# English 1A Course Syllabus[[1]](#endnote-1)

| **English 1A** | **Mr. Jeremiah Henry** |
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| Office Hours | Fridays | 1pm to 4pm |
| Course Information | English 1A (4 units) |
| Section 54376 | *TTh 1:00-2:50pm | Hum 62* |
| Section 54377 | *TTh 3:00-4:50pm | Hum 62* |

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## Course Overview & Expectations

**As per Reedley College…**

In 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.

**As per me…**

With our increasing interdependence on electronic technologies to communicate to one another, the importance of being able to communicate with written language cannot be understated. Good writing skills, then, are essential to a meaningful and engaged life: hardly a day goes by when we do not send a text message or an email or post a status update or respond to something we encountered on social media. Additionally, a variety of jobs in the professional world require from us a variety of written tasks: notes on a project, evaluations of our work or progress, communiques to colleagues and supervisors, and more. In these contexts, the clearer and more polished your writing is, the more favorably your audience will react and respond to you.

These are some of the reasons why, in all of my reading and writing courses, I strive to create a context that invites you to write not for your English teacher but for more specific *real* and *ideal* sets of audiences that really matter to you. When we write in most contexts, we write because we’re motivated to respond or we *need* to respond to something that we have encountered in the world. Thus, writing often becomes a social act because it identifies and responds to an ongoing conversation.

## Course Learning Objectives & Student Learning Outcomes

For English 1A, Reedley College expects students to gain proficiency in the following areas:

### Reading Skills

Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose. Readings include one full book as one of two or three main works, in addition to other readings. (Although readings may include fiction, the course emphasizes analytical treatment of issues, not the study of literature per se.)

### Writing Skills: Critical and Analytical

Apply a wide variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support. Essays will be analytical and normally around 1500 words (5 pages) or so in length, and will include at least one research-based, long essay with a minimum of 2,100 words (around 8 pages). (Note: the word count for the course is 6,000 words minimum in formal, long essays. As a guide, this would be four to five essays, not counting other presentations, projects, critiques, or responses.)

Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

### Writing Skills: Writing as a Recursive and Rhetorical Process

Develop varied and flexible strategies for generating, drafting, and revising essays, with substantial emphasis on process writing and peer collaboration.

Analyze stylistic choices in their own writing and the writing of others.

Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate MLA style documentation.

### Presentation of Ideas

Proofread and edit essays for presentation so that they exhibit no disruptive errors in English grammar, usage, attributions, or punctuation.

### The Short List of Student Learning Outcomes (SLOs)

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

1. Write a documented research paper of at least 1,500 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
   * demonstration of 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)

## Required Texts, Materials and Expenses

* Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing: A Text and Reader*. 4th ed., Bedford / St. Martin's, 2018. ISBN: 978-1319089658
* Graff, Gerald and Cathy Birkenstein. *They Say, I Say*. 4th ed., New York: W.W. Norton, 2014. ISBN: 978-0393617436
* Resources posted on our course’s Canvas.
* A computer or tablet and access to Canvas.
* [MLA Style Guidelines on the Online Writing Lab at Purdue University](https://owl.english.purdue.edu/owl/resource/747/01/) (OWL)
  + https://owl.english.purdue.edu/owl/resource/747/01/
* Ongoing access to your work for the course for use in class and group discussions and activities.

### Recommended (but not required) Textbook(s) and Materials

* Hacker, Diana, et al. *A Writer's Reference*. 9th ed., Bedford/St. Martin's, 2018.
* A Google Drive account with access to Google Docs and Google Slides.

## Reading and Writing Assessment Dimensions

At the end of English 1A, students should be able to demonstrate competence in the following areas which will be used as guiding principles to assess reading and writing throughout the semester:

