English 1A: Reading and Composition

6:00-7:50 Monday and Wednesday (POR 5)

Schedule #54528

Fall 2014

Ms. Bergstrom

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Catalog 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.*

**If you received a D or F in English 125, you are not eligible to take English 1A as you have not met the pre-requisite requirements.**

Further Course Description: Throughout your college and professional careers you will be called upon to express yourself and your ideas in written form. This course is designed to help you to enhance your reading, writing, and critical thinking skills that are necessary to communicate effectively.

We will be covering a **large** amount of reading, writing, and class participation. Be prepared. The suggested rubric for study time outside of class is as follows:

High school level: 1 hour in class = 1 hour out of class studying

College level: 1 hour in class = 2 hours out of class studying

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| The English 1A Course Outline of Record contains the following Student Learning 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:*   1. *a sophisticated introduction, multiple body paragraphs, and conclusion* 2. *a clearly defined, arguable thesis sentence* 3. *supporting details that exhibit critical thinking and use credible secondary sources* 4. *correct usage of MLA format, including a works cited page* 5. *sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics* 6. *controlled and sophisticated word choice* 7. *writing in third person/universal* 8. *an avoidance of logical fallacies* 9. *demonstration of an awareness of purpose and audience* 10. *appropriate and purposeful use of quotations* 11. *correct in-text citations* 12. *an annotated bibliography of multiple sources* 13. *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)*  *In the process of completing this course, students will:*  *1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation.*   * *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 an 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* |
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**Required Text/Materials:**

* Greene, Stuart and April Lidinsky**.** *From Inquiry to Academic Writing: A Practical Guide*. Bedford St. Martins: Boston, 2012. 2nd edition
* Conrad, Joseph. *The Heart of Darkness.* Barnes and Noble, 2008.

**NOTE: If course materials are not obtained by the second week of the semester you will be dropped from this course.**

**E-Mail**

An e-mail address is essential for this class, and everyone in this class has a SCCCD email account. This email account has been assigned to you and is the one that Blackboard uses, **so you need to check your SCCCD email account daily**. It is the only way I will be contacting you.

When you send an email, you must be specific in the message and always **sign your name and include your class name.** I do not read or respond to email if I don’t know the sender. In addition, remember, when you email an instructor, you are not text messaging or emailing a friend. You need to run spell check and think about the way you are writing; for example, do not use lower case i’s when using the first person pronoun “I”. I will not respond if I cannot read what you have written, and I certainly won’t respond if you are being disrespectful.

In terms of response time, please keep in mind that you need to give me at least twenty-four hours to respond during the work week only (meaning I will not typically be able to respond over the weekend). Do not send me multiple copies of the same email, thinking this will get me to respond faster. I do not text students, but I will respond to your email as soon as I can.

**Participation:** Class participation is vital. Since regular in-class writing and activities will be collected, your final grade will suffer the consequences of lack of attendance or lack of required materials. Being late to class is disrespectful. You may be urged to drop the class if you are habitually late to class. It is a good idea to check Blackboard and email regularly. If you miss class it is your responsibility to find the information on Blackboard before the next class session.

**Absences:** The class will adhere to the Reedley College catalog attendance policy which states: *Students are expected to attend all sessions of classes for which they are enrolled. Excessive absence will jeopardize a student’s satisfactory progress in a class. Students may be dropped from a class if they fail to attend the first class session of the semester. As a guide, during the semester up to the final drop date, any student who misses more than two weeks of class meetings may be dropped (For this course that means you can miss four class meetings).* ***I would suggest you use your absences wisely as there are no excused absences for this course.***

**Reading Assignments:**  We will be reading a large amount of materials every week. Failure to complete these reading assignments will be detrimental to your final grade.

**Peer Response Workshops:** You will be workshopping your writing throughout the semester. Failure to submit your writings to the workshopping sessions will result in a lowered final grade. You will be graded on **both having material prepared for workshop and the quality of your responses to others’ writings.** Please take peer response workshops seriously as they are an effective tool to further your writing process.

**General Writing Assignments:** This class requires the completion of various graded writing assignments. All assignments must be completed within the timeframe provided. Written assignments must be in MLA format and **on time.** Please keep all of your prewriting and draftsof each out-of-class paper--I may ask to see your writing processes before I will accept assignments. Students should also be aware that most of our longer pieces of writing will be submitted to turnitin.com.

