995 N. Reed Ave.

Reedley, CA 93654

reedleycollege.edu



English 1A Reading and Composition

**Course Syllabus**

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| **Semester/Year:** Spring 2017**Section:** 59154**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 |
| **Dates:** Jan 9 – May 19**Time:** Fri 8:00-9:50 and online **Room:** CCI 207 |

**Course Description**

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.

**Hybrid Format**

This is a hybrid class, where there is a carefully planned blend of both traditional classroom instruction and online learning activities. Half of the class instruction will be conducted online through Canvas. You must participate online weekly, completing requirements such as studying lessons or contributing to discussion forums to maintain attendance. You must also come to class on Fridays. Both forms of attendance and participation are required.

**Required Texts**

*The White Tiger,* Aravind Adiga

*We Need New Names,* NoViolet Bulawayo

*The Curious Researcher*, Bruce Ballenger (7th or 8th edition)

**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:
* 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
1. Complete a timed essay independently in class
2. 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:* |
| A. 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.

B. Write an organized essay(s) with thesis and adequate support independently within a class period. C. 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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**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.*

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| Class Participation & Writing |  150pts  |
| Quizzes |  50pts |
| In-Class Essay Exams |  100pts |
| Annotated Bibliography |  50pts |
| Essays**Total** |  650pts1000pts |

*Final Grades*

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

**Assessment**

**Class Participation and Writing Responses –  150 pts.** Your participation includes your contribution to general class discussion and small group activities both in class and online. There are also frequent assignments, such as revision workshops and reading responses. Missed in-class activities cannot be made up. Lack of attendance or arriving late to class will impact your final participation grade. You will be required to complete some reading responses ahead of time and bring to class for workshops and discussions. In addition, groups will present on one of the two novels.

*Group Presentation -* Groups will give a 15 minute presentation on an aspect of their chosen novel (topics and guidelines will be provided). Groups will be graded by the class and instructor based on the content, clarity, creativity and cooperation demonstrated in their presentation.

**Quizzes – 50pts.**There will 10 quizzes on assigned readings from from *The White Tiger, We Need New Names,* and *The Curious Researcher*. Questions will be a combination of multiple choice and open response. Your quiz scores (each worth 5pts) will be added to calculate your final quiz grade. Missed quizzes cannot be made up.

**Timed Essay Exams - 100pts** There will be two in-class essays (50 points each). These will be narrative/descriptive essays based on personal experience. No outside sources are required. There is no length requirement but each essay should be fully developed with an introduction, thesis, supporting body paragraphs and a conclusion. You will be given two prompts to choose from and will have 100 minutes to complete the essay.Bring pens and a A4 sized bluebook to essay exams*.* Essays will be graded on the thesis, development of ideas, organization, and grammar and mechanics.

**Essays – 700pts.**  The majority of your grade will be based on three essays: an analysis of *The White Tiger,* (100 points), an analysis of *We Need New Names* (150 points) and a research paper, (400pts). In preparation for the research paper you will compile an annotated bibliography (50pts). Essays will be graded on the thesis statement, organization, development of ideas, use of sources, and clarity based on correct grammar and appropriate style. See rubric for additional criteria. All essays are due at the start of class on the due date, both as a paper copy and uploaded to Turnitin.com, a plagiarism checking website.

*Analysis of* The White Tiger *- 100 pts.* For this 3-5 page essay you will discuss a theme within the novel and make an assertion about the theme using relevant quotations from the novel to support your ideas. Detailed guidelines will be provided.

*Analysis of* We Need New Names *- 150 pts.* For this 4-6 page essay you will compare aspects of the novel using relevant quotations to support your ideas. Detailed guidelines will be provided.

*Annotated Bibliography – 50pts.*An annotated bibliography is a useful tool in the research process. In preparation for writing your research paper, you will locate at least 7 credible sources and provide a brief annotation for each. This should be typed and follow MLA format. Guidelines and examples will be provided.

*Research Paper – 400pts.* For the research paper (7-10 pages) you will choose from a list of provided topics based on course themes and find a narrow focus within it. After investigating the issue, through a variety of credible sources, you will provide a clear thesis and then develop your opinion by using at least 7 sources to support all main aspects of your paper. This assignment will be in MLA format and it will include in-text citations and a Works Cited page. Your sources should be reliable, authoritative and varied. Additional guidelines will be provided.

**Class Policies**

*Late Assignment/ Paper Policy:*Certain missed assignments, such as in-class activities and quizzes, cannot be made up. To receive full credit, essays are due at the beginning of the class session on the due date (both as a hard copy and uploaded to Turnitin via Canvas). Each day late will result in a 5% loss in the essay grade.

*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. Attendance online on a weekly basis is also required. If you do not complete the online assignments during the week they are due this is considered an absence. Any student who misses more than 3 class sessions may be dropped.

*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.

*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.

**Reedley College Policies (see page 45 of the RC 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.*

**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.

**Changes to the Syllabus/Schedule**

The instructor reserves the right to make changes as necessary for the benefit of the class to change policies on the syllabus or dates on the schedule.  Missing class or not checking Canvas is not an excuse for not being aware of any changes that are made to the schedule or the syllabus.

**Important Dates**

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| Jan 9 | Start of spring 2017 semester |
| Jan 16  | Martin Luther King, Jr. Day observance (no classes held, campus closed)  |
| Jan 27  | Last day to drop a full-term class in person (to avoid a “W”) |
| Feb 17 | Lincoln Day observance (no classes held, campus closed) |
| Feb 20 | Washington Day observance (no classes held, campus closed) |
| April 10-13 | Spring recess (no classes held, campus open) |
| April 14  | Good Friday observance (no classes held, campus closed) classes reconvene April 17 |
| May 15-19 | Spring 2017 final exams week  |
| May 19 | End of semester / commencement |