**English 130: Accelerated Writing**

Course #73412

Instructor: B. Nakamura

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M-TH 8:00AM – 11:30 AM, Language Arts Lab, Room 1

Office Hours: M-TH 11:30-12:30, 3:30-4:30 CCI 217

*Important Dates*

Drop Deadline without a W on transcript: 6/27/2016

Drop Deadline with a W on transcript: 7/7/2016

Final Exam Date: 7/28/2016

**Course Materials**

*Batman: Year One* by Frank Miller and David Mazzucchelli (Required)

*They Say, I Say: The Moves that Matter in Academic Writing*, 3rd ed by Gerald Graff and Kathy Birkenstein (Required)

Pens/pencils, notebook paper, 1 or 2 bluebooks for in-class essay, cloud storage account (Google Drive, Dropbox, etc),

**Course Objectives**

In the process of completing this course, students will:

1. A. Write several revised essays, including at least one source based paper in which they will:

Practice writing and synthesizing ideas into a multiple paragraph essay, complete with topic sentences, supporting evidence, and background.

Practice writing an arguable thesis statement.

Synthesize ideas and information from multiple sources, including readings, personal observation, and reflection.

Distinguish and use appropriate first and third person point of view.

Practice writing for an academic audience, with a specific purpose, and an appropriate tone.

Practice following MLA format

Practice supporting each point with adequate and varied evidence.

Practice using sources appropriately, 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 analyze college level prose for the purpose of integrating sources in writing.

Practice identifying and evaluating ideas and information for use in essays

Practice differentiating between an author’s intent and the students’ personal reactions to readings.

**Course Conduct**

*Minor Assignments: Homework, Quizzes, and In-Class Activities:*

*Homework*: meworkntss: by appointment onlyedunHomework will mainly consist of reading the assigned texts and posting to the discussion boards/assignments on Blackboard, along with various other written assignments (reading responses, submitting smaller pieces of writing for review, etc).

*Warm-Ups & Quizzes*: Warm-ups will typically be an informal writing activity in class to prepare for the day, and will count as minor assignments. Quizzes will serve as a way for me to check if everyone is completing the reading assignments.

*Other In-Class Assignments*: We will spend time completing activities, exercises, etc. in class. These cannot be made up and will count as minor assignments.

*Major Assignments: Essays & Workshops*

*General Writing Assignments*: This is a writing class; as a result, you can expect to do a lot of writing. We will write essays, short responses, and other assignments. The main goal of this class is to accomplish a portfolio of your writing to be turned in at the end of the semester. There will be at least one timed in-class exam sometime during the term.

*Peer Response Workshops*: Throughout the semester, we will use class time to read and suggest revisions on peer drafts. This gives you a chance to get feedback on your paper before submitting it for grading, as well as helping to keep you on track with assignments. You must have a draft that meets the minimum page requirements to participate in the workshop.

*Reading Assignments*: You will be expected to read and be prepared to discuss the materials in class, as well as perform on quizzes. Failure to keep up with the reading will affect your performance in class and ultimately your final grade. If I get the sense that the majority of students are not reading, quizzes will increase in frequency and difficulty.

*Home Groups*: Students will be placed into permanent groups of 5-6 for projects and class activities. These are your allies in class; get to know them, exchange contact info to keep up on assignments, etc. Groups may be formed by students or by the instructor. Throughout the semester, you will have an opportunity to evaluate your group members’ contributions to projects and assignments, and I may intervene or reassign groups as necessary.

*Mini-Conferences*: After each class, I will ask 2-3 students to remain behind for a few minutes for mini-conferences. This gives students an opportunity to chat about assignments and ask questions in a less formal setting, since my office hours on campus are limited.

**Course Policies**

*Instructor Contact*: It’s important to communicate with me in and out of class. I'm always willing to meet with students to discuss assignments and answer any questions in person or via email. Please use your student email to contact me to avoid getting blocked by a spam filter. Please properly format emails to me; one-line emails may be ignored. I may respond immediately or it may be several hours before you hear from me. E-mail and Announcements (sent to your email) will be the two primary ways in which I contact you. If you have not set up your student email account and/or are not checking it regularly, you may miss important announcements that I send outside of class time.

*Digital Submissions of Assignments:* Many assignments will be submitted to Blackboard or an online database. For this reason, I **strongly** recommend that you use Microsoft Word to write your papers. It is your responsibility to make sure that you have a file format that will be accepted by the database. If you need access to a computer to complete assignments, they are provided for you on campus in the library or the writing center. If you are having issues submitting assignments to online databases or are not sure if something was submitted properly, the best alternative is **to email me a copy of the assignment before the deadline** so that it is not late. Technical difficulties are not something that I have any degree of control over, and are not a valid excuse for not submitting work when there are a number of options available to you. Please save all your work to a cloud drive to avoid losing assignments or coming to class unprepared. Unless otherwise stated, the digital submission of an assignment is due at the same time/day as the paper copy. Failure to meet this deadline can result in a zero for the assignment.

*Lateness*: Being late to class is as unacceptable in the academic world as it is in the workplace. Two tardies will count as one absence in calculating your attendance, and two instances in which you leave class early will count as an absence. A combination of leaving early and arriving late on the same or separate days will also count as an absence. If you are not present for at least half of the class time, you will be marked absent. Throughout the term I will be tallying up your absences, tardies, and departures, and you will be dropped accordingly.

