

Fall 2018 English 1A-English 205

English 1A-95016: Reading and Composition ✍ MW 10:00-11:50 (CC1 207)
 English 205-95017: Strategic Skills for Success in English ✍ MW 12:00-12:50 (CC1 202)

INSTRUCTOR: Professor Carey Karle
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 Phone: 559-638-0300 ext. 3421

Office Hours (CC1 214)
 Monday 9:00-9:50
 Tuesday 11:00-11:50
 Wednesday 9:00-9:50
 Friday – Virtual Office Hour 10:00-10:50
 Virtual office hour held through Canvas- Conferences

WELCOME!

The purpose of these courses is to assist you on your journey to becoming a better academic reader and writer. However, in order for these classes and me to assist you in this adventure, you must believe that reading, thinking, and writing well are important and serve a purpose in your life. You have to be willing to put in the time and effort necessary for success.

These particular sections of English 1A and English 205 are linked. Assignments will be interconnected between the courses; therefore, enrollment in both classes is required.

Catalog Descriptions

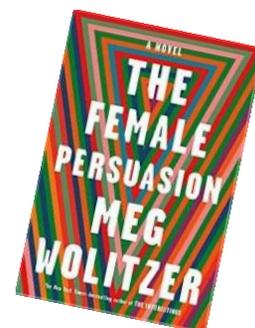
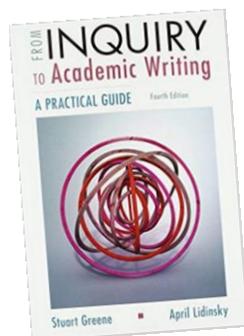
English 1A

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.

English 205

This course will be taught in conjunction with English 1A College Reading and Writing so that students can further their critical reading and writing skills for their English 1A course. Course will include assignments linked to and building on the English 1A coursework.

Required Materials



Student Learning Outcomes

English 1A

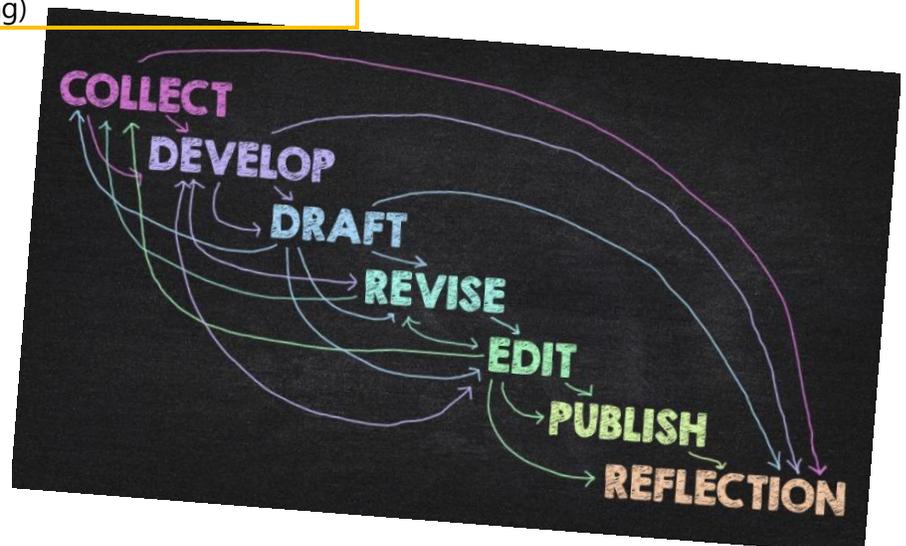
Upon completion of this course, students will be able to:

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)

English 205

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

1. Utilize the skills required to successfully complete English 1A.



Course Objectives

English 1A	English 205
<p>In the process of completing this course, students will:</p> <ol style="list-style-type: none"> 1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation. <ul style="list-style-type: none"> ○ 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 ○ 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 with thesis and adequate support independently within a class period. 3. Read and understand college level prose, including: <ul style="list-style-type: none"> ○ 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. 	<p>In the process of completing this course, students will:</p> <ol style="list-style-type: none"> 1. Further utilize appropriate pre and post reading strategies to analyze patterns of organization within a variety of texts. 2. Further demonstrate awareness of rhetorical situations: audience, purpose, and voice. 3. Further practice the writing process in support of students writing essays in English 1A. 4. Practice finding and evaluating sources for their credibility. 5. Improve in writing grammatically correct sentences that adhere to conventions of written English. 6. Revise essay drafts to improve, focus, and strengthen ideas. 7. Proofread and edit essays for clarity and use of academic language.

