

Course Syllabus



English 1A Reading and Composition

Instructor Contact Information

Instructor: Rebecca Snyder (this is me at the Library of Congress in Washington D.C.)



Email: rebecca.snyder@reedleycollege.edu (<mailto:rebecca.snyder@reedleycollege.edu>)

Phone: 559-638-0300 x3273

Course [Q&A Forum](#): This discussion board is available to answer more general questions, especially questions you think your peers might share. Your posts and my replies will be public.

Notes:

- My preference is that you email me through the Canvas Inbox. You may also use your campus email address.
- I am only available by phone during my official office hours. If I am with another person, I will not pick up the phone and you must leave a voicemail.
- Expect me to respond to emails and the Q&A Forum within 24 hours Monday through Friday. If you email over the weekend, I may not respond until the next Monday. If you have not heard back from me within that time frame, resend the email.
- If you do use the phone or campus email, please identify yourself by signing your emails and by stating your name on voicemails. Also, state the day and time of your class so that I can quickly find your records.
- Do not use your personal email address; your campus email is both more professional and less likely to get caught in the spam filter.

Office Hours

Office Location: HUM 61 (back side of the building)

Monday 10:00 a.m. – 11:00 a.m.

Tuesday 9:00 a.m. -10:00 a.m.

Wednesday by arrangement

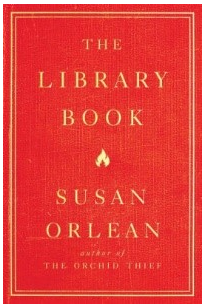
Thursday 9:00 a.m. -10:00 a.m.

Friday 10:00 a.m. – 11:00 a.m.

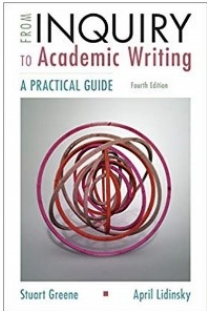
Notes:

- Sometimes it is better to talk face to face in a setting where we can both look at your work together. While you might not be able to come to campus, I am available virtually via Zoom meetings during any of my office hours. Please email me if you would like a Zoom meeting and I will send the link. If these times do not work with your schedule, please let me know.
- I am frequently on campus beyond these hours and you are welcome to make an appointment or stop by at other times.

Required Materials



The Library Book by Susan Orlean ISBN-13: 978-1476740188



From Inquiry to Academic Writing: A Practical Guide ISBN: 9781319147198 (Note: Old editions are acceptable. The Practical Guide is cheaper than the full version; be careful not to buy the wrong one.)

Technical Requirements

You must utilize Microsoft Word (either the desktop version or the free Office 365 version provided by the college).

You should utilize the latest Adobe Reader and the latest version of Google Chrome to access course materials. I recommend having multiple browsers (Chrome, Firefox, etc.). If you run into difficulty on one browser, the problem is often solved by changing browsers.

A note on accessing the course through your phone. I realize that you might sometimes access the course through your phone. If you do so, I recommend using the Canvas App rather than a browser. Also, know that some items will not work as well on your phone; be prepared to go to your desktop to review this material (do not skip it).

Course Description

Catalog 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 bibliography. Students will write a minimum of 6,000 words in formal academic language. PREREQUISITES: English 132. (A, CSU-GE, UC, I) (C-ID ENGL 100)

Learning Outcomes

1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation.
 1. Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary.
 2. Indicate an arguable thesis.
 3. Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or observation.
 4. Employ MLA formatting guidelines.
 5. Reduce dependence on the instructor's guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics.
 6. Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice.
 7. Practice sound choices in identifying and avoiding logical fallacies.
 8. Employ appropriate use of third person universal.
 9. Identify appropriate audiences for their compositions.
 10. Employ quotations, discriminating among sources for accuracy and validity.
 11. Employ MLA formatting guidelines for Work Cited Page and in-text citations.
 12. Develop an annotated bibliography from sources for a research paper.
 13. 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:
 1. Identifying the model, summarizing the thesis, and locating supporting information.
 2. Naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author's intent, both explicit and implicit.
 3. Answering questions from assigned reading, differentiating between an author's intent and personal reaction
 4. Describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings

Course Policies

Schedule

The class schedule, including reading assignments and due dates for assignments, is posted on Canvas. It is subject to update, as necessary. Make sure you are reviewing the schedule, not just the To Do List in Canvas. I often give opportunities to resubmit and I often give reading assignments that will not show up in the Canvas To Do List.

Homework

Work is assigned in weekly modules. The modules will be released on Friday (except the first week) and work will need to be completed by NEXT Monday at noon, meaning you will have 10 days to complete all the work. Some of the work involves discussion boards and peer reviews that requires you to post and respond to others. In those cases, you will need to both respond to other students and provide opportunities for the students to respond to you. In those cases, please complete the original post by Thursday and peer responses by the next Monday.

Your work must reflect college level effort or it will not receive credit. In other words, do not expect partial credit for work that does not answer the prompt or fails to meet the requirements of the assignments. For example, do not hand in one page of a four page assignment expecting to get partial credit.

