

995 N. Reed Ave.

Reedley, CA 93654

reedleycollege.edu

## English 1A - Reading and Composition

**Course Syllabus**

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| **Semester/Year:** Summer 2014**Section:** 74906**Credits:** 4.0 | **Instructor**: Deborah Lyons **Office Hours:** Please contact me to arrange a time**Phone number:** (559) 326-4640**Email**: deborah.lyons@reedleycollege.edu  |
| **Length:** 6 weeks (June 23- Aug 1)**Time:** MTWTh12:30-3:20pm**Rooms:** FEM 7 |  |
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**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.

**Required Texts**

Achebe, Chinua. *Things Fall Apart.* (You may use any edition).

Ballenger, Bruce. *The Curious Researcher: a Guide to Writing Research Papers.* 7th ed. Boston:

Pearson, 2012.

**Recommended Text**

Hacker, Diana. *A Pocket Style Manual.* 6th ed. Bedford/St. Martin's, 2011.

**Student Learning Outcomes:**

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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)*
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| **Student Learning Objectives***In the process of completing this course, students will:*  |

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| 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*
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**Assessment**

**Class Participation – 15 pts.** Your participation includes your contribution to general class discussion and small group activities. In addition there are frequent in-class assignments, such as drafting and revision workshops, and writing responses. Lack of attendance or arriving late to class will impact your final participation grade. Missed in-class activities cannot be made up.

**Presentation - 10pts.** Your reading group will present on a topic within *Things Fall Apart.* You will be graded on the content, clarity, cooperation, and creativity of your presentation. Presentations should be 20 minutes in length. All members of your group must be on time to class to receive credit for your presentation. Half of your presentation score will be given by your classmates (so make it interesting)!

**Quizzes – 10pts***.* There will ten quizzes throughout the semester. These will be multiple choice questions based on *Things Fall Apart* and short answer questions based on chapters from *The Curious Researcher*. Your quiz scores (each worth 10pts) will be averaged to calculate your final quiz grade.

Essays - 60pts. The majority of your grade will be based on three essays: a timed in-class essay (10pts), a critical analysis of *Things Fall Apart* (20pts), and a research paper (30pts). Essays will be graded on the thesis statement, organization, development of ideas, use of sources, and clarity based on correct grammar and appropriate style. You must turn in any requested drafts or revisions as well as participate in revision workshops to receive full credit for each assignment.

*Timed In-Class Essay* - *10pts.* You will write one in-class essay. There is no length requirement but it should be a fully developed essay with an introduction, thesis, supporting body paragraphs and a conclusion. You will have 50 minutes to write, using notes from a drafting session. It will be a personal narrative referencing themes discussed in *Things Fall Apart.* You will need to bring a blue-book for this essay.

*Critical Analysis of Things Fall Apart – 20pts.* This paper (750 words) will be your interpretation of a specific topic within the novel. You will need to include specific evidence (correctly cited quotes) from the text to support your ideas. It should be a focused analysis of a particular element in the story rather than a retelling of the plot.

*Research Paper – 30pts.* For the research paper (at least 1000 words), you will be allowed to choose your own topic. (There are certain exceptions that will be explained in class and you must have your topic approved). Once you have chosen a topic, you will provide a clear thesis on this topic and then develop your opinion by using at least 5 sources to support your own ideas as well as explain opposing viewpoints. This assignment will be in MLA format and it will include a Works Cited page and in-text citations. Your sources can be a mixture of books, interviews, newspaper, magazine, and/or journal articles.

Annotated Bibliography – 5pts.

An annotated bibliography is a useful tool in the research process. In preparation for writing your research paper, you will locate at least 5 credible sources and provide a brief annotation for each. This should be typed and follow MLA format. Instructions and examples will be provided.

**Grades**

*\*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.*

*Final Grades*

100% - 90% = A, 89% - 80% = B, 79% - 70% = C, 69% - 60% = D, 59%-50% = F

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| Class Participation |  15pts |
| Presentation |  10pts |
| Quizzes |  10pts |
| Essays |  60pts |
| Annotated Bibliography |  5pts |
| **Total** | 100pts |

**Class Policies**

*Late Assignment/ Paper Policy:*Certain missed assignments, such as in-class activities, revision workshops, quizzes and reading responses, cannot be made up. To receive full credit, assignments and papers are due at the beginning of the class session on the due date (both as a hard copy and uploaded to Bboard). Each day late will result in a 5% loss in the grade. As this is a six-week class there is no time to catch up late work. Turn it in on time.

*Absences:* 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. Any student who misses more than 3 class sessions may be dropped.

*Plagiarism:* **All projects must be your own work**; any work containing *any* material that you take directly from the internet or any other source without proper documentation will receive a zero.

*Respectful Learning Environment:* Students will not be allowed to use their cell phones in class. Be sure to turn them off or keep them on silent and stored in your bag. Use of computers is reserved for English 1A class work. If it is found that you are doing anything else (Facebook, email, work for another class, etc.) you will be asked to leave.

**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.

**REEDLEY COLLEGE POLICIES**

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.*

***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 Criteria: Research Paper**

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| ***Criteria*** | ***Does Not Meet Criterion*** | ***Approaches Criterion*** | ***Meets*** ***Criterion*** | ***Exceeds Criterion*** |
| Thesis Statement | There is no thesis. | The argument comes across but the thesis has multiple errors, is too long, or is too general. | The argument is clear but the wording could be more precise. | Excellent thesis: clear, concise and sophisticated. |
| Development  | Paper contains fewer than 1,00 words, with few or no quotations. May not meet the assignment or may lack focus on a single topic. May be very poorly organized. | Paper is at least 1,000 words with a minimum number of quotations and superficial information or argument. May be poorly organized. | Paper is at least 1,000 words with frequent quotations, basic but adequate information or argument, and clear organization. | Paper exceeds 1,000 with frequent quotations, detailed information or sophisticated argument, and clear organization. |
| Engagement With Sources | Paper may include fewer than five scholarly sources or in-text citations do not match References. Sources may be inappropriate or irrelevant. | Paper includes at least five scholarly sources but they are not incorporated clearly or fully into the paper. Mechanics of citation may be poor. | Paper includes at least five scholarly sources, but they are older, less relevant, or less fully incorporated into paper. Some citations may not be correct. | Paper includes at least five scholarly sources that are incorporated clearly and in detail. Citations are correct. |
| Mechanics  | There are so many errors that the instructor cannot mark them all, for example multiple errors per sentence. Errors cause confusion and make it difficult to understand the content.  | There are some basic errors such as missing apostrophes, sentence fragments, and run-on sentences, but they do not cause confusion. | Paper is generally easy to read with some high-difficulty errors, for example with block quotes or ellipses within quotes. | Very few errors. Clearly written and easy to read. |