***English 1A: Reading and Composition***



Reedley College, Summer 2016

**Instructor:** William Anderson

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**Office Hours:** By Appointment Only

**Course Information:** English 1A

M/T/W/Th Classroom Complex 1 Room 207 8:00-10:50 a.m.

***Course Description***

*English 1A:* Students will read, analyze, and compose college-level prose, with emphasis on the expository; study writing as a process; explore different composing structures and strategies; edit and revise their own writing; and conduct research (gather, organize, evaluate, integrate, and document information), culminating in a term research paper and annotated bibliography. Students will write a minimum of 6,000 words in formal academic language.

***First-Year Writing Program Outcomes and Goals***

At the end of English 1A students should be able to:

1. Write a documented research paper of at least 3,000 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).

Goals:

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| *In the process of completing this course, students will:* |
| 1. Write multiple essays that range from 500 – 3,000 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***

* Green, Stuart and April Lidinski. *From Inquiry to Academic Writing: A Text and Reader.* 3rd Edition. Bedford/ St. Martin: Boston, MA, 2012.
* Mary Shelley. *Frankenstein.* Dover Thrift Edition
* Recommended: Sommers, Nancy and Diana Hacker. *A Writer’s Reference*, *(with Writing in the Disciplines)* 7th Edition. Boston, MA: Bedford / St Martins. 2012. Print.
* USB Drive or equivalent device for storing written work.
* Much of this class will be as paperless as possible, we will be using the class computers almost every session. Please have your textbooks) during every class period. We will also be using smartphones (those of you that have them) throughout the semester though they are not a class requirement.

***Projects and Assignments***

Class Participation: 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 done the daily reading 2) have the homework done for the day, 3) have thought about the homework, will come with questions, experiences, thoughts, challenges 4) be willing to take risks by discussing things you don’t understand or by bringing topics to our discussions.

Group Collaboration: Collaboration or being able to create as a group will be of the utmost importance to you as a student and as a citizen of our ever more connected electronic world. Therefore, a key component to this class will be collaborative work in the form of peer response to drafts of formal and informal writing, shared creation activities and online, ongoing collaborative dialogue. Students will be expected to share their ideas, projects and writing with their peers in order to get feedback about how to revise, reevaluate, and conflate ideas in order to better address different audience’s questions, challenges, and responses. This means that everyone will need to share their writing and collaborate with others AND strive to be a good reader of peer drafts, exercises and ideas. Collaboration 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 collaborate in this class, but know that I will expect you will share almost everything that you do with your peers and be open to working with them to create. 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: 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 discussion boards, reading and vocabulary journals, for the purpose of developing your abilities as a writer.

Formal Writing Projects: In this class, you will have four 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.

Attendance:

* Regular attendance is essential and will be documented.
* You are required to let me know by email if you need to be absent for a reasonable excuse that you do not want counted against your attendance.
* Students who do not attend the first class meeting will be dropped unless they have contacted me before the first class with an acceptable reason for why they must miss the first day. Students who add or choose to drop the class are responsible for completing the process through Web Advisor. Any student who does not add by the 2nd week will not be allowed to add the class after that.

Lateness and Leaving Class:

* You’ll each agree to come on time or early to class, and you’ll agree to stay in class once you are here. Walking into class late 2 or 3 times in a semester or needing to step out to use the restroom once or twice is understandable, but coming habitually late every week, stepping out of class regularly to answer your phone, send a text message, get a drink, or leaving class habitually early is not. This is disruptive and it disrespects the community of learning of the class. If you are late to class, you are still responsible to find out what assignments or instructions were made. *Leaving class ten minutes or more before class ends or coming to class ten minutes or more after class starts constitutes a tardy. TWO tardies equal one absence.*

Sharing and Collaboration:

* You will work cooperatively in groups. Be willing to share your writing (in class and on Blackboard), to listen supportively to the writing of others, and, when called for, give full and thoughtful assessments that consistently help your colleagues.

Late Assignments:

* **You may turn in a late assignment if you speak with me and we come to some kind of exception agreement. Otherwise, no late assignments will be considered.**

Journals, Homework 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’ and my assessments.
* *Copy Editing*: Your writing must be well copy edited – that is, free from virtually all mistakes in spelling and grammar. You may 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 journals 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.