**Essay Formatting**

For all work you submit, follow MLA formatting:

* Font set for TIMES NEW ROMAN 12
* Entire essay is DOUBLE line spaced only—no more and no less ANYWHERE
* The margins are set to 1” on all sides.
* In the PARAGRAPH menu, SPACING **BEFORE** and **AFTER** is set for ZERO
* Page numbers have been INSERTED (not typed) into the upper right hand corner beginning with page one. This is formatted into the header, appearing ½ inch from the top of the page
* Student’s last name appears before the page number—AND there is a space between the name and page number.
* On page one ONLY, in the top left hand corner of the page, the following appears 1 inch below the top of the page.
  + Student’s Name
  + Instructor’s Name
  + Course and Section Number
  + Due Date for Essay
* The above information is double line spaced
* The essay has an appropriate title, which is centered—USING the computer’s function to center. The title is a creative one, not merely the assignment’s name. The title has every major word capitalized, and there are no quotation marks around the title. The title is the same size font, and it is not italicized or in all capital letters.
* The Work(s) Cited is the last page of the essay—INSERT NEW PAGE. The works cited page is the last formatted page of the essay, so it also follows all of the formatting details listed above.
* **Please note:** Should I discover while reading your essay that you have not followed the above formatting expectations, run spell check, or sufficiently proofread and edited your work, I will discontinue reading and return the essay to you. You will then have until the following week to revise the paper and resubmit it with the first paper you submitted. The highest grade such a “returned” paper can receive is a “C.”

**Late Assignment/ Paper Policy:** In order to receive potential full credit, assignments and papers are due at the beginning of the class session on the due date. Assignments and papers may be submitted within one week of the initial due date for a reduced grade of at least 10%. No assignments/papers are accepted after one week passed the due date.

\*\*Note: If you are unable to make a class period in which an assignment is due, your work is still due on the assignment’s due date. This means that you are not excused from turning in an assignment if you are absent from class. Make sure you email or submit your assignment to blackboard/turnitin.com by the time our class begins.

**Revisions of written work: We will discuss the difference between revision and editing throughout the course. When the assignment is to revise, you will reshape, extend, complicate, or substantially clarify your ideas – or relate your ideas to new things. You won’t just correct or touch up. Work that is expected to be revised from previous drafts will be returned ungraded if they do not meet these expectations.**

*You will be given the opportunity to revise one of our final drafts for an added 15 points to your original score (If you received a 70 on the initial submission, you can potentially change that grade to an 85!). These revisions will need to be submitted within one week after the initial grade is posted and you will need to meet with me to discuss your revision plan.*

Some Helpful Hints for this class

1. It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc. This means **you should check the Blackboard daily and your SCCCD e-mail account daily**.
2. If something happens to your computer and/or Internet and an assignment is due, ***email me (of course using another computer)***. Do not wait until everything is back up before contacting me. Moreover, you need to back up your work on a moveable storage device (CD, flash drive, USB, etc.). Public libraries have computers with Internet access—work can be completed in places and on computers other than those we have at home!
3. In this class we will occasionally read, view, and discuss controversial subject matter. This is college, so adult topics should be expected. These could include issues such as race, sexuality, gender, and cultures different from your own. When you are faced with new ideas, ideas that are different than your own, or issues that make you uncomfortable, I expect you to keep an open mind and never to lower yourself into discriminating or using a mocking, harassing, or belittling tone to others.
4. If you choose to withdraw from the class, please keep in mind that **it is your responsibility to drop from the course before the final day to drop**. If you do not drop yourself and simply stop logging into the class, you will earn an F in the course.
5. Should you discover that you are unable to regularly attend class online for whatever reason, it is imperative that you discuss this with the instructor as soon as possible. Telling the instructor of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable.
6. Be sure to keep all of your work during the semester. Accidents happen, teachers lose papers, gradebooks get stolen—protect yourself by keeping copies of your work, both hard copies and electronic copies.
7. Turning in the work is not enough: just doing the assignments does not warrant a passing grade. You need to be doing passing work to pass the class.

**Other Items**

**Plagiarism/Cheating:** Plagiarism is the act of using another person’s words OR IDEAS as your own with no citation for their work. Cheating includes having anyone else complete your work for you or turning in a paper you have written for another class. You will be caught, receive no credit on the assignment, reported to the administration, and may be dropped from the course. Keep all drafts of your writing assignments for these purposes.

The following is taken from page 44 of the Reedley College Catalog:

***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.*

**Respectful Learning Environment:** Be considerate of others. Come to class prepared to share equally and respect the opinions of others. Read, listen, and participate attentively. Do not use your cell phone during class. Do not use the computers for anything other than instructed. Failure to comply will result in being asked to leave the class.

