miss four classes in the first nine weeks of the course will be dropped from the class**.
* Regular attendance is essential. Students who are absent have difficulty understanding the assignments and often do not turn things in. Even though I don’t give you a grade for attendance, you are “shooting yourself in the foot” if you are absent more than two times during the semester: students who do not attend all or most of the classes generally fail.
* Please let me know—by phone or e-mail—if you are going to be absent and, if possible, why. This does not excuse the absence. It is merely good etiquette.
* Students who do not attend the first class meeting will be dropped unless they have contacted me before the first class with an acceptable reason for why they must miss the first day. Students who add or choose to drop the class are responsible for completing the process through Web Advisor.
* If you are more than 10 minutes late or leave class more than 10 minutes early, I will mark you as tardy. Two tardies equal one absence. Please write your name on the board if you arrive late or leave early.

**PARTICIPATION:** I firmly believe that students learn not only from the instructor but also from each other. So, be prepared to interact in pairs and groups with other students in the class. You can only be an active, prepared participant if you attend class regularly and on time, contribute in a meaningful, useful way to discussions, and do the assigned work both in and out of class.

* If you have not done the necessary work in order to participate, I consider this a disruption to the class and will ask you to leave. You will be marked absent.
* You must have required materials, annotate all readings, and take notes during class. You are also required to meet with me in my office at least once during the semester to discuss a writing assignment.

**QUIZZES, HOMEWORK, and CRITICAL RESPONSES:** Quizzes and homework may be unannounced; critical responses are listed on the calendar. **None of these can be submitted late or made up under any circumstances.**

**SUBMITTING PAPERS AND REVISIONS**: **All** essays, critical responses, and research papers must be typed (unless I ask you to write it in a Blue Book) in Times New Roman, 12 point, and double-spaced on 8 1/2 by 11-inch paper. In the upper left hand corner, put your name, class (English 1A/TTH 1:00), instructor’s name (Ms. Stamper), type of assignment, draft number, and date (example: 10 September 2013). Title your paper and center it above your text. See handout for sample and guidelines. **Submit all drafts, last to first,** with each assignment. **I reserve the right to refuse any paper that is not typed, is not submitted in the proper format, is not submitted promptly at the beginning of class, or does not include pre-writing and the proper number of drafts. Re-submission of the paper will be required and will result in a penalty for late work.**

* **Although I will generally require you to submit assignments to turnitin.com, you must also turn in hard copies. Submission to turnitin.com alone is not sufficient.**

**LATE WORK:** All assignments are due in class (or else in my e-mail in-box, the box outside my office, or in my regular mailbox via the Administration Office; be sure to get it time-stamped) by the start of class timeon the day they are due.

* **Any assignment that comes in more than 10 minutes after the start of class will be considered late.**
* **Typed writing assignments must be submitted to turnitin.com by the deadline or receive a zero.**
* **I cannot accept late homework, late critical responses, or late final draft of the full research paper—no exceptions.**
* **Late essays/mini RP will drop one letter grade for each class day they are late.** (Note info above regarding make-ups for timed in-class essays.)
* **Please note** that it is virtually impossible to pass the course if you miss even one of the major writing assignments. In most cases, a zero on a writing assignment will be impossible to recover from.

**OUTSIDE READING:** You will read *Columbine* on your own time. There will be class discussions, group work, and quizzes on the pages assigned. You will be writing an in-class timed essay on the book.

**ACADEMIC DISHONESTY:** Any student caught cheating, copying, or plagiarizing others’ work will be subject to academic sanctions, including but not limited to receiving an ‘F’ on the assignment or in the course. If you are in any doubt as to what plagiarism is, check with me. We will discuss this further in class. (Note: I use turnitin.com.)

* You are encouraged to get help on your writing from me, a WC or Tutorial Center tutor, and your classmates in this class. You should not get help at all from anyone else—including your parents, siblings, romantic partners, distant relatives, former teachers, distant relatives of former teachers, romantic partners of distant relatives of former teachers, etc.