Lecture Content

English 1A	English 205
<ol style="list-style-type: none"> 1. Expository Essays and a Narrative-Descriptive Essay (at the instructor's discretion) <ul style="list-style-type: none"> ○ Reading, discussion of models ○ The writing process ○ Thesis and support ○ Paragraphing, topic sentence ○ Introductions and conclusions ○ Use of showing details to support assertions ○ Editing for grammar, punctuation, and usage 2. Planning, Developing, and Writing the Research Paper <ul style="list-style-type: none"> ○ Library and Internet research ○ Evaluation of sources for accuracy and reliability ○ Evaluating and selecting evidence which supports a defensible thesis ○ Summarizing with accuracy and academic respect ○ Paraphrasing with attribution ○ Use of quotation to develop, support, or refute an idea ○ Planning, organizing, and outlining information and ideas ○ Correct MLA documentation ○ Completion of an annotated bibliography ○ Reading discussions of arguments ○ Reasoning, refuting opposition ○ Avoiding fallacies 3. Full-length work: most instructors will include reading a full-length novel, book, short stories or poems 4. Assignments based on the work will vary 5. In-class timed essay <ul style="list-style-type: none"> ○ Planning and organizing ideas under pressure ○ Composing quickly ○ Editing independently and within given time 6. College-level reading skills <ul style="list-style-type: none"> ○ Analyzing/synthesizing ○ Interpretation ○ Evaluation ○ Compare/contrast ○ Drawing conclusions ○ Distinguishing fact from inference ○ Summarizing/paraphrasing 	<ol style="list-style-type: none"> 1. Reading strategies <ul style="list-style-type: none"> ○ Annotation ○ Patterns of organization ○ Vocabulary ○ Rhetorical Situation: Audience, purpose, and voice 2. Writing strategies <ul style="list-style-type: none"> ○ Generating ideas ○ Outlining ○ Creating drafts ○ Revising essays to improve, focus, and strengthen ideas ○ Editing essays for clarity and use of academic language 3. Finding and Evaluating Sources <ul style="list-style-type: none"> ○ Databases ○ Primary and secondary sources ○ Summarize, Quote, and paraphrase sources ○ Evaluate sources for credibility and currency ○ MLA format and guidelines ○ MLA Citation

Required Texts and Supplies

1. Flash drive
2. Greene, Stuart and April Lidinsky. *From inquiry to Academic Writing: A Practice Guide*. 4th ed. Bedford/St. Martin's, 2018. ISBN: 978-1-319-07124-0.
3. Wolitzer, Meg. *The Female Persuasion*. Riverhead Books, 2018. ISBN: 978-1-59448-840-5.

Required Course Work

English 1A		English 205	
Categories	Percentages	Categories	Percentages
1. Class Participation	Required	1. Class Participation	Required
2. Timed Essay Exams	10%	2. Quizzes*	30%
3. Annotated Works Cited	20%	3. Homework, writing, etc.	30%
4. Papers	50%	4. Research Synthesis Paper	20%
5. Research Synthesis Paper	20%	5. Final Reflection	20%
		*For English 205: The lowest two quiz scores are dropped and the remaining scores are averaged. A missed quiz is equal to a zero, and no make-ups are allowed.	
Grading Scale		Grading Scale	
90 - 100% = A		90 - 100% = A	
80 - 89% = B		80 - 89% = B	
70 - 79% = C		70 - 79% = C	
60 - 69% = D		60 - 69% = D	
0 - 59% = F		0 - 59% = F	

Class participation is defined as reading the class assignments; joining in the exchange of opinions in group and/or whole class discussion; starting appropriate new items for discussion; and, perhaps most important of all, asking questions.

I do not accept late work, nor do I allow for make-up work. This means you need to do the work as assigned. The only exception for late work is for the first two papers and the first two annotated works cited as outlined in the Late Paper Policy at the end of the syllabus.

Remember, I do not allow for make-up work. This means you need to come to class, stay focused, and do the work.

Late Paper Policy

All but the final Annotated Works Cited (AWC) and Research Synthesis Paper are accepted up to one week late. However, the grade on late Annotated Works Cited and late Papers is dropped one full

letter grade. This means if an Annotated Works Cited or Paper earns an A, the grade will be dropped to a B. This policy is only for Annotated Works Cited or Papers and DOES NOT apply to the final AWC or Research Synthesis Paper.