*Absences:* There is a strong body of research, both in my class an in the academic world as a whole, that suggests a strong correlation between coming to class and passing the class. As a result of this, your grade may be negatively impacted from missing class. Please refer to the grading contract chart for more information about absences. If you accrue 3 absences before the “W” deadline, you will be dropped for non-attendance. I will take attendance every day; if you are curious about how many absences you have, please contact me and I will inform you.

*Use of Electronic Devices and Other Non-Attendance Issues:* Unauthorized use of electronic devices in class is a form of non-attendance, and can result in accruing one absence. I may not inform you of the absence. This policy is a matter of fostering an inclusive environment; I do not use my cell phone when you require my attention to ask a question, look at an essay, etc, and I hold you to the same standard. Other examples of non-attendance include sleeping, excessive chatter, or discussing matters not pertaining to the course material during group discussion; as non-attendance, any of these can result in being marked absent. If the use of cell phones in class becomes a widespread problem (as opposed to just a handful of individuals), I reserve the right to give additional quizzes, extra assignments, etc.

*Late Work:* I do not accept late work. Please use any and all methods to keep organized for this class. If you have an extenuating circumstance that would prohibit you from submitting an assignment on time, I may make arrangements for you at my discretion. You will need to clear it with me no less than one week before the due date. At my discretion, I may allow an extension on the assignment on an individual basis for serious and compelling reasons.

*About this Class & Me:* Some of my former students would say that I am a tough instructor, but many students would also say that I reward hard work generously. I wholeheartedly want students to pass my course, and I am always looking for ways to increase the pass rate in my class without compromising on standards and quality of student work. If you are willing to work hard, I am willing to help you in any way that I can. Please take advantage of every tool for success that is offered: come to my office hours, email me, ask questions in class, visit the writing center, and take charge of your education.

College is not like high school; it is supposed to be challenging and rewarding, and students who think it will be easy are misguided in their expectations. We are here to challenge ourselves and grow intellectually, like a gym for the mind. We will discuss topics that people can only whisper about in other countries; we will talk about religion, politics, social issues, the economy, and a number of other things that you would not want to bring up on a first date. Some of these things may make you uncomfortable because you disagree with it on a fundamental level; that is good for you. Being outside your comfort zone is how you grow and learn. If something makes you uncomfortable because you feel it is inappropriate for an academic environment, then that is something entirely different, and I would encourage you to speak with me privately about the matter. In this classroom, you will meet many new people who will often have a radically different way of thinking than you do (I am probably one of them). While discussing issues in this classroom, you will be respectful, agree to disagree, and move on; anything less than this will result in your immediate removal from class.

*Accommodations*: If you have any need of special accommodations or materials in alternate media, per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act please notify me immediately. Reasonable efforts will be made to accommodate your needs.

**Grading Contract**

This class operates on a grading contract, meaning that instead of tallying up points, you simply fulfill requirements in order to earn specific grades. In order to be eligible for a particular letter grade, you must fulfill all the requirements for it; if you fail to meet requirements for a grade in one area, you are not eligible for that grade.

If you fulfill all of the requirements for a C, you are eligible to submit a portfolio. Every course has a number of Student Learning Outcomes (SLOs). These are skills/abilities/tasks that students who pass the class should be able to demonstrate by the end of the course. Therefore, in order to pass this class, you must submit a **final portfolio** of your writing that **demonstrates competence** in ALL the SLOs for our course.

The SLO’s are as follows:

1. Write multiple source-based essays of at least 1,200 words that includes:

1. an introduction, multiple paragraphs, and conclusion

2. an arguable thesis sentence

3. supporting details that exhibit critical thinking and use secondary sources

4. correct MLA format, including a works cited page

5. sentences that exhibit a command of sentence structure with minimal grammatical errors

6. use of third person

7. awareness of writing to specific audience

8. an avoidance of intentional and unintentional plagiarism

2. Complete a timed essay independently in class

3. Analyze different ideas and information found in readings and incorporate them into writing

The Portfolio will be graded on the following basis:

 Not Passing: The Portfolio does not meet all of the objectives.

 Passing: The Portfolio meets all objectives.

 Excellent: The Portfolio demonstrates mastery of all objectives.

Grading Contract Grid:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| To be Eligible for… | Number of Missing Minor Assignments: | Number of Absences: | Number of Missing or Incomplete Essays or Workshops: | Final Portfolio Grade: |
| A | No more than 1 | No more than 1 | 0 | Excellent |
| B | No more than 2 | No more than 2 | 0 | Passing |
| C | No more than 3 | No more than 3 | No more than 1 | Passing |
| D | No more than 4 | No more than 4 | No more than 2 | Not passing/ Not Eligible to submit |
| F | 5 or more | 5 or more | 3 or more | Not passing/ Not Eligible to submit |

*Viewing Your Grade:* I use a program/website called Engrade to monitor and calculate grades & attendance. You can check your grades 24/7 via web or the Engrade app. If you notice a discrepancy, please notify me.

**Plagiarism**

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 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 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 contributors to work done in collaboration, submitting duplicated 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. For more information, contact the Vice President of Student Services’ Office or the Vice President of Instruction’s Office.