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| English 1A - Reading & Composition |

Class Sessions: Mon & Wed 8:00-9:50, Room: CCI 202

**Instructor**: Deborah Lyons

**Office / phone:** Annex 3 / 638-3641, ext. 3423

**Email**: deborah.lyons@reedleycollege.edu

**Office Hours:**  Mon (1:00-2:00), Tue (11:00-12:00), Thur (11:00-12:00), Fri (9:00-11:00)

**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 works cited. Students will write a minimum of 6,000 words in formal academic language. The theme for this course is “home and displacement.” We will study and respond to a variety of texts that explore this theme, including essays, poems, and a novel, as a means of practicing critical reading and academic writing.

**Instructional Methodology**

Class sessions will involve lectures, class discussions, group activities, and writing workshops. You will also use Canvas every week to do collaborative work, submit assignments, find readings, review class presentations, and complete out of class activities. Get into the habit of checking Canvas daily, or change your notifications settings to receive messages and announcements directly to your phone or email. In addition to class time, you should allow for 6-8 hours per week for independent study.

**Required Texts**

* *What is the What,* Dave Eggers
* *Reading Packet* (handouts in class and on Canvas)

**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 1,500 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 works cited 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)
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|   | **Objectives:** |
|   | *In the process of completing this course, students will:* |
|   | 1. Write multiple essays of at least 1,500 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 works cited 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
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**Grades**

*Final Grades\**

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

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| Class Participation | 15%  |
| Quizzes  |  15% |
| Essays**Total** |  70%100% |

*\*As per the English 1A Course Outline of Record and English 1A rubric criteria,* ***you must write a passing research paper and annotated works cited*** *to be eligible* ***to pass this class****.*

**Assessment**

**Class Participation – 15%.** Your participation includes your contribution to general class discussion and small group activities in class. There are frequent activities such as group presentations and revision workshops. Missed in-class activities cannot be made up. Lack of attendance or arriving late to class will impact your final participation grade.Your discussion posts on Canvas also count towards your participation grade. Late discussion posts will not be accepted.

**Quizzes – 15%.**There will quizzes based on all reading assignments. Quizzes will include a mixture of multiple choice and open ended questions. The questions are not meant to “trick” you but to encourage close reading and deep thinking and to give you an opportunity to practice writing about each text.

**Essays – 70%.**  The majority of your grade will be based on five essays. Essay 1 is an in-class, timed essay based on “Leave Your Name at the Border” by Manuel Muñoz, “Home at Last” by Dinaw Mengestu, or “My Two Lives” by Jhumpa Lahiri. Essay 2 is an analysis of *What is the What*, by Dave Eggers. In Essay 3 you will use Susan Sontag’s “Regarding the Pain of Others” to analyze an image. Essay 4 is an argumentative research paper investigating problems faced by a specific refugee group. In preparation for the research paper you will compile **an annotated works cited**. Essay 5 will be an in-class timed essay based on poetry by Sasha Pimentel and Warsan Shire.

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, as a paper copy and uploaded through Canvas to Turnitin.com, a plagiarism checking website. **Both the electronic and paper copies must be submitted on time to be accepted.**

**Class Policies**

*Late Assignment Policy:* **Late work is not accepted.** Missed in-class assignments, such as group presentations, revision workshops, writing activities, and quizzes, cannot be made up for any reason. Work submitted to Canvas after the due date will receive a zero.

*Essay Policy***:** Submit essays on time. **No essays will be accepted after the due date.** If you have extenuating circumstances that you can document, I may consider giving you a brief extension. In this case, you must contact me as soon as possible (before the due date is best). Computer failure, lost USB drives, or other technology “glitches” will not be accepted as a legitimate excuse for late papers. Get into the habit of saving all work online (or emailing it to yourself) as a safeguard. If you know that you will have limited access to the internet before an assignment is due, use a computer on campus or a public library. You can also email an essay directly to me if Canvas is unavailable to ensure that it your work is not counted as late. **Take responsibility for your timely completion of all assignments.**

*Absences:* Students are expected to attend all sessions of classes for which they are enrolled. Students will be dropped from the class if they fail to attend either of the first two class sessions of the semester. Students who come in after attendance has been taken will be considered absent. Students who leave early will be counted as absent. **Any student who has four or more absences by October 12, 2018 will be dropped**. Further, if you fall asleep during class, are on your phone, or use a computer for any reason other than what has been assigned for the class period, this will count as an absence.

