#### English 1A- Reading and Composition (59369)

Reedley College, Fall 2014

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Office Hours: By appointment only

Course Information: English 1A (4 Units) 9-10:50am Tues: Social Science 35/ Th: Humanities 62

#### Course Overview

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. *English 1A* is a first-year course created to extend your opportunities for reading, writing, thinking, and inquiry. This course is designed to develop your abilities as a reader and writer – a literacy user – to join academic and public conversations as citizens in our society. This course will teach you to use reading and writing to make meaning, to analyze, to join a conversation, and to address an audience. This course will also, in some ways, prepare you for future writing tasks you will face in the university and in your life as a public intellectual. To that end, we will do a lot of reading and writing and you will be asked to respond to that reading and writing and find things to say to others about it. In other words, this class doesn’t just teach you how to write; it teaches you how to think and act like a writer and an academic citizen.

###### Course Expectations

Students who take this class should be

* strong readers and writers
* comfortable with reading complex essays and taking notes as they read
* able to make connections to other things they have read or experienced as a means of understanding a reading
* comfortable identifying the structure and organization of the things they read
* able to find topics to write about and can relate their ideas to the ideas of others
* able to find effective strategies for outlining and organizing their writing
* comfortable doing research, know how to locate and evaluate sources and know how to relate them to their own writing
* confident about the conventions of grammar, punctuation, and spelling
* ready to work at a quick pace with the instructor as their guide.

###### Student Learning Outcomes

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*

###### Required Texts, Materials and Expenses

* Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing: A Text and Reader.* 2nd ed. Boston: Bedford/St. Martin’s, 2011. Print. (required)
* Strayed, Cheryl. *Wild: From Lost to Found on the Pacific Crest Trail*. New York: Vintage Books, 2013. Print. (required)
* Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 6th ed. Boston: Bedford/St. Martin’s, 2011. Print. (suggested)
* Much of this class will be paperless, so a computer, some kind of word processing program, and online access are required. Computer use in class will most likely not be necessary and I will let you know when it is appropriate to use your computer/tablet in class.

#### Projects and Assignments

Class Participation (10%): You must be prepared and willing to participate in the class discussions and group activities. For full class participation credit, I expect that you will 1) have the homework done for the day, 2) have thought about the homework, will come with questions, experiences, thoughts, challenges, etc, 3) be willing to take risks by discussing things you don’t understand or by bringing topics to our discussions. *Don’t be shocked if I ask you to leave class because you are not prepared.*

Small Group Workshops (20%): A key component to this class is peer response to drafts of formal and informal writing. Students will be expected to share their writing with their peers in order to get feedback about how to revise the writing to better address an audiences questions, challenges, and responses. This means that everyone will need to share their writing with others AND strive to be a good reader to peer drafts. Workshopping will happen both online and in the class, in small groups and as a large group. You will get more specific instructions for how we will workshop in the class, but know that I will expect you will share your texts with your peers and be open to their response. I also expect that you will read your peer’s texts actively and work hard to give them quality feedback about how they can improve their writing.

Writing Online (20%): In this class, you will have several opportunities to try out different genres of online writing for most of the writing you will do for this class. This class will use blogs and discussion board for the purpose of developing your abilities as a writer. These online forums are opportunities for you to try out strategies in response to the readings we do in class. Assignments for these will be outlined in the schedule, but generally need to be at least 200 words.

Formal Writing Projects (40%): In this class, you will have two formal writing projects of various lengths. These writing projects are meant to get you to read, write, and respond as both a student in the university and as a public citizen. More information about these writing projects will be given to you during the semester. Generally, these projects require outside research using both academic and nonacademic sources; they require you to write multiple drafts before a project is complete, and they must be written toward an audience, which means you will need to contextualize and explain your claims and examples, give readers a clear sense of why your responses and ideas matter, and be proofread in the final text. Final Portfolio: At the end of the semester, you will create a representation of your work as a writer in this class.

Quizzes (10%): Periodically, I will assign quizzes based on the reading or lecture notes.

**Specifications:**

1. Late Assignments: You will agree to turn in properly and on time the final portfolio, all writing project drafts, blogs, discussion board posts and other assignments. Because your colleagues in class depend on you to get your work done on time so that they can do theirs on time, late assignments **will not** be accepted without penalty to your grade.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.
2. Blogs, Discussion Board posts, and Formal Writing Projects need to meet the following conditions:

* *Complete and On Time*: You’ll turn in on time and in the appropriate manner complete products that meet individual assignment guidelines, which will be listed in the syllabus or assignment prompt or will be worked out together in class.
* *Revisions*: When the assignment is to revise, you will work to reshape, extend, complicate, or substantially clarify your ideas – or relate your ideas to comments from me, your classmates, or the information generated in a class workshop. **I expect you to do more than just correct or touch up; revisions should respond substantially to your colleagues’ assessments.**
* *Copy Editing*: Your writing must be well copy edited – that is, free from virtually all mistakes in spelling and grammar. It's fine to get help in copy-editing, but be sure that you are doing the editing and that the final product reflects your words and abilities with language. I will not be so concerned with editing issues in drafts or in your blogs or assessments. But please be sure to proofread these at least once before submitting them.
* *Mindfulness*: In each of these projects, you are being asked to go beyond summarizing and reporting what you found in the reading and in your research. I encourage you to push your thinking in this class by questioning your own assumptions as well as ours (me and your classmates), and connecting and analyzing the readings in the class in relation to your work.

3. Peer Responses and Assessments: we will make frequent use of this kind of writing/discussion in class. Your work needs to meet the following conditions:

* *Complete and On**Time*: All peer responses should be complete and submitted on time and in the appropriate way so that your colleagues will get your assessments of their writing the way the class has predetermined.
* *Content*: All peer responses should focus their comments on rubrics we develop, following the directions established in class for peer response and our evolving class discussions about them.
* *Courtesy and Respect*: All peer response should be courteous and respectful in tone, but honest. It’s okay to say something doesn’t seem right in a draft, or that something doesn’t really work. Respect means we are kind and truthful.

1. Final Portfolios: You’ll turn in complete and on time a final course portfolio according to the portfolio handout.

**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.

\* **Bonus**: Each student may drop their two lowest quiz grades or online writing responses by meeting with a writing tutor in the Writing Center. Two conditions: (1) you must bring the tutor a formal writing project (instead of a blog or other smaller assignment) and (2) you need to bring me the form from the Writing Center that proves you were there and explains what kind of feedback you received from the tutor. This can only be done twice in a semester to enhance your grade, but you are encouraged to visit the Writing Center as much as possible. See me if you have any questions about this.

**SCCCD Policies**

**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.*

**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. If plagiarism and/or cheating are suspected, you may be asked to provide drafts of your written work and submit your paper to turnitin.com, a plagiarism-checking service. 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.*

**DSPS**

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 or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

**Elevators**

The elevators on campus are intended primarily for use by authorized staff and students with physical disabilities. Each time you frivolously use the elevator you may be preventing a student with a physical disability from getting to class in a timely fashion. Please be courteous of others with special needs and use the stairs whenever possible. On those days when you do feel a need to use the elevator, please allow authorized staff and any students with disabilities to enter first. Please do not crowd or push any other student if the elevator is full. Wait for the next empty elevator so you and other students can arrive to your class safely. Thank you for your cooperation.