**Reedley College**

**Summer 2013**

**ENGL 1A 70050** DAY: MTWTh

ROOM: POR 4

INSTRUCTOR: Juan Guzmán TIME: 8AM—11:50AM

[juan.guzman@reedleycollege.edu](mailto:juan.guzman@reedleycollege.edu) OFFICE HOURS: by appointment

**COURSE DESCRIPTION**

Our class will consist of reading, analyzing, and composing college-level prose, with emphasis on the expository; studying writing as *a process*; exploring different composing structures and strategies; learning individual patterns in paragraphs; editing and revising one’s own writing, along with the writing of others; conducting research (gathering, organizing, evaluating, integrating, and documenting information) that culminates into a term research paper and annotated bibliography with works cited information.

**REQUIRED TEXTS/MATERIALS**

*The Bedford Guide for College Writers,* 8TH edition

*Persepolis,* Marjane Satrapi

*A Map of Home,* Randa Jarrar

*Citizen 13660,* Miné Okubo

*Farewell to Manzanar*

Spiral bound notebook or other journal

Stapler for binding your work together

Computer/internet access, ink, paper, supplies

\*\* YOU MUST OWN/HAVE ACCESS TO ALL REQUIRED TEXTBOOKS BY THE END OF THE FIRST WEEK THIS SEMESTER. FAILURE TO DO SO MAY COMPROMISE YOUR ENROLLMENT IN THIS CLASS\*\*

**COURSEWORK**

Daily Reflections: (120 POINTS TOTAL)

Each class session will begin with a question on the board that you must respond to during 10-15 minutes of writing. This writing should be “off the top of your head” and you should not be concerned about “making sense” or attempting to impress anyone. Treat these refection responses as a warm up before class. Just as a body needs to stretch before a workout, so does your brain before class. You should always write as much as you can in these reflections, and you should always keep them together. It is not necessary to use a new page of paper for each reflection, in fact, I prefer that they go on (front and back of the page) as we go on. **It may be helpful to get a small journal or one-subject notebook in which to write these reflections.** They will be collected on specific days (see class schedule) and are used to measure your level of participation in class. These are a big part of your grade and should be taken quite seriously. If you are absent, you may not make up the reflection for that day.)

Essays: (400 points)

This semester we will be working with a variety of writing patterns and will write both mini and full-length essay. For certain, we will write four full-length essays: one using a pattern of your choice, one in narration, another in argument/persuasion, and a research paper, that will culminate into our final paper of **at least** 1500-2000 words. Often, these essays will be prompted with a question from the instructor; however, you will also be asked to take ownership of your writing and come up with your own topics, on occasion. Mini-essays can range from one page to three pages and may often be the result of an in-class reading assignment or class reflection.

At any given time, you may be asked to share your writing with your classmates, so do not write on subjects you may be uncomfortable sharing with others.

Research Paper:

For your final assignment, you will research an idea and develop an essay that demonstrates basic research strategies, appropriate use of relevant sources, correct MLA format, in-text citations, sound critical thinking, and college level composition skills. Details will follow.

Class Portfolio: (100 points)

This is an organized collection of all the work you do in class, ranging from 10-15 pages of total, original writing from our class this semester. It should include original drafts along with the final version and a letter of reflection. We will discuss this in length during the last six weeks of our semester together.

Misc. Coursework: (150 points)

Other assignments may include grammar or composition exercises, research, reading and annotating, shorter writing assignments, and brief oral presentations. Meeting deadlines for readings, rough drafts, and similar assignments are also considered coursework so coming to class unprepared will hurt your grade.

Exams and Quizzes: (230 points)

Our midterm exam (100 points) will be given in the form of an in-class essay based on the books we are reading in class. During the course of our semester, quizzes can and may be given with or without notice. Reading and staying on top of all assignments will guarantee you will be prepared for anything.

**PLEASE NOTE:** Assignments are not optional. Failure to submit an assignment, particularly an essay, may prevent you from passing this course.