1. Understand and practice effective, academic reading strategies, processes, and assessment of written work, including participating meaningfully in a community of readers and writers.
   1. READING/WRITING STRATEGIES: Demonstrate or articulate an understanding of reading strategies and assumptions that guide effective reading, and how to read actively, purposefully, and rhetorically
   2. REFLECTION: Make meaningful generalizations/reflections about reading and writing practices and processes
   3. COMMUNITY PARTICIPATION: Articulate or demonstrate meaningful participation in a community of readers/writers, and ethical and self-conscious practices that address the concerns of that community of reader/writers (e.g. using and giving feedback on drafts in peer response groups)
2. Understand and practice effective, academic summary, demonstrate rhetorical awareness and purpose, enter academic conversations, and make analyses and connections from/with research.
   1. SUMMARY/CONVERSATION: Demonstrate summarizing purposefully, integrate “they say” into writing effectively or self-consciously, appropriately incorporate quotes into writing (punctuation, attributions, relevance), and discuss and use texts as “conversations” (writing, then, demonstrates entering a conversation)
   2. RHETORICALITY: Articulate or demonstrate an awareness of the rhetorical features of texts, such as purpose, audience, context, rhetorical appeals and elements, and in writing rhetorically, discussing similar rhetorical features in texts we write versus texts we read.
   3. INTEGRATING RESEARCH: Demonstrate analyzing research to develop an argument, incorporating others’ ideas (through quotations, summary or paraphrase) into writing effectively or self-consciously, and appropriately integrating citations into text (punctuation, attributions, relevance)
3. Practice appropriate language use, clarity, proficiency in writing, and citation mechanics.
   1. LANGUAGE COHERENCE: Have developed, unified, and coherent paragraphs and sentences that have clarity and some variety.
4. Practice appropriate MEDIA & DESIGN standards for specific audiences given specific purposes for those audiences and genres.

## General Education Outcomes

### Reedley College

English 1A meets the General Education Area D-1 *Language and Rationality* requirement for Reedley College’s graduation and/or transfer.

### California State University

English 1A meets the General Education Area A-2 Written Communication requirement transferrable to CSU, which include these outcomes:

1. Demonstrate appropriate language use, clarity, proficiency in writing, and citation mechanics.
2. Demonstrate effective academic reading strategies and processes, as well as critical evaluation of written work.
3. Demonstrate effective academic summary, rhetorical awareness and perception, and analysis and synthesis of information.

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

### Small Group Workshops

A key component to this class—and to the practice of real writers—is peer response to drafts of formal and informal writing. Students will be expected to share their writing with their peers in order to get feedback about how to revise the writing to better address an audiences questions, challenges, and responses. This means that everyone will need to share their writing with others AND strive to be a good reader to peer drafts. Workshoping 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 workshop in the class, but know that I will expect you will share your texts with your peers and be open to their response. 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 blogs, journals, and portfolios for the purpose of developing your abilities as a writer.

* **Discussions, Journals, and Blogs** are opportunities for you to try out strategies in response to the readings we do and discussions we have in class. These writings are generally informal in nature and typically need to be at least 200 words in length. Blogs will be turned in on Canvas.
* **Labor & Mindfulness Journals** are opportunities for you to mindfully reflect on your labor, your reading and writing practices, and how the course is going for you so far. We will do mindfulness journals on a weekly basis—some will be prompted; others will be free-writes. We will often begin these journals at the beginning of “Part 1” for the week and formalize them on Canvas by the end of the following day.
* **Portfolios** are opportunities for you to present your very best work demonstrating who you have become as a reader, writer, and thinker throughout our course of study.

### Formal Writing Projects

In this class, you will have three 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 a public intellectual. 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 portfolio. Following is a quick breakdown of the formal writing required in this course:

* Project 1: Why Literacy? (1200-1500 words)
* Project 2: Rhetorical Analysis (1500-2100 words)
* Project 3: Arguing a Position (2100-2400 words)
* Project 4: Final Portfolio Reflective Cover Letter (900-1200 words)

### Midterm & Final Portfolio

At the midterm and end of the semester, you will create a representation of your work as a writer in this class. For the midterm portfolio, you will need to choose at least 5 pages of formal writing from our class and write a 2-3 page reflective cover letter that discusses your learning up to this point. For the final portfolio, you will include all of your formal writing projects to represent who you have become as a writer and write a 5 page reflective cover letter that discusses your learning over the entire semester. **Your portfolio will be assessed according to the six portfolio dimensions, which are also listed above under reading and writing assessment dimensions.** In addition to my assessments, your classmates will read and assess your portfolios as well.

