**English 1A Section 56434:** **Reading and Composition**

Spring 2018

**Instructor: Gretchen Fischle**

**Room: CCI 207**

**Class Time: M/W 18:00 – 19:50 (6-7:50 PM)**

**Email**: **gretchen.fischle@reedleycollege.edu**

**Office Hours: By email**

**Course Description:**

Reading, analyzing, and writing college-level prose with emphasis on the expository; studying writing as a process; exploring different writing strategies; summarizing; editing, and critiquing; conducting research (gathering, organizing, evaluating, integrating and documenting information). (A, CSU-GE, UC, I).

**Student Learning Outcomes: Upon completion of this course, the student will be able to:**

A. 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

B. Complete a timed essay independently in class

C. Summarize and comprehend college level prose (will include a full reading)

**Required Texts:**

Greene, S. & Lidinsky, A. *From Inquiry to Academic Writing: A Practical Guide*

 **ISBN: 978-1-319-08968-9**

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*

 **ISBN: 978-1-4000-5218-9**

Graff, G. & Birkenstein, C. *They Say, I Say: The Moves That Matter in Academic Writing*

 **ISBN: 978-0-393-93584-4**

**Classroom Work:** The following is a breakdown of the grading procedures and expected work for this class.

**Evaluation:**

Your final grade will, first of all, depend on meeting the Student Learning Outcomes of the course (see above) as well as staying with in the grading contract. After the Student Learning Outcomes of the course have been met, the percentage of work accomplished will be figured to get your final grade. **Failure to meet any of the Expected Outcomes/Objectives of the course listed may cause you to receive a failing grade for the class.** (This includes the research essay). To receive a passing grade in this class, you must receive at least **700 points**. Which will be in accordance to the grading contract.

**Writing Assignments:**

Writing is not just a demonstration of one’s ability to write, it is about thinking on paper, learning something new, expressing important ideas and connecting to an audience. The writing you will be asked to do will emerge from concepts, processes and issues that we will read and discuss in this class. All of these writing projects will encourage you to choose topics that are important to you, which connect with issues, ideas, and experiences that you are familiar with. There will be four writing projects that you will do in this course. As we move through the course, each writing project will challenge you to add more knowledge, skills, and practice to your writing skills. Each writing project builds on the previous, so the skill sets we learn will be immediately reinforced through practice and a progression of the writing experience.

MLA Style Format: All writing projects must be formatted with one-inch margins, though the default Word/Word Perfect 1 inch top/bottom and 1.25 left/right are acceptable, Times New Roman or Ariel 12 point font. The length of these writing projects will vary from 2 to 12 pages. You will need to bring copies of your writing projects during workshops; I will advise you when you need to bring copies. For more on MLA Style Formats, see the MLA Style Formats handout.

**Reading**:

Reading and writing go hand in hand. The reading we will do in this class will be necessary for our topics of class discussion, for modeling approaches to writing, and for developing a better understanding about form, rhetorical approach, and the use of evidence in writing. There will be roughly 20-30 pages of reading each week. When a reading assignment is due, I will expect that you will have **read the text actively**; that is, you will have made notes in the margins, will have questions to ask and will be ready to engage in conversation with others about the reading. Your participation is required every day when readings are assigned. In addition, there are a couple of types of reading responses that will be done periodically during the course.

Reading Responses: Responses to published texts help you prepare for class participation. Your reading responses are meant to get you to think critically about the text and are to help you to think about the writing functions in a text. All reading responses need to be at least a paragraph long and follow MLA style guidelines (you will have a total of 20 of these to do throughout the semester with 2-3 done per week). In these responses, I will be looking for your ability to make connections between the writing and class discussion of concepts, and I will be looking for analysis of the reading: you may consider the following questions in your responses. What is important about this subject? What is the writer’s purpose and how did she/he create that? How does the author use his/her language to connect to the audience? These responses will be turned in via the discussion threads on Canvas. You will have one week to compete the response before the thread is closed. Please note, once the thread is closed, you will not be able to submit it. Each one of these responses is worth 5 points.

**Class Participation: (Small Group, Class Discussions, and Workshops**)

Class participation is mandatory and will be a necessary part of your success in this class. Therefore, you will need to come to class prepared, with homework done and ideas to share every day. Graded class participation will include work done in your groups, Reading Responses, work shopping (your work shopping sheets will be graded), and large group discussion. Group work is structured in a way that ensures participation of all group members by allowing all group members the ability to participate and collaborate in the learning, writing, and critical thinking processes that our group work will involve. Please make note that workshops are an important component to this class, they give you the opportunity to get audience feedback on your writing and are also an opportunity to get ideas for approaching various writing tasks, to understand the range of rhetorical components, besides grammar, that are available for revision, and finally to assess a piece of writing for its rhetorical effectiveness. As such, participating in these workshops will help you to read and revise your own work with more fluency and expertise.

