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| English 1A - Reading & Composition |

Monday and Wednesday 10:00-11:50, Room: HUM 62

**Instructor**: Deborah Lyons

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

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

**Office Hours:** Mon, Tue, Fri: 12:30-1:30 and Thurs 12:30-1:30 via email correspondence.

**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, films, as well as a novel, as a means of practicing critical reading and academic writing.

**Required Texts**

* *What is the What,* Dave Eggers
* *A Pocket Style Manual* Diana Hacker (8th edition)
* *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) |
|  | **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 |

**Grades**

*Final Grades\**

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

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| Class Participation | 50pts |
| Quizzes | 50pts |
| Reading Responses  Tests | 100pts  100pts |
| Essays  **Total** | 700pts  1000pts |

*\*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 – 50 pts.** Your participation includes your contribution to general class discussion and small group activities in class. There are frequent in-class activities such as small 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. Groups will present on one chapter of *What is the What* (10pts)*.* Additional guidelines will be provided. Group presentations will be graded on clarity, content, creativity and cooperation.

**Quizzes – 50pts.**There will 5 quizzes based on grammar lessons in *A Pocket Style Manual*. Your quiz scores (10 pts. each) will be added to calculate your final quiz grade. Missed quizzes cannot be made up.

**Reading Responses - 100pts.**  There will be 8 written responses to assigned texts (10pts each), requiring you to think critically and write clearly about each text we read in class. Your responses will be graded on how well you answer the question prompt as well as your attention to conventions of grammar, spelling and punctuation. Your research proposal (20points) will be included in this grade category.

**Tests - 100pts** There will be two tests, one on MLA formatting and another on grammar, punctuation, and style. All questions will be based on lessons in *The Pocket Style Manual* as well as content covered in class*.*

**Essays – 700pts.**  The majority of your grade will be based on four essays: an analysis of one of the essays by Mukherjee, Lahiri, Muñoz, or Mengestu, (50 pts), an analysis of *What is the What* (200 points), an in-class timed essay on the documentary, *Human Flow* (100 pts), and an argumentative research paper based on themes raised in the course, (300pts). In preparation for the research paper you will compile an annotated works cited (50pts). 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, **uploaded to Turnitin.com, a plagiarism checking website.** Additional guidelines will be provided.

**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. Homework 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.

*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. **Any student who has four or more absences by March 9, 2018 will be dropped**.

*Professional Behavior:* 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, etc.) you will asked to leave and counted absent for the day. Consider this your warning!

*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 (12:30-1:30 every day in Faculty Annex 3) 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 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 (**[**see page 49 in the 2017-18 RC Catalog**](http://www.reedleycollege.edu/admissions-aid/Catalogs/Catalog_2017_2018.pdf)**):**

*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 2017-18 [Reedley College Catalog.](http://www.reedleycollege.edu/admissions-aid/Catalogs/Catalog_2017_2018.pdf)

**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.

**Schedule**

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| **Jan 8** | Start of Spring 2018 semester  Introduction to Class, Review Syllabus, Policies, Texts  “My Two Lives” - Jumpha Lahiri  HW: Buy *What is the What* & *A Pocket Style Manual (8th ed)*  Post in the Introductions forum on Canvas |
| **Jan 10** | “Two Ways to Belong in America” - Bharati Mukherjee  Reading Critically |
| **Jan 15** | Martin Luther King, Jr. Holiday (Campus Closed) |
| **Jan 17** | “Home at Last” - Dinaw Mengestu  “Leave Your Name at the Border” - Manuel Muñoz  Reading Response  The Writing Process: Brainstorming |
| **Jan 22** | Writing Workshop  The Writing Process: Organizing Your Ideas & Crafting a Thesis |
| **Jan 24** | Revision Workshop: Bring a typed and printed copy of your essay to class (Please upload an electronic copy to Canvas as well) |
| **Jan 29** | **Essay # 1 Due: Upload to Turnitin.com (via Canvas)**  "How One Man Escaped the Hell of Darfur" The Atlantic  *What is the What* –Dave Eggers (Preface) |
| **Jan 31** | *What is the What* –Dave Eggers |
| **Feb 5** | *What is the What* –Dave Eggers  Reading Response |
| **Feb 7** | *What is the What* –Dave Eggers |
| **Feb 12** | *What is the What* –Dave Eggers |
| **Feb 14** | *What is the What* –Dave Eggers  **MLA Test** |
| **Feb 19** | Washington’s Day Holiday (Campus Closed) |
| **Feb 21** | *What is the What* –Dave Eggers |
| **Feb 26** | Writing Workshop |
| **Feb 28** | Revision Workshop: Bring a typed and printed copy of your essay, as complete as possible (at least 4 pages of text) |
| **Mar 5** | **Essay #2 Due**  "Home" Warsan Shire  "A Young Poet Tells the Story of Darfur" Emi Mahmoud |
| **Mar 7\*** | “The Ungrateful Refugee” Dina Nayeri  \*Last Day to Drop a class is March 9. Any students who has 4 or more absences by this date will be dropped |
| **Mar 12** | *Human Flow -* Ai Wei Wei (part 1) |
| **Mar 14** | *Human Flow -* Ai Wei Wei (part 2) |
| **Mar 19** | Writing Workshop |
| **Mar 21** | **Essay # 3**  In-class essay exam, bring A4 size blue book |
| **Mar 26-30** | Spring Recess |
| **Apr 2** | Introduction to Research Paper  Developing Your Research Routine |
| **Apr 4** | Creating a Research Question  Notetaking Strategies |
| **Apr 9** | **Research Proposal Due**  How to write an Annotated Works Cited Workshop (bring two sources) |
| **Apr 11** | Writing with sources: handling quotations  Writing introductions, writing for reader interest |
| **Apr 16** | **Annotated Works Cited Due**  Writing with sources: synthesizing not plagiarizing!  Writing a strong thesis: answering your research question |
| **Apr 18** | Revision Workshop (bring your essay typed and printed, at least 5 pages plus the works cited page). Global Revision – revising for purpose, thesis, and structure. |
| **Apr 23** | Conferences |
| **Apr 25** | Conferences |
| **Apr 30** | Final Revision Workshop: Local Revision – revising for language and preparing the manuscript |
| **May 2** | **Essay #4 (Research Paper) Due** |
| **May 7** | Review for Final Exam |
| **May 9** | Review for Final Exam |
| **May 14-18** | Finals Week  **Final Exam: Grammar Test** |