### Midterm & Final Portfolio Assessments

Being able to assess writing is key to being a good writer, which is why the first-year writing program believes that students should have an opportunity to assess their peers’ portfolios. Assessment means that you will make a judgment about the quality of your peers’ portfolios based on the five portfolio dimensions (which we will discuss in class later in the semester). **Participation in these assessments is required for passing the class.** The final assessments will be during our final exam period (note there is no final exam or test for this course — we do portfolios in lieu of exams).

## Course Policies & Code of Conduct

### Common Policies

While we may adjust these, and add to them, here are the common policies in most of my past classes. In order to do well in this class, you should be prepared to do the following:

* Take full and active responsibility for your participation, writing, input in discussions, and progress in this course;
* Give courtesy and respect to everyone;
* Participate daily in all in-class activities and conversations;
* Stow away smartphones on silent mode;
* Come to class each day and stay abreast of all assignments’ criteria and follow them (see “Attendance” section below);
* Complete/Do all assignments as directed and in the spirit they are asked of you (see Grading Contract also).
* If it becomes apparent that we are struggling to take ownership and responsibility for our own learning (particularly in terms of reading and willingness to discuss the readings), reading quizzes will be implemented and added to our grading contract.
  + I want our underlying motivation for our labor to be our learning, not our grades. Consider our education being the thing at stake, not our grade; however, if needed, we will add stakes to our grades if learning and education are not strong enough motivators for a good faith effort from the student body.

#### A few other important polices you should know (all are strictly enforced):

* In-class work, quizzes, and exercises CAN NOT be made up.
* If you think you will have trouble complying with an assignment’s criteria, please talk to me in class or email me well before the due date. This does not guarantee an extension, but the class may be more understanding if you have given us advance notice.

### The Paradox of Tolerance

Should everything be tolerated in a perfectly tolerant society—including intolerance? In his book *The Open Society and its Enemies*, Philosopher Karl Popper says no, for the tolerance of intolerance will certainly lead to an intolerant society. A tolerant society, then, if it wishes to remain tolerant, must not tolerate intolerance least that tolerant society collapse upon itself; therefore, statements and attitudes that consciously denigrate all current and future diversities are not welcome in this course and will be dealt with appropriately. Moreover, I will strive to help serve as your guide in helping you discover and craft language that is peaceful and respectful in honoring both our similarities and our differences.

### Attendance and Participation

Because English 1A is primarily a discussion, activity, and lecture-based course, regular participation is expected. Missing more than 84% of the course before the drop deadline will lead you to being administratively dropped from the roster; only students participating 84% or more of the course sessions may be eligible to submit a final portfolio for the course. If we meet once a week, this means you may miss up to 3 class sessions. If we meet twice a week, you may miss up to 6 class sessions. Please double-check your schedules and other activities this semester. If you cannot meet this requirement, you will struggle to do well in this course. By “participation,” I mean that you must meet the following criteria:

* Be fully prepared for class (bring homework, have read the selections for each day, etc.),
* Participate fully in all activities and discussions (avoid being distracted by your mobile devices), and
* Arrive on-time or early to class.

### Technology in the Classroom

In my experience, the use of smartphones in the classroom typically invites more problems and challenges than it helps. Yet I do want to embrace the use of 21st century tools in our 21st century educational context; therefore, I am happy to allow the use of laptops and tablets so long as the use thereof fits our learning context at the time. Please keep your smartphones on silent mode and put away, however. I define “put away” not as sitting on your desk—face up or face down—but stowed away in your bag. If there’s ever an appropriate time to use headphones, I’ll be sure to let you know. Otherwise, please consider the use of headphones during class inappropriate and disrespectful.

### Plagiarism

Remember to always quote and cite your sources appropriately, even if they are unpublished or from friends or classmates. An unacknowledged paraphrase, a patchwork from several sources, as well as the submission of someone else’s work (published or not), all constitute plagiarism in the eyes of academia and could lead to a failure of this course. For this (and every) class, I advise against looking at “example essays” online – avoid sites like 123helpme.com or free-essays.com or whatever. Down there a dark path lies. Trust yourself to do your own thinking. Please ask questions if you’re ever unsure BEFORE you turn in work. Ignorance is not an acceptable excuse.