**CLASS POLICIES**

Attendance:

Attendance is not only mandatory in this course, it is key to your success in this class—if you come to class, you do work. If you do the work, you pass. It is that easy. You are allowed TWO unexcused, no-questions-asked absences. Anything beyond that will begin to affect your grade. If you must be absent for any reason, **please contact me** by email or in person and let me know in advance. As a community or peer writers, we rely on each other to grow and learn and it is difficult to do that when we are absent and not contributing. Remember, you are responsible for anything presented, submitted, assigned, or distributed when you are not in class. **Missed quizzes due to absences cannot be made up. Missed reflections due to absences cannot be made up.**

Common Courtesy/Common Sense:

You are expected to come to class prepared and on time and to participate actively by taking notes, asking questions and remaining focused on the materials and the class. Part of this means turning your work in neatly. That is, all assignments should always have a name printed clearly and anything over two pages must be stapled or clipped together. IF AN ASSIGNMENT FAILS TO MEET THESE TWO STANDARDS, IT WILL NOT BE ACCEPTED. Please do not distract the class with extraneous conversation or interruptions. Do not use your cell phone to talk or text during class and please turn off your ringers. No iPod, MP3 players or tablets are allowed, unless they are used explicitly for class purposes.

**QUESTIONS YOU SHOULD NEVER ASK YOUR COLLEGE PROFESSOR:**

**“Did we do anything important when I was gone?” or “Are we going to do anything today?”—**Every class session is an important one. We will never meet to just “hang out” until the clock tells us to go. I prepare lectures and give important notes in every session. If you miss class, it is your responsibility to find out what was missed. I am not obligated to repeat my lessons if you miss class. Certainly, I am always available to meet with you during an office hour, but don’t expect me to rehash a two hour class session for you every time you’re absent. Please get contact information for at least two people in class as soon as possible. Use each other as life lines.

**“Do you have a stapler?”—**I was a student for a very long time, and that meant being a prepared student with pencils, pens, paper, and especially a stapler. I carried a tiny stapler and staples around for years and now I don’t have to. It’s your responsibility as a student to be prepared. Visit the bookstore if you can’t find one anywhere else.

**“Can I go to the bathroom?”—**Yes. Please. Go Ahead. You don’t have to ask me. All I ask is that you leave and enter the room quietly and without distraction.

**“What was the reflection question for the day that I missed?”—**Like most major quizzes, reflections cannot be made up due to an absence.

**“Do we need the book?”—**I would never ask you to buy a book you don’t need. We will use all of the texts I have asked you to obtain for this class, and I would wager that you might even enjoy reading them.

**“Can I leave early?” or “Is it OK if I go to my club meeting?”** Sure, you can do both. You can do anything you want because you chose to take this course and it is yours to do with as you wish: pass, fail, whatever. This question is much better asked as, “Will I fail the class if I don’t take it seriously and value my social life and extracurricular activities more?”  I think you already know the answer to that question.

Late Work:

Assignments are due at the beginning of class, unless otherwise noted. Any work submitted after the specified deadline/time will be considered late and marked down. **Work that is hastily done, incomplete, turned in without a name, or lacking proper formatting will be marked down or returned without a grade.** Coursework submitted two sessions after the specified due date will receive no more than half credit and **assignments will not be accepted one week from the due date**. Late work cannot be revised for a higher grade. Remember, an absence does not excuse you from a deadline.

Submission Formats: All assignments must be submitted in word processed MLA format unless otherwise stated. Please notify me if you have difficulty accessing a computer, or need a basic review of word processing/computer basics. Assignments must be submitted in person, unless the instructor asks for it by email. In that case, the assignment must be sent as an attachment in .rtf or .doc format only. To be safe, you should also include the text in the body of the email.

We will also rely heavily on Blackboard. Please become familiar with it as soon as possible, if you aren’t already.