Checking Grades

- Grades are available on Canvas. You should check your grade regularly.
- If a grade has not been recorded, first check with me to see if the assignment (such as a paper) has been graded. Please, do not ask or email a day or two after a paper has been submitted asking for the grade. It does take a week or more to grade papers.
- Also, do not email or ask me "what do I need to get on an assignment to pass the class." You can play the "what if / what score" game on your own through Canvas. Through Grades you can play with scores. This function of Canvas Grades will be demonstrated in class.

Weekly - Semester Schedule

An overview of the semester is found at the end of the syllabus and is available on Canvas. This is a just an overview and does not include all writing, reading, quizzes, etc. Pay attention in class each day for more specific assignment / homework details.

Attendance Policy

- Roll is taken every day generally within the first five minutes of class. If a quiz is given or some other assignment is due, roll is taken from the collected work.
- I do not distinguish between excused and unexcused absences. All appointments, interviews, meetings with counselors MUST be scheduled outside of class time. If you work, inform your employer of your class schedule. I consider an unprepared student as absent.
- It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc.... This means that being absent is not an excuse for not knowing what is happening in class. Always come to class prepared—even after an absence.
- IMPORTANT:
 - ✍ If you are absent the first day of the semester, you will be dropped.
 - ✍ If you attend the first class of the semester but are absent the second class—and you do not contact me prior to class—you will be dropped.
 - ✍ If you have four absences by the end of the ninth week, you will be dropped from the course at my discretion.
- Attending every class—both English 1A and English 205—is important. It does not guarantee a passing grade; however, it is definitely a step on the road to success!

STUDENT CONDUCT

You are expected to behave in a manner that is respectful to others and conducive to learning. You are expected to interact with each other respectfully and to work cooperatively and constructively in group and partner activities and assignments.

If you carry a cell phone, you MUST set the phone on vibrate or turn the phone off during class. AND you MUST put the phone in your book bag, purse, or pocket. You do not need to look at your phone during class; moreover, I should not have to tell you to put your phone away.

If you continually disrupt class, you will be asked to leave and, thus, counted as absent for that particular class. If the behavior becomes too disruptive, disciplinary steps will be taken, as per Board Policy 5550, "including but not limited to the removal, suspension or expulsion of a student."

SCCCD Board Policy 5550 (#11) description of disruptive behavior:

"Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel, including obstruction or disruption of teaching, research, administration, disciplinary regulations, or other college activities, including, but not limited to community service functions or other authorized activities on or off campus."

You will get out of this class as much as you put in to it. My job is to help you gain a stronger appreciation for writing and to become a stronger writer. I truly care about your success and will do whatever I can to help you. However, the final responsibility is ultimately yours.

Accommodations for Students with Disabilities

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Plagiarism and Cheating

1. If it is discovered that you have cheated or plagiarized on an assignment—at any point during the semester—you will receive a zero on that assignment and perhaps a failing grade in the class. Additionally, a plagiarism report will be filed with the administration. *Plagiarism of the final paper for the semester will result in a failing grade in the class.*
2. *Plagiarism means to pass off the work of others as your own. Plagiarism is dishonest and represents an attempt to obtain the benefits of a college degree without doing the work.*
3. For more information about plagiarism and cheating, refer to the Current Class Schedule (Campus Policies).
4. **Bottom line:** Do not copy someone else's words or ideas without giving him/her credit. Do not use another student's paper as your own. Do not use a paper you wrote from another class in this class. Do not use a paper you wrote for this class in a previous semester. Do not have another person write the paper for you. All of these are forms of cheating. You will receive a zero on the assignment (whether it is something plagiarized on your papers or on the discussion board) and a report will be filed with the college administration for their review. Please be advised that you will submit the final drafts of your papers through Turnitin.com (through links on Canvas), so if you do plagiarize, you will be caught.

Computer Requirements

While this is not an online class, it is a college class, so technology is used. You **MUST** also have a back-up plan for problems with technology. Know where you can go for free Wi-Fi. Know who you can go to for computer use if yours should malfunction. Know where labs are on campus and when they are open. Back up all work in progress and final assignments through email, the Cloud, a flash drive, etc. Review the COMPUTER REQUIREMENTS carefully.

