Syllabus English 132

Instructor: Heather Paul

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Ext: 3256 Office: Annex 6 (Please see map for location of office, etc.)

Office Hours:

Classes:

English 132

Sections:

53284 MW 9-10:50 F 9-10:50 HYBRID

55404 TTH 11-12:50 F 11-12:50 HYBRID

55405 MW 11-12:50 F 11-12:50 HYBRID

**General Description:**

In this course, students will develop academic reading and writing skills and processes. Students will develop basic reading skills into college-level proficiencies in vocabulary usage, literal comprehension, and analytical and critical comprehension. Students will use readings to enhance their writing skills and to learn how to integrate and document sources. Students will also develop the process of writing, revising, and finishing essays, which includes the logical development and organization of ideas. Emphasis will be on expository reading and writing. This course prepares students for English 1A, and it should be taken in a student's first or second semester. This course is not intended for students who have taken English 252, English 262, English 125, or English 126. (A)

**Required Materials:**

Red Rising by Pierce Brown. You will need this book in class by September 4 (though if you get it before then, great).

You need a **stapler** please. I don’t carry one. And I am not the most organized person. So you need to staple your pages together before turning them in.

**Blue or Black Pen or Pencil for everyday work**

**Pen of a different color.** Something other than what you usually use for when we grade in class.

**Printing.** You’re going to be printing quite a bit for this class. So you are going to need some spare change, or a ream of paper for your printer. The Library and the Reading/Writing Center both offer copying services.

**Sticky notes.** They are the greatest thing ever invented. Invest in some.

**Microsoft Word or the ability to export your document into Word**. I can only accept documents submitted to Canvas in Word format. Word is available for free to students.

**Grading Scale:**

Written Assignments: 10%

Discussion/Participation/Quizzes: 30% Essays: 60%

**Written Assignments:**

Includes all of your in class assignments. Including but not limited to group work, reading responses, etc. One of our class meetings is held online. You are responsible for completing this portion on your own time! **Most of these assignments will be graded for Thoughtful Completion.**

**Discussion:** Discussion includes participation in in-class conversations, projects, and more formal discussion board postings on Canvas. **Most of these assignments will be graded for Thoughtful Completion.**

The success of my class is really dependent on community. The building of a community in the classroom is something that I take very seriously and put a lot of effort into. In light of that, I really appreciate when my students help me with this task. When students offer up answers, or engage in discussion, the class goes by faster, we all learn more, and in general, the class grades go up. Please participate.

**Essays:**

There will be four essays over the course of the semester. They will be related to the theme that we are reading about. Remember that we are learning. So, I expect you to try your best, and learn from your mistakes. We will work from a rubric to grade these essays.

**I will accept one essay revised, for re-grading.**

**Attendance:**

Please attend class on time and prepared. If you are absent that will not be an excuse for not completing work. I make every attempt to keep Canvas up to date with assignments. Please check there if you are absent and wanting to make up work. If there is nothing there, please feel free to contact me. If you are absent four hours from class by the end of the ninth week, you will be dropped from the course. After the drop date, you will receive an F.

**Students with Disabilities:** I am happy to help all of my students successfully complete my class. Students with disabilities are no exception. Students with physical or learning disabilities will receive reasonable accommodations for learning and evaluation. Students with such disabilities should identify themselves to the college and to the instructor as soon as possible so that reasonable accommodations can be made within the course. To be most successful, students with learning disabilities should arrange for learning accommodations in this course before instruction begins. If you have a verified need for an academic accommodation or materials in alternate media (e.g., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act, please contact me as soon as possible. For more information, contact the Reedley College Disabled Student Services (DSS) Program in the DSS building (ext. 3332).

**Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. 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, of failing to disclose research results completely.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one’s own work. 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 indifferent courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and copyrights.

All incidents of cheating and plagiarism will be regarded very seriously and will 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.

PLAGIARIZED ASSIGNMENTS OR ASSIGNMENTS ON WHICH A STUDENT HAS CHEATED WILL RECEIVE ZERO CREDIT.

Course Outcomes:

Upon completion of this course, students will be able to:

1. **Apply college-level, academic reading skills to read approximately 500 pages of academic texts, employing all stages of the reading process as necessary and appropriate.**
2. **Apply semantic, syntactic, and morphological clues to discern unfamiliar vocabulary.**
3. **Analyze college-level, academic reading materials on a literal comprehension level (including topic, main idea, supporting details, and patterns of organization).**
4. **Analyze college-level, academic reading materials on a critical thinking level (including inferences, author’s purpose and tone, bias, and argument).**
5. **Incorporate ideas and information from readings into writing.**
6. **A timed in-class essay completed independently.**
7. **Write multiple source-based essays of at least 1,200 words that include:**

* **an introduction, multiple paragraphs and conclusion**
* **an arguable thesis sentence**
* **supporting details that exhibit critical thinking**
* **use secondary sources**
* **correct MLA format, including a works cited page**
* **sentences that exhibit a command of sentence structure with minimal grammatical errors**
* **use of third person**
* **awareness of writing to specific audience**
* **an avoidance of intentional and unintentional plagiarism**

**Syllabus is subject to change.**