**Instructor Contact:** Academia is a professional environment. When addressing your instructors, refer to them as Mr., Mrs., Ms., or Dr. unless they have asked to be referred to by their first names. Be sure that all correspondence is professional (no text-language emails) and follows all conventions of proper English usage (correct punctuation and grammar).

**Grading:** You will be graded on a point system scale. These points will vary on the assignment and weight of the assignment. You may ask to see the culmination of your scores at any time. If you are failing the course at mid-term, you may be dropped from the class.

**Writing Center (HUM 58):** You are STRONGLY encouraged to enroll in the Writing Center’s English 272 course, a ½ unit tutorial class. The importance of this service to your success in English 1A cannot be stressed enough.

**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.

**Policies are subject to change in order to create a positive learning environment. All assignments are subject to change. The weight of graded materials may be modified at any time.**

Points will be allotted as follows:

Essays/research papers: 100 pts

Drafts: 30 pts

Revisions: 15 pts (added to original score)

Prospectus: 25 pts

Annotated Bibliography: 20 pts

Workshop Participation: 20 pts

In class writing assignments 3 pts

Reading Quizzes: 5 pts

Homework/ Reading Responses/ Peer Responses: 5 pts

Additional assignments may be added at any time.

\*As per the English 1A Course Outline of Record and English 1A rubric criteria, you must write a passing research paper and annotated bibliography to be eligible to pass this class.

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59%-50% = F

**A final, important note:** Keep in mind that in this class, and for your entire academic future as well, your education is dependent upon you. Your instructors are resources and facilitators. It is you who is responsible for the learning that takes place.

SCHEDULE—ENGLISH 1A #54528--Fall 2014

**Schedule can be changed throughout the semester. Updates will be given in class and on Blackboard.**

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| **Date** | **Finish By** | **In Class Activities** |

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| Aug 11 |  | Introductions Syllabus “Shitty First Drafts” |
| Aug 13 | Chapter 1: *FI2AW* Response Due |  |
| Aug 18 | Chapter 2:  *FI2AW* Response Due |  |
| Aug 20 | Chapter5: *FI2AW* Response Due |  |
| Aug 25 | Chapter 4: pp 73-81 *FI2AW* Jonathan Kozol “Still Separate, Still Unequal: America’s Educational Apartheid” *FI2AW* Response Due |  |
| Aug 27 | Peggy McIntosh, “ White Prifilege: The invisible Knapsack” *FI2AW* Response Due |  |
| Sep 1 | Mike Rose “I Just Wanna be Average” (BB) |  |
| Sep 3 | James Loewen “Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong” *FI2AW* Response Due |  |
| Sep 8 | Project 1 Draft Due/Workshop |  |
| Sep 10 | Chapter 9: *FI2AW*  Response Due |  |
| Sept15 | Annotated Bibliography Due/Workshop |  |
| Sep 17 | Project 1 Due | Conferences |
| Sep 22 | Katha Pollitt “The Smurfette Principle” *FI2AW*  Response Due |  |
| Sep 24 | Bell Hooks “Seeing and Making Culture: Representing the Poor” *FI2AW*  Response Due |  |
| Sep 29 | Chapter 6: *FI2AW*  Response Due |  |
| Oct 1 | S Craig Watkins: “The Young and the Digital” *FI2AW*  Response Due |  |
| Oct 6 | Project 2 Draft Due/ Workshop |  |
| Oct 8 | Annotated Bibliography/Workshop |  |
| Oct 13 | Project 2 Due | Introduce Project 3/ Begin Reading *Heart of Darkness* |
| Oct 15 | Jones “Finding the Good Argument” (BB)  Response Due |  |
| Oct 20 | Mid Term Exam on Rhetoric |  |
| Oct 22 | Kwame Anthony Appiah “Moral Disagreement” *FI2AW*  Response Due |  |
| Oct 27 | Michael S Kimmel “Gender, Class, and Terrorism” *FI2AW*  Response Due |  |
| Oct 29 |  |  |
| Nov 3 | Finish Heart of Darkness  Response Due |  |
| Nov 5 |  |  |
| Nov 10 | Fareed Zakaria “The Rise of the Rest” *FI2AW*  Response Due |  |
| Nov 12 |  |  |
| Nov 17 | Marjane Satrapi “Persepolis” *FI2AW*  Response Due |  |
| Nov 19 |  |  |
| Nov 24 |  |  |
| Nov 26 | First Draft Project 3 | Workshop Draft 1 Project 3 |
| Dec 1 |  |  |
| Dec 3 | Annotated Bibliography Due | Workshop Annotated Bibliography  Workshop Draft  Introduce Letter of Reflection |
| Dec 8 | Project 3 Due  Final | |
| Dec 10 |