**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 talk to me as soon as possible. Contact Disabled Student Programs and Services (DSP&S) at (559) 638-0332 or visit their website for more information:* [*http://www.reedleycollege.edu/services/dsp/LD.htm*](http://www.reedleycollege.edu/services/dsp/LD.htm)*.*

**Some Important Points:**

* You must use the **school e-mail account** and check it on a regular basis. There are computers available at various computer labs (including the library) on campus. If you don’t know how to set up or use e-mail, please get help from me, a tutorial center, or a lab. There is also a video tutorial on Web Advisor.
  + Please contact me by e-mail ([elaine.stamper@reedleycollege.edu](mailto:elaine.stamper@reedleycollege.edu)) if you have any problems or questions about anything**. Please write “ENGL 1A/TH 1:00” in the subject line.** I check my e-mail regularly and will get back to you promptly. If you have not heard back from me in 24 hours, please check to make sure that I received your e-mail.
* I use Blackboard, and **you are responsible for the information posted there**. If I am unable to attend class, I will post it as an announcement on Blackboard and send the announcement as an e-mail. There will also be an official sign on the classroom door. On Blackboard, you can get an extra copy of the syllabus and calendar or most other handouts, find out if there was any homework on the day you missed class, and check your grade. If you need help with Blackboard, see me or a computer lab assistant in the library.
* Please keep flash drive copies of all work submitted to me and a file of all work returned to you. I am very careful with your work, but I sometimes make mistakes. Protect yourself by keeping everything until the course is finished and your final grade has been recorded.
* Nothing annoys me like rudeness; that means cell phone use (texting, checking for texts or calls, phones going off), repeated tardiness, people talking when I or someone else is talking, and students “packing up” before I have ended the class. So, turn off your phones and put them away before class, come to class on time, be considerate when others are talking, and wait for me to finish class before you start closing books and putting things away. **If you do not abide by these or other rules of common courtesy, I will ask you to leave the classroom and this will be counted as an absence.** 
  + **If I see or hear a cell phone, I will ask you to leave. It’s disruptive and rude for you to be having a conversation with someone else—and, let’s face it, that’s what texting is—in the middle of my class. I do not give verbal warnings—consider this to be your warning.**
  + **You reap what you sow**: you will get out of this class just as much as you put in, and I don’t mean just your grade. My job is to help you to become better writers and to prepare you to write for other classes. I really care about my students and will do whatever I can to help you. But, the final responsibility is yours.

**GRADING**

**A = 100-90 excellent**

**B = 89-80 very good**

**C = 79-70 average**

**D = 69- 60 needs improvement (not passing)**

**F = 59-0 fail (not passing)**

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| **TASK** | **% OF FINAL GRADE** | **POSSIBLE POINTS** |
| Essay #1.1 (Timed, in-class) | 5% | 50 |
| Essay #1. 2 and 1.3 (Two revisions of Essay 1.1) | 10% | 100 |
| Essay #2.1 (Timed, in-class) | 5% | 50 |
| Essay # 2.2 and 2.3 (Revision of Essay 2.1) | 10% | 100 |
| Mini Research Paper (Mini RP 1.1 and 1.2 required) | 15% | 150 |
| Annotated Bibliography (final draft) | 5% | 50 |
| Research Paper (RP 1.1, 1.2, and 1.3 required) | 25% | 250 |
| Critical responses (4 total; 25 pts. each) | 10% | 100 |
| Participation, quizzes, and homework | 10% | 100 |
| Final Exam\* | 10% | 100 |
| **TOTAL** | **100%** | **1000 points** |

**Important Dates:**

Friday, August 23rd: Last day to drop with full refund

Friday, August 30th: Last day to drop in person without a W

Sunday, September 1st: Last day to drop via WebAdvisor without a W

Monday, September 2nd: Labor Day Holiday (no class)

Friday, October 11th: Last day to drop with a W

Monday, November 11th: Veteran’s Day Holiday (no class)

Thursday/Friday, November 28th-29th: Thanksgiving Holiday (no classes)

**Final Exam\***: Tuesday, December 10th, 1:00-2:50,

\*The final exam is mandatory, and it is expected that you will attend the exam on the given day and at the specified time. It is your responsibility to discuss with me in advance any conflicts that you may have in an attempt to resolve them.