Course Grade

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| --- | --- | --- |
| TASK | % of Final grade | possible Points |
| Essay #1: Analysis of Academic Text | 25% | 250 |
| essay #2: Pre-Research Relative Essay | 25% | 250 |
| essay #3: Literary Research Paper (Proposal Paragraph, Annotated Bibliography, and Works Cited) (2 revisions) | 40% | 400 |
| Participation / Homework | 10% | 100 |
| TOTAL | 100% | 1000 points |

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69% not passing  
F = 0-59% not passing

**Schedule of Classes (SOC) Rev. 1**

This Schedule of Classes May Be Revised

Always Check for Latest Revision

*From Inquiry to Academic Writing (FIAW)*

*Frankenstein (F)*

*Class Handout Reading (HO)*

*Blackboard (Bb)*

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| Date | FOCUS of CLASS | READINGS and HOMEWORK DUE |
| **WK 1**  **6.20 M** | Introduction, Syllabus, what is an Academic Conversation as it pertains to literary research?  Introduction to Essay #1 |  |
| **WK 1**  **6.21 T** | Elevated Annotation: How do we take apart a text and study it? | FIAW Chapter 1: 1-28.  Find Frankenstein Research Essay for Analysis. Bring to class for discussion. |
| **WK 1**  **6.22 W** | Identifying Main Claims, Projects and Goals | HO: Writing as a Process: Strategies for Effective College Level Writing. |
| **WK 1**  **6.23 TH** | Frankenstein in class discussion #1 | FIAW Chapter 2: From Reading as a Writer to Writing as a Reader. 29–54.  **(*F*) Up to Chapter 6 (Pg. 40).** |
| **WK 2**  **6.27 M** | Introduction to Essay 2. Pre-Relative Essay work. | **Essay #1 Due on Bb** |
| **WK 2**  **6.28 T** | Summarization Versus Paraphrase in Class Exercises. | FIAW Chapter 3: From Identifying Claims to Analyzing Arguments 55-78. |
| **WK 2**  **6.29 W** | Developing a Strong Main Claim (Thesis). | Bring working main claim to class. |
| **WK 2**  **6.30 TH** | Frankenstein discussion #2 | **(*F*) Up to Chapter 12. (Pg. 81).** |
| **WK 3**  **7.4 M** | **Independence Day – No Class** |  |
| **WK 3**  **7.5 T** | Turning Research Questions into a Main Claim | FIAW Chapter 4: From Identifying Issues to Forming Questions. 73-98 |
| **WK 3**  **7.6 W** | Database research techniques | Please bring laptops or tablets if you have them. |
| **WK 3**  **7.7 TH** | Frankenstein Discussion #4 | **(*F*) Up to Chapter 20. (Pg. 120).** |
| **WK 4**  **7.11 M** | Introduction to Essay #3 Frankenstein Literary Research Essay | **Essay #2 Due on Bb** |
| **WK 4**  **7.12 T** | Review | FIAW Chapter 5: From Formulating to Developing a Thesis. 99-119. |
| **WK 4**  **7.13 W** | Grammar and Punctuation Seminar | Essay #3 Proposal due on Bb |
| **WK 4**  **7.14 TH** | Frankenstein Discussion #4 | **(F) Finish Book** |
| **WK 5**  **7.18 M** | Frankenstein Quiz  Annotated Bibliographies | FIAW Chapter 6: From Finding to Evaluating Sources. 120-138. |
| **WK 5**  **7.19 T** | MLA Conventions Seminar |  |
| **WK 5**  **7.20 W** | Finding and Evaluating Sources. How do we Conduct Academic Research? | Annotated Bibliography Due |
| **WK 5**  **7.21 TH** | Summary / Quotation / Paraphrase / Synthesis Review and Activities. | FIAW Chapter 7: From Summary to Synthesis 151-210 |
| **WK 6**  **7.25 M** | Sentence Construction Seminar Activity  Peer Review Workshop | **Essay #3 Draft due for Peer Workshop** |
| **WK 6**  **7.26 T** | Paragraph Development Seminar | FIAW Chapter 8: From Ethos to Logos 211-256 |
| **WK 6**  **7.27 W** | Writing Effective Introductions and Conclusions | FIAW Chapter 9: From Introductions to Conclusions |
| **WK 6**  **7.28 TH** | Final Discussions | **Essay 3 Due on Bb** |