**Late Work**:

Should you need to turn in late work, make arrangements with me before or after class, or via email. Please refer to the grading contract for our late work policy. ***Whatever the case, it is your responsibility to make sure your assignments reach me in a timely fashion.***

**Grade Scale**:

In an attempt to streamline and demystify the grading scale, I have chosen a basic system. At any point in the semester, students are welcome to inquire about their grade and standing in class; however, it is also a student’s responsibility to be keep track of their own grade as the instructor may not always be available to immediately respond with a “Grade as Now.” (Note: A “Grade as Now” is often given in my class to show students their current standing; however, a “Grade as Now” is not indicative of a final grade. Under no circumstances should a “Grade as Now” be considered a final grade for this class.) Please feel free to use the Grade Scale below and the Course Requirements table on the following page to calculate your grade throughout the semester. And remember, should you have any questions about your current grade or standing in my class, feel free to ask.

 **900-1000 A**

 **800-899 B**

 **700-799 C**

**600-699 D**

**0-599 F**

**Course Requirements:** Please refer to the grading contract.

**Classroom and Reedley College Policies/Procedures:**

**Attendance**:

It is very important that you show up to class, since we do a lot of in-class writing and discussion. In a multiple meeting per week class, **your grade will most likely be lowered by one grade on your fifth absence; if you have five absences or more you may be in danger of failing the course**. Note: these are excused or unexcused absences. You are responsible for any work you may have missed during your absence and any work that was due that day. If, however, you know in advance that you will be absent, please inform me so that accommodations can be made **prior** to your absence. If you have 90% or higher attendance, the lowest quiz grade/reading response will be dropped.

**Religious Observances**:

Students who will be absent from class due to religious observance must provide notice of the date(s) to me, in writing, by the end of the second week of classes.

**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 Disabilities Act, Section 504 of the Rehabilitation Act, or State Center Community College District (SCCCD) Board Policy (BP) 5140, please contact your instructor as soon as possible.

**Cheating**:

As per the Reedley College 2016-2017 Catalog, “Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. 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, or failing to disclose research results completely.” 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 includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

**Plagiarism:**

As per Reedley College 2016-2017 Catalog, “Plagiarism is a specific form of cheating and is 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.” Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished work of others by misrepresenting the material (I.e., their intellectual property) so used as one’s own work.

Penalties for cheating and plagiarism are further outlined in Reedley College’s 2016-2017 Catalog, which states, “Incidents of cheating and plagiarism may result in a variety of sanctions and penalties that 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.”

By enrolling in this course, you join a community requiring intellectual integrity. When you write your name on an assignment, you take credit for the work contained, whether that is an entire text or only a sentence. Plagiarism, cheating, and other forms of academic dishonesty demonstrate disrespect to the community and will not be tolerated. In this course, penalties for cheating and plagiarism range from 0 or F on a particular assignment, through F for the course, to further disciplinary action from the Dean of Student Services, depending on the severity, frequency, and action taken by the student.

**Disruptive Classroom Behavior**:

Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. Any of the 20 Standards of Conduct outlined in State Centered Community College District (SCCCD) Board Policy (BP) 5500, as stated by Administrative Policy (AP) 5500, “shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.”

**Harassment**:

As stated in SCCCD BP 3430, “All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation. It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: national origin, religion, age, sex (gender), race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics,” or as defined and otherwise prohibited by state or Federal Law.

**Responsibility**

In college there are different expectations, different sets of requirements, and different levels of responsibility. You, as a student in this class, have a responsibility to yourself and to the class to do the work required of you, to attend and participate during class time, to ask questions of the instructor or your classmates if you do not understand or want more information, and to know what assignments have been turned in and where you stand with your grade. The instructor has the responsibility to be prepared for every class, to answer any questions and consider any feedback, to provide in a timely manner helpful and honest suggestions for revisions on your essays, and to be available to you for questions and concerns outside of class. This syllabus acts as a contract between the student and the instructor and these responsibilities are part of the guidelines for your participation and success in this class. The instructor has the right to make adjustments to this syllabus as needed throughout the semester.