Respect and Understanding: This course is geared toward adult students. During the semester, especially through engaging with our texts*, A Map of Home, Persepolis, Citizen 13660,* and *Farewell to Manzanar* we will discuss themes of class and social mobility, including poverty and welfare. These discussions can range on topics that include identity, race, racism, sexuality, abuse and more. You may be exposed to adult language, sensitive topics, and graphic images and themes, including topics that are unconventional or controversial. You may be exposed to topics that have a very real presence in your life. Some of the discussions we have as individuals or as a class may come from very personal and emotional places. It is my policy that all students must be respectful of one another. We have much to learn from one another and I will not tolerate any form of bullying or mean-spirited behavior in the process. My classroom is always open to an exchange of dialogue—from all sides—but if I hear comments coming through in a malicious way, I will ask you to leave my class. Remember, all good reading and most good writing comes from controversial, emotionally charged subjects. Keeping this in mind, our class discussions will remain composed and collegiate. Personal attacks, judgmental remarks aimed at specific groups or individuals, and/or discriminatory statements are not only inappropriate, they will not be tolerated. Any attitude or behavior contrary to this policy will be handled at my discretion.

**GRADING AND ASSESSMENT**

Assessment of Student Work: Together, using the student learning outcomes provided by Reedley College and our own understanding of each assignment, we will create rubrics with which we will analyze, discuss, and score our formal essays. Only formal assignments will receive letter grades. All other assignments will be assessed on their own merits. Not only will you be responsible for assessing your own work, you will also be responsible for assessing the work of your peers in our in-class writing workshops.

Upon completion of this course, students will:

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

1. Complete a timed essay independently in class
2. 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.

1. Write an organized essay(s) with thesis and adequate support independently within a class period.
2. 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

**Extra Credit:** Extra credit will be offered during the semester. When you turn it in, I will put it in my extra credit folder. At the end of the semester, I will calculate final grades; if you have earned a “C” or higher because of how you have done on the required course work, I will then add your extra credit to your final grade. Thus, the extra credit will not raise a final semester grade of an “F” or a “D.” It can, however, raise your final grade from a “C” to a “B” or from a “B” to an “A.”

**REVISION GUIDELINES**

Rewrite Guidelines: You have the option of rewriting (multiple times, if need be) any or all of your essays to achieve your desired grade, provided that the following requirements are met: 1) we discuss the paper and ideas for revision *before you begin your rewrite*. This discussion or conference must take place as soon as possible after receiving your grade. 2) Your rewrite is submitted within one week of receiving the original grade. 3) Your rewrite shows **substantive** revision and not just editing. 4) Your original essay was submitted on time. **Late essays are not eligible for revision.**

**Academic Honesty and Plagiarism Statement**

Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. While such acts typically occur in relation to exams, it is the intent of the definition that cheating not be limited to examination situations only but that it include all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means. Plagiarism is defined as a specific form of cheating that consists of the misuse of others’ published or unpublished language, ideas, or other original material by misrepresenting the material (i.e. another’s intellectual property) through not acknowledging it correctly--that is, passing it off as if it were one’s own work. Neither cheating nor plagiarism will be tolerated in this course.

The issue of cheating/plagiarism goes deeper than “copying” to an issue of academic dishonesty. In your English class, you will be encouraged to discuss your work at great length with others, you will consult models of reading and writing and other student work to help you, you may confer with a tutor or a peer, and you will do lots of different activities to guide your learning. But it is NEVER permissible “to give or receive answers” or ideas or even words “in a way that bypasses the need to think on your own” about your reading or writing (Dr. Tim Hankins, New Mexico Institute of Mining and Technology). Help from any source must be acknowledged, and there are accepted ways to do this. If in doubt, ask your instructor. Violation of the letter or intent of this policy will result in serious harm to your learning, to your grade, to your standing in class, and perhaps to your standing at the college. Depending upon the severity of the act, cheating or plagiarism will lead to disciplinary and academic sanctions ranging from loss of credit in the class, to placement of a letter in the student's permanent file, or even to expulsion from the college as defined in the [Code of Student Conduct](http://www.cos.edu/view_page.asp?nodeid=2758&parentid=2258&moduleid=5). Claimed ignorance of plagiarism policies and regulations is no excuse.

If you are caught plagiarizing any work, you may receive an automatic “F” on the assignment, in the class, or dropped from the course, with the appropriate grade, and referred to campus administration.

**Students with Disabilities**

Students with disabilities who may need accommodations for this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) early in the semester so that reasonable accommodations may be implemented as soon as possible.

**Changes to the Syllabus**

As instructor, I reserve the right to make changes to this Syllabus as needed, throughout the semester.

**CLASS CONTACTS**

Name Number Email

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