English Department Student Error Statement

Your instructors at Reedley College want you to be successful in your classes and therefore request you use your best work. Successful students in reading and writing classes make sure that they carefully address the prompt, proofread their writing, and follow MLA guidelines.

Please note that an instructor may choose to read only the first page or less of an assignment and return it to you with little or no feedback if the paper demonstrates lack of attention to correctness. This paper is also likely to receive a failing grade.

Successful students do the following:

- Follow their instructor's instructions and pay close attention to the rubric requirements.
- Seek assistance from the Reading and Writing Center, Tutorial Center, or Smarthinking
- Ask their instructor for guidance during his/her office hours
- Look for answers in their MLA handbook or online at the PurdueOWL website DAYS BEFORE their paper is due.

Late Work

Understand that handing in work late makes you less likely to be successful in this course. However, if you find yourself in a circumstance where you need to submit work late, you may utilize the Late Work Bank. You have 5 days you can utilize as you see fit. For example, you may hand in one paper 5 days late or you

may hand in one paper 2 days late and another 3 days late. And so on. My advice is to use these days wisely; do not squander them early in the semester or use them to procrastinate on challenging work.

The Late Work Bank is not available on assignments that are time-sensitive like peer review workshops.

Attendance and Add/Drop

Although an online class does not record attendance daily, you do need to participate every week. You must complete the "Introduction" assignment by Monday of the second week or you will be dropped as a No Show. After that, you need to participate every week. If you have not completed any assignments for two weeks before week 9 (the end of add drop), you can be dropped.

If you are experiencing an obstacle that causes you to be unable to submit for two weeks, but you intend to continue in the class, please inform me so that I do not drop you. Know that if you fall behind, it is difficult to catch up, so if you have a known time-frame during which you will be unavailable, communicate it with me so that you might be able to work ahead.

If you choose to drop, it is your responsibility to complete all paperwork with Admissions and Records.

Diversity and Disability

Disabled Students Programs and Services (DSPS)

If you have a verified need for an academic accommodation or materials in alternate media, please provide me with your accommodation sheet as soon as possible. I will work with the DSPS office to make sure that your needs are accommodated.

Nondiscrimination Statement

Reedley College and all its centers comply with all Federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, gender, disability, sexual orientation, religion or age. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities.

Harassment of any employee/student with regard to race, color, national origin, gender, disability, sexual orientation, religion or age is strictly prohibited. Limited English speaking skills will not be a barrier at Reedley College to participation in Vocational Education programs. Inquiries regarding compliance and/or grievance procedures may be directed to the college's Title IX Officer and/or the Section 504/ADA Coordinator.

Disruptive Behavior Online

Disrespectful or disruptive behavior will not be tolerated. Anyone who engages in such behavior will be reported to the college for disruptive behavior. Students who disrupt the learning environment may be dropped.

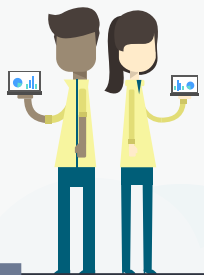
Below is some guidelines for appropriate behavior in an online setting:

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The Core Rules of NETIQUETTE →

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The Core Rules of Netiquette are excerpted from the book Netiquette by Virginia Shea.
<http://www.albion.com/netiquette/corerules.html>




#1

When you communicate electronically, all you see is a computer screen. You don't have the opportunity to use facial expressions, gestures, and tone of voice to communicate your meaning; words -- lonely written words -- are all you've got. And that goes for your correspondent as well.

Remember the human

Computer networks bring people together who'd otherwise never meet. But the impersonality of the medium changes that meeting to something less -- well, less personal.

* **Do unto others as you'd have done unto you.**





#2

In real life, most people are fairly law-abiding, either by disposition or because we're afraid of getting caught. And, perhaps because people sometimes forget that there's a human being on the other side of the computer, some people think that a lower standard of ethics or personal behavior is acceptable in cyberspace.

Adhere to the same standards of behavior

Be ethical : Don't believe anyone who says, "The only ethics out there are what you can get away with." if you encounter an ethical dilemma in cyberspace, consult the code you follow in real life.

Breaking the law is bad Netiquette : If you're tempted to do something that's illegal in cyberspace, chances are it's also bad Netiquette.



#3

When you're working hard on a project and deeply involved in it, it's easy to forget that other people have concerns other than yours.

You're taking up other people's time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted.



Don't expect instant responses to all your questions.

Don't assume that all readers will agree with, or care about, your passionate arguments.

You are not the center of cyberspace



Don't flame, or post flame-bait. Be courteous!

You may not be judged by the color of your skin, eyes, or hair, your weight, your age, or your clothing. You will, however, be judged by the quality of your writing. Use proper spelling and grammar.

*Make yourself look good
Share expert knowledge*

Pay attention to the content of your writing. Be sure you know what you're talking about; bad information propagates like wildfire on the net. In addition, make sure your writing is clear and logical. It's perfectly possible to write a paragraph that contains no errors in grammar or spelling, but still makes no sense whatsoever.