Skills Needed:

- *Know basics of word processing (saving files, using spell check, using grammar check, moving text, inserting page numbers, creating page breaks, using the help function, etc.)*
- Know how to access and navigate the Internet (use a browser, utilize search engines, save and or print from the Internet)
- Know how to send e-mail and attachments

Hardware Needed:

- Pentium (PC) or Mac equivalent
- *Home Internet access is desirable. You can use the computers on campus, but they are not always available. You need to know when each lab is open and available for drop-in use. Also, know if your local library has computers available with Internet access.*
- If your home computer crashes, is in need of repair, or you lose Internet access, you must find an alternative way to complete the required work on time for this class. This means, of course, that you need to constantly back up the work from your hard drive to a flash drive or other source. This also means avoiding completing assignments at the last minute.

Software Needed:

- The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF).
- Adobe Reader. This can be downloaded for free. Papers may be returned to you in PDF form. Most handouts will also be uploaded as PDFs.

DO NOT:

- DO NOT send me links to a Google Doc. If you use Google Docs, you **MUST** copy/save your file in WORD before uploading the file to TURNITIN.
- DO NOT use Pages, Word Pad or Microsoft Works. These programs are not powerful enough AND I cannot read these files.
- DO NOT submit PDF versions of your work! I need to be able to use the Comments function in Word to respond to your papers and other assignments.

EMAIL

1. **An e-mail address is essential.** The college uses college email accounts. You must use your college account for this and any Reedley College class. You can set your sccd.com email to forward to another email account.

2. **I use e-mail to communicate with the class as a whole, with groups, and with individuals.** Whether you have Internet and e-mail access at home or on campus, you should plan on checking your e-mail at least every other day—once a day is preferred. DO NOT use your cell phone as the primary means of checking/reading email. Phone screens are too small; therefore, you are not easily able to view the whole picture when reading email. Additionally, many phone programs do not allow for spell check on email messages, so refrain from using your phone as a primary means of communication with me.
3. **When you send an email, you must be specific in the message and always sign your name.** Your email address does not necessarily identify who you are unless you are using your scccd account. *I do not read or respond to email if I do not know the sender.*
4. **In the subject line, include the class and section number.** I teach multiple classes as well as serve as department chair, so I received quite a few emails each day. In order to respond quickly, I need to match you to the correct class—which means you need to add the section number as well (i.e., English 1A-95016 or English 205-95017).
5. **In addition, remember, when you email me, your instructor—your English instructor—you are not text messaging or emailing a friend. You need to run spell check and think about the way you are writing, for example, do not use lower case i's when using the first person pronoun "I".**
6. **After sending an email, look for a response!** This might sound like common sense, but I am always surprised by students who send an email with an urgent question or an important question about a paper or grade, to which I reply in a timely manner with a question or further information, and it takes three or four days for a response from the student, or I see the student in class and he/she states, "Oh, I didn't check my email for a response."
7. **One more note about email—do not send email out of anger or frustration.** Do not send an email immediately after seeing a grade if the grade was not what you expected. If you have a question about a grade or comments made on a paper, take some time to think carefully about what you want to ask.

Time Commitment and Essential Information

- English 1A is a four unit class. The average amount of homework for a unit hour is two-three hours. This means that the time needed outside of this class, for this class, is about EIGHT to TWELVE (8-12) hours per week during the eighteen week semester.
- English 205 is a two unit class. Thus, the time needed outside of this class, for this class, is about FOUR to SIX (4-6) hours per week.
- It is important to understand the time commitment necessary to be successful in this or any class.
- It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc. This means you need to be in class and aware.

- It is your responsibility to officially withdraw from this and/or any course. Failure to do so may result in an "F" grade being awarded.
- While this is not an online class, we will still be using an online site: Canvas. Thus, it is important to understand proper Netiquette. Rules for Netiquette apply in all emails, journals, discussion boards, etc. To review rules, copy and paste this link: <http://www.albion.com/bookNetiquette/0963702513p32.html>

Helpful Hints

- Keep a copy of each of your papers. This protects you if I should happen to lose one of your papers. You should save your work on your hard drive and back up your work to a USB or other storage device.
- Keep track of your work. You should save all of your work until the end of the semester so you can double check your final recorded grade. Of course, check your grade regularly throughout the semester.
- Should you discover that you are unable to regularly attend class for whatever reason, it is imperative that you discuss this with me as soon as possible. Telling me of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable.

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 register for a Fall 2018 full-term class in person
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 10-14 (M-F)	Fall 2018 final exams week
December 14 (F)	End of Fall 2018 semester

OUR FINAL

English 1A	English 205
Monday, December 10 from 10:00-11:50	Monday, December 10 from 12:00-12:50

Paper Policy

All papers must be typed, saved as WORD files, and follow MLA guidelines. Read and review the PAPER POLICY below carefully.