*Professional Behavior:* Maintain a professional and respectful tone during our class discussions as well as in any online communication. No food is allowed in the classroom. Students will not be allowed to use their cell phones in class. Except for a note pad, pen, assigned text and handouts, all items including phones, backpacks, jackets (etc.) must be placed under the desk during class time. 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, work that should have already been completed for this class, etc.) **you be will counted absent for the day.**

*Respectful Learning Environment:* In this class we will discuss a range of topics and hear a variety of opinions. Your participation is expected and encouraged. Your kindness and respect towards others is also expected. Rudeness towards the instructor or other students will not be tolerated. Other disruptive behavior includes (but is not limited to) using your phone, falling asleep, talking while the instructor is speaking, and having conversations not relevant to the class. Students who are disruptive will be given one warning and then asked to leave for up to two classes should the poor behavior continue. Students who continue to be disruptive will be reported to the dean of students for further disciplinary action.

*Reedley College’s Disruptive Student Policy: “*Reedley College seeks to develop responsible, democratic citizenship among the students enrolled. Students are responsible for their conduct. Failure to adhere to the college’s standards will result in disciplinary action [... ] Reedley College’s Student Code of Conduct Policy (Board Policy 5520 and Educational Code 76032) authorizes an instructor to remove a disruptive student from his or her class for the day of the removal and the next class meeting” ([See page 49 in the RC 2017-18 Catalog](http://www.reedleycollege.edu/admissions-aid/Catalogs/Catalog_2017_2018.pdf)).

**Resources**

*Instructor Support:* If you have any concerns about the class, assignments, or your progress, please contact me as soon as possible. I am available during my office hours but also willing to meet after class or at another time that is mutually convenient.

*Reading & Writing Center:* Sign up for semester long group tutoring or drop in for help with a particular assignment at the [Reading and Writing Center](http://www.reedleycollege.edu/academics/tutoring-services/reading-and-writing-center/index.html). It is located in HUM 58. Students who sign up for tutoring, schedule time each week to work with a tutor and have shown a greater pass rate in English 1A classes.

*Students with Disabilities/Special Accommodations:* [Disabled Students Programs and Services](http://www.reedleycollege.edu/student-services/disabled-student-programs-and-services/index.html) provide specialized counseling, support services, and resources to students with temporary or permanent disabilities. For more information, contact Disabled Students Programs and Services at (559) 638-0332. If you are in need of an accommodation due to a disability please provide me with your notification of authorized services form from DSP&S so that arrangements can be made

*Other Resources:* There are MANY resources available to students on campus. To name a few: [Emergency Services](http://www.reedleycollege.edu/campus-life/911-emergency-services-and-safety.html), [Health & Psychological Services](http://www.reedleycollege.edu/campus-life/health-services/index.html), [Career & Employment Center](http://www.reedleycollege.edu/campus-life/career-services.html), the [Reedley College Library](http://www.reedleycollege.edu/campus-life/library/index.html), [Information for Dreamers](http://www.reedleycollege.edu/admissions-aid/financial-aid/financial-aid-programs/dream-act.html), and  [Counseling](http://www.reedleycollege.edu/academics/counseling/index.html). Please let me know if you have a question or need and I will do my best to put you in contact with the appropriate service.

**Student Rights & Responsibilities**

*Plagiarism:* **All projects must be entirely your own work**. You may not submit work you have written for another class. All essays will be uploaded to Turnitin.com a plagiarism checking website. Any work containing *any* material that you take directly from the internet or any other source (including your own work for another class) without proper documentation will receive a zero. Depending on the severity of the plagiarized material you may also be reported to the Dean of Instruction. To avoid this situation, speak with me as soon as possible if you are having difficulty completing an assignment.

**Reedley College Policies on Plagiarism:**

*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.

*Administrative Policies:* For a complete list of Student Conduct, Rights and Responsibilities, as well as the Grievance Policy, please refer to the Administrative Policies beginning on page 46 of the 2018-19 Reedley College Catalog.

**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**

August 13 (M) Start of Fall 2018 semester

August 24 (F) Last day to drop a Fall 2018 full-term class for full refund

August 31 (F) Last day to drop a Fall 2018 full-term class to avoid a “W” in person

September 2 (SU) Last day to drop a Fall 2018 full-term class to avoid a “W” on WebAdvisor September 3 (M) Labor Day Holiday (no classes held, campus closed)

September 14 (F) Last day to change a Fall 2018 class to/from Pass/No-Pass grading basis

October 12 (F) Last Day to drop a full-term class (letter grades assigned after this date)

November 12 (M) Veterans Day observed (no classes held, campus open)

November 22-23 (Th-F) Thanksgiving holiday (no classes held, campus closed)

December 10 (M) Final Exam 8:00

December 10-14 (M-F) Fall 2018 final exams week

December 14 (F) End of Fall 2018 semester