#4

When someone makes a mistake -- whether it's a spelling error, a silly question or an unnecessarily long answer -- be kind about it. If you feel strongly about it, think twice before reacting.

Be forgiving of other people's mistakes

If you do decide to inform someone of a mistake, point it out politely, and preferably by private email rather than in public. Give people the benefit of the doubt; assume they just don't know any better.

Never be arrogant or self-righteous



#5



Please feel free to share!

Accessible text document can be downloaded at:

<http://bit.ly/NetiquetteText>

Get the embed code at:

<http://bit.ly/NetiquetteCode>

powered by



Plagiarism and Cheating

Students caught plagiarizing or cheating will receive a zero on the assignment and may be reported to the college for academic dishonesty. If you plagiarize on an essay assignment, you will not be allowed to revise for a better grade. Your class work will be submitted to Turnitin, which assists in evaluating the originality of the work.

College Policies

Here are the college policies on academic dishonesty, cheating, and plagiarism:

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.

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.

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 contributors to work done in collaboration, submitting duplicated 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. For more information, contact the Vice President of Student Services' Office or the Vice President of Instruction's Office.

Support

The campus has many resources to support you on your academic journey. I am highlighting a couple below that will help you be successful in this class.

Reading and Writing Center

The Reading and Writing Center is located in HUM 62. You can go there to use the computers and to get help with your writing. I strongly encourage you to enroll in small group tutoring. It will help keep you on track and make you more confident in your work.

The Reading and Writing Center Hours are:

Monday-Thursday 8:00 a.m. – 4:00 p.m.

Friday 8:00 a.m. – 12:00 p.m.

If you receive a failing grade (D or F) on a written assignment during the first unit, you will be encouraged to attend the Reading & Writing Center, Tutorial Center, and/or online tutoring for a total of at least 10 hours.

Smartthinking

Smartthinking is an online tutorial service available through our Canvas site. I encourage you to utilize this as you draft your essays.

Grading

Mandatory Assignments

You must complete all the major assignments, including the essays, annotated bibliography, and in-class essays, in order to pass the class.

You must write at least one passing research paper and at least one passing annotated bibliography in order to pass the class. This requirement will be noted in the gradebook.

Grade Weights

Essays: 60%

Annotated Bibliographies: 20%

Formal Writing: 10%

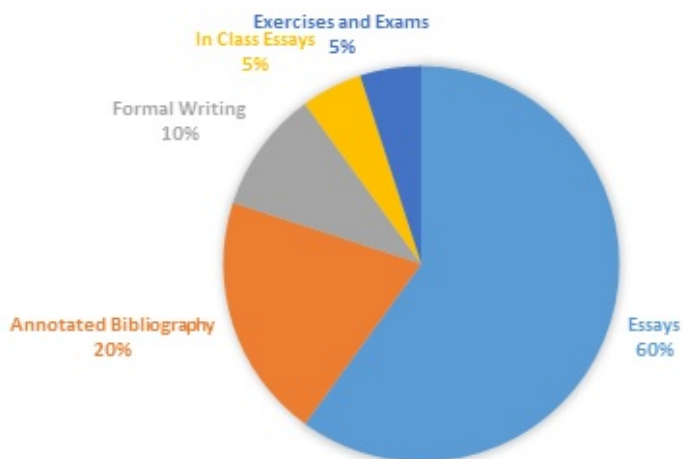
In Class Essays: 5%

Exercises and Exams: 5%

Note: In the gradebook, you will see a category titled “Not Graded” that will have a weight of 0%.

Assignments in this category are for record-keeping purposes. Three important items in this category are:

- Passing Research Paper: Yes / No
- Passing Annotated Bibliography: Yes / No
- Late Bank: Number of Days Remaining



Grading Scale

A 90-100%




B 80-89%








C 70-79%

D 60-69%

F 0-59%

Course Summary:

Date	Details
Mon Aug 19, 2019	 01 RR 1 Literacy Reflection due by 11:59am (https://scccd.instructure.com/courses/43428/assignments/809887)
	 01 Introductions due by 12:01pm (https://scccd.instructure.com/courses/43428/assignments/810318)
Wed Aug 21, 2019	 02 Golden Lines due by 11:59pm (https://scccd.instructure.com/courses/43428/assignments/829312)

Date	Details
Mon Aug 26, 2019	 02 Quiz Inquiry Chpt 1 (https://scccd.instructure.com/courses/43428/assignments/829425) due by 11:59am
	 02 RR 2 Responding to a Quotation (https://scccd.instructure.com/courses/43428/assignments/829426) due by 11:59pm
Mon Sep 23, 2019	 Essay 1 (https://scccd.instructure.com/courses/43428/assignments/850252) due by 12:01pm
	 Extra Credit (https://scccd.instructure.com/courses/43428/assignments/856996)
	 Late Bank (https://scccd.instructure.com/courses/43428/assignments/810332)
	 Passing Annotated Bibliography (https://scccd.instructure.com/courses/43428/assignments/810328)
	 Passing Research Paper (https://scccd.instructure.com/courses/43428/assignments/810324)