**English 1A –Composition and Reading** Fall 2013

Course #50464 MW 8:00-9:50

Mon 8:00am-9:50 HUM 62 and Wed 8:00am-9:50 SOC 35

Ms. Martinez [martha.martinez@reedleycollege.edu](mailto:martha.martinez@reedleycollege.edu)

**Catalog Course Description:**

Reading, analyzing, and composing college-level prose, with emphasis on the expository studying writing as a process exploring different composing structures and strategies editing and revising one’s own writing conducting research (gathering, organizing, evaluating, integrating, and documenting information,) culminating in a term research paper and annotated bibliography. Students will write a minimum of 6,000 words in formal academic language. PREREQUISITES: English 125 and 126 or English 130 and English 126 or placement through college assessment process. (A, CSU-GE, UC, I)

**Further Course Info:**

The theme for this course is social awareness. I believe it is your job as students and citizens to be socially aware. We will use our longer book (Martinez), along with supportive texts to explore one of the major issues we as a society face: immigration. While immigration is the main theme of the book, it also explores gender roles, socioeconomic status, and race. Over the course of this semester you will explore, through writing, what you already know about any of these issues and do a research paper on one issue.

**Required Textbooks/Materials**

Ellsworth and Higgins. *English Simplified* Pearson 2013

Martinez, Ruben. *Crossing Over: A Mexican Family on the Migrant Trail*. Picador, 2001

Any dictionary

A Composition Notebook or any notebook you keep specifically for this class

Internet access: I will provide various handouts/supportive texts on Blackboard

USB or flash drive memory stick (recommended)

Any writer’s handbook is recommended (I found Hacker’s *A Writer’s Reference* very helpful)

|  |
| --- |
| **Course Outcomes:** Upon completion of this course, students will be able to: |
| 1. Write a documented research paper of at least 1,500 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: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 |

**Accommodations:**Please inform me of any special circumstances you might have. If you have special needs as addressed by the Americans with Disabilities Act (ADA), including alternate media requests, please notify me immediately. Reasonable efforts will be made to accommodate your needs.

**Respectful Learning Environment:** We do a lot of group work in this class and I ask that you all be considerate of others. Come to class prepared to share your writing and respect the opinions of others. Do not use your cell phone during class. If you use your phone or if your phone rings during class I will enforce the Cookie Policy. Do not use the computers for anything other than instructed, this means no Facebook. Failure to comply may result in your removal from the course.

**As per the Reedley Student Handbook**:

**Academic Dishonesty**

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. 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.

**Cheating**

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

**Plagiarism**

Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

**Grading Contract**

This is the breakdown of how I grade:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **# of Absences** | **# of Late Assigns.** | **# of Missed Assigns.** | **Midterm Essay** | **Final** |
| **A** | 3 or less | 2 or less | 0 | Complete | exceeds expectations |
| **B** | 4 or less | 3 or less | 0 | Complete | exceeds or meets |
| **C** | 4 or less | 3 | 1 | Complete | meets |
| **D** | 4 or more | 3 | 2 | Complete or not | Meets or not |
| **F** | 4 or more | 3 | 3 or more | Complete or not | meets or not |

As an instructor I have the responsibility of preparing for class every day, facilitating your learning, and answering any questions you may have in a timely manner. I also promise to provide you with honest and helpful feedback to help your progress and effectiveness in this course.

Your responsibilities:

1. Attendance/participation: Class starts promptly on the hour. You will come prepared (homework completed, notebooks ready) because in our class attendance equates to participation. Any time you come to class unprepared (not having read the material or done the homework) you will be marked absent since you will have nothing to contribute to your group. It is simply not fair to your classmates. **Showing up late to class and/or leaving class early 3 times will equal one absence**. If you need to leave the classroom for the restroom please do, no need to ask. If you are wasting your time on your phone or using the computers for anything other than work you will be asked to leave and I will mark you absent. Religious Observances: you must let me know within the first two weeks of the semester in writing. College sponsored events: Provide me with this information ASAP.
2. Sharing and collaboration: You will fully participate with your group members during our in class workshops and BB workshops. You will share your writing on BB and in class when called to do so. You will provide thoughtful responses to your classmates. You must be an active participant in our class.
3. Late Assignments: You will turn in on time all work we do for this class. You are allowed to turn in work late 3 times (with the exception of the midterm and final) for whatever reason. This work needs to be turned in within one week of the original due date. You must first check with me about your late work to set your new due date. Note that if you are aiming for an A in this course you are only allowed 2 late assignments.
4. Missed Assignments: These are assignments that you completely ignore or try to turn in after your “late” due date. You can’t have any of these if you are aiming for an A or B. One missed assignment gets you an automatic C.
5. Quality of your work: You will meet or exceed the conditions of our rubrics. This is what “meets” and “exceeds” means in the chart above in regards to our midterm and final. You will revise your work throughout the semester to ultimately meet the final rubric. We will develop these rubrics together as the semester progresses so that you will know exactly what you need to do to exceed and meet expectations. \*Rubrics will be passed out at a later date.

What a Grade Means Using This Contract:

C, D, F: you do not meet the contract above

B: you do all that is asked of you and meet this contract

A: you do all that is asked of you and meet this contract, you must do exceptional work, exceed expectations on our rubrics, challenge yourself to become a better reader and writer. To get an A you must go above and beyond what is asked of you.

This is a great way to know where you stand at any given time during the semester. You are not fighting with your classmates or with me for an A. You are here to learn and this contract ensures that you put in the effort to do so.