1. All papers must be revised and typed in accordance with MLA guidelines. It is expected that you learn various functions in WORD to format your papers correctly. Watch the MLA format video carefully, use the HELP function in WORD, and google "how to X" as needed. MLA guidelines will also be taught in class.
2. All work leading to your final paper must be kept—for example, all prewriting, rough drafts, peer responses, and any other work produced. **There are no exceptions to this policy.**
3. Word Processing Formats: The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF). *Do not use Microsoft Works or any other program that does not allow for easy conversion. Using WordPad is unacceptable. If you have Pages, you must learn to convert files to WORD so they can be submitted to TURNITIN and read by others. I do not accept Pages files, Google Docs, or PDF files!!!*
4. If a paper is due and you cannot access Canvas, probably Canvas is down. Don't stress—wait a little bit and try again. When this happens, watch for email messages from me. Of course, if a paper is due and the Canvas is down, I will not hold you to the original due date. I will email and post to Canvas (once it is up again) the revised deadline.
5. All papers will be turned in through TURNITIN through links on Canvas. *TURNITIN is a website that detects plagiarism.* This means that if you copy and or copy/paste writing from a website, another published source, or from a previous student of mine, without properly quoting and citing the source or sources, the plagiarism will be detected. You will be "caught."
6. Should I discover while reading your paper that you have not run spell check or sufficiently proofread and edited your work, I will discontinue reading and return the paper to you. You will then have until the following week to revise the paper (the return date will be clearly marked for you). The highest grade such a "returned" paper can receive is a "C."
7. You will be required to share some of your papers in progress for peer review. We will have at least one type of Writer's Workshop for each paper. All students are required to share or post a rough draft or outline (as directed) for each Writer's Workshop (with minimum writing completed as announced in weekly emails). The Writer's Workshop will take place in class and/or on the discussion board in a forum set up specifically for each paper.
8. We will be doing various types of writing assignments this semester—and each paper will be based on a reading. Before beginning a paper, a discussion will be completed. The discussion boards receive a grade separate from the paper.
9. With all our writing assignments, process will be focused upon as well as final product.
10. At my discretion, sentences and/or paragraphs may be taken from papers or other assignments and shared with the class to help illustrate grammar concepts, writing concepts, MLA guidelines, and more.
11. Graded papers are returned to you through the GRADES section of Canvas as quickly as possible. It is expected that you open, print, and read all comments on all returned papers. They contain comments about the paper and about writing to help you grow and improve as a writer.
12. If something happens to your computer and/or Internet and a paper (or other assignment) is due, ***email me, of course, using another computer or your phone.*** Do not wait until everything is back up before contacting me. Moreover, you need to back up your work on a moveable storage device. Public libraries have computers with Internet access—work can be completed in places and on computers other than those we have at home!

Semester Overview

The schedule below is an overview of assignments and due dates for the semester.

All assignments and due dates are subject to change.

This overview does NOT include all assignments.

Pay attention to announcements in class for more, more, and more!

Week 1	Syllabus – Introductions - Purchase Texts Chapter 1: <i>From Inquiry to Academic Writing</i>
Week 2	Chapter 2: <i>From Inquiry to Academic Writing</i> Timed Essay Exam-1
Week 3	Chapter 3: <i>From Inquiry to Academic Writing</i> Article(s)
Week 4	Chapter 4: <i>From Inquiry to Academic Writing</i> Annotated Works Cited-1 (Group Project)
Week 5	Rough Draft – Paper-1
Week 6	Paper-1 Due
Week 7	Chapter 5: <i>From Inquiry to Academic Writing</i> Article(s)
Week 8	Chapter 6: <i>From Inquiry to Academic Writing</i>
Week 9	Annotated Works Cited – 2 Due
Week 10	Rough Draft – Paper 2
Week 11	Part One: <i>The Female Persuasion</i> – Meg Wolitzer Paper 2 Due
Week 12	Part Two: <i>The Female Persuasion</i> – Meg Wolitzer
Week 13	Part Three: <i>The Female Persuasion</i> – Meg Wolitzer
Week 14	Part Four: <i>The Female Persuasion</i> – Meg Wolitzer
Week 15	Research Sharing
Week 16	Final Annotated Works Cited Due
Week 17	Research-Synthesis Paper Due – Late work NOT accepted
Week 18	Final Reflection