Part of this course’s curriculum is designed to teach about plagiarism, to responsibly document and cite sources, and how to appropriately summarize, paraphrase, and directly quote the language of other thinkers. However, should instances of plagiarism arise during the course of our study, I will consult with students on a case-by-case basis. You may read more about my [personal policies concerning plagiarism](http://www.jeremiahhenry.com/classroom-policies/) on my website (<http://www.jeremiahhenry.com/classroom-policies/>).

You can find out more about Reedley College and the State Center Community College District’s policies on plagiarism in the course catalog. See “Campus Policies.”

### Student Access and Ability Center

In all my preparations and planning, I strive to provide an encouraging and dynamic learning environment for all my students and as wide a variety of learning styles as I can. However, there may be better ways I can accommodate those who have special learning needs. Please see me immediately when and if you have trouble fully participating or engaging in the class’s activities and work.

Additionally, 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 or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

## Grading Contract

A grading contract is a method of assessment that refocuses the class and the students onto the work of the course rather than the hoops needed to jump through to get a particular grade. Conventional grading often leads students to think more about grades than about learning. Sometimes grades even lead to the feeling that you are working *against* the teacher or having to hide a part of yourself from him or her. For these reasons, I am using a contract for grading in our class.

You may access the full course grading contract on Canvas under the “Syllabus” link.

## Deadlines

### Add & Drop Deadlines

The deadline to drop with a refund is by **no later than the end of the second week** of instruction for full-length classes.

The deadline to add or to drop and avoid a “W” on your transcript is by **no later than the end of the third week** of instruction for full-length classes.

The deadline to drop and avoid a letter grade being recorded on your transcript is by **no later than the end of the ninth week** of instruction for full-length classes.

## Academic Resources for Student Success

### Student Services

Reedley College offers a variety of student services including but not limited to the following:

* Tutorial Services
* Extended Opportunity Programs (EOP)
* Counseling
* Child Development Center
* Student Access and Abilities

For more information, I encourage you to visit Reedley College’s “[Student Services](https://www.reedleycollege.edu/student-services/index.html)” web page (https://www.reedleycollege.edu/student-services/index.html).

### The Writing Center

The RC Reading and Writing Center is located in HUM 58. Stop by to enroll in English 272, weekly small group tutoring which is designed to help you on any writing assignment from any class. Walk-in appointments are available on the hour, and online tutorial consultations are available Monday through mid-day Friday.

The Writing Center is here to help you whether you are a beginning writer or a confident, experienced college writer. They can help you figure out what to do next and to help you learn the tools and strategies you need to do it. If you’ve ever gotten stuck on a paper, been unsure how to start or how to finish, or felt like you had too many ideas in your head, the Writing Center is the place for you. That’s just a small part of what the Writing Center has to offer. To learn more, I encourage you to [check out their web page](https://www.reedleycollege.edu/academics/tutoring-services/reading-and-writing-center/index.html) (https://www.reedleycollege.edu/academics/tutoring-services/reading-and-writing-center/index.html).

## Course Schedule

Our schedule of classes is available on Canvas under “Syllabus.” Given that our schedule is a living document that lives online, you should be able to look ahead at what we’re doing three weeks or more into the future at any time.

### Cancelled Classes

Should I ever need to cancel class, I will notify you via email and Canvas as well in advance as possible (usually with at least 24 hours’ notice). If this course is the only course for which you’re commuting, I advise checking your email and canvas before you make the drive.

## Final Exam Schedule

**Section 54376 (TTh 1:00-2:50pm)**

Our final exam period is Thursday, December 13th from 1:00-2:50pm. Your final portfolio is due in full one week before our final exam period.

**Section 54377 (TTh 3:00-4:10pm)**

Our final exam period is Thursday, May 10th from 5:10-7pm. Your final portfolio is due in full by the beginning of this class period.

## Change Log

Any changes to the course syllabus as of the beginning of the course will be noted here.

1. This syllabus and the schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibly to check on announcements made while you were absent. [↑](#endnote-ref-1)
2. While I make it my mission to be absolutely approachable and accessible, understand that teachers and professors are by no means tethered to their email accounts and are under no obligation to respond to emails within a certain timeframe. Only in rare cases do I respond to emails outside of regular working hours (and I would expect the same from any of my students). Avoid sending emails regarding classwork that you have missed or will miss due to being absent; first refer to the syllabus, the course schedule, Canvas, and your colleagues. [↑](#endnote-ref-2)