

## **ENGL 1A: College Reading and Composition - Fall 2019**

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ENGL 1A

**Room:** 506

**Time:** MTF (plus block days)

**Office Hours:** TBA

### **Course Overview**

English 1A is designed to engage students in the kind of critical thinking and analysis required at the college/university level. As noted in the course catalogue, you 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 your own writing; and conduct research (gather, organize, evaluate, integrate, and document information), culminating in a term research paper. Over the six weeks of summer session you should expect to write at least 6,000 words of formal academic writing across the various writing projects. Additionally, you should expect to dedicate

### **Required and Recommended Texts and Materials**

*The Norton Field Guide to Writing with Readings*, 5th Edition - Bullock and Goggin

*The Little Seagull Handbook* - Bullock, Brody, and Weinberg

*Bad Feminist* - Roxane Gay

Additional reading materials that will be supplied to you via Canvas

A notebook for in-class writing/journaling/note taking

Access to a computer and the internet

### **Course Content**

The class is designed to cultivate critical thinking and analysis through reading and writing, so emphasis is placed on exposition: studying writing as a process, exploring different composing strategies and structures, editing and revising, conducting research, and learning to critique peer writing.

Writing is not simply a demonstration of one's ability to write. Writing is a tool: a strategy for generating ideas, for analyzing information, for inventing responses, critiquing your own thoughts (or the thoughts of others), or for creating a record of your thinking. In this class, writing will serve many purposes. Because of this, you will be asked to write for many different reasons, in a variety of genres. Using research strategies, you will also be expected to incorporate material from outside sources to support your own position.

Reading and writing are similar meaning-making performances. Class discussions about the reading will enhance your ability to write responses. Through the reading assignments, you will learn to model your approach to writing and develop a better understanding about form, rhetorical framework, and the use of evidence in writing. I will expect that when you read an assignment, you will have read the text actively, making notes and annotations.

## Course Objectives

Upon completion of this course, students should 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
  - 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)

## Course Requirements

Below you'll find the main requirements of the class. As we go, I'll explain more about each assignment and how that assignment will be graded, and you will be provided with prompts to guide you.

### Writing Projects

Writing Projects will make up a major portion of the work that you do over the semester. You'll write a total of four major essays—a Personal Essay/Literacy Narrative (150 pts), a Rhetorical Analysis (150 pts), a longer Research Essay (200 pts), and a Major Revision + Reflection (200 pts). Each of these projects will require revision across multiple drafts and mandatory participation in workshops. ***Failure to turn in a draft will result in my refusal to accept other drafts—and may result a grade of ZERO for the final draft.***

The writing that I ask you to do across these projects will emerge from the concepts, processes, and issues that we discuss as a class. All of these projects will encourage you to choose topics and texts that are important to you and that connect to the theme of each unit. I will provide prompts at the beginning of each project so that you have a clear idea about what you are required to do. Keep in mind that each writing project will challenge you to add more knowledge, skills, and practices to what you already know from the previous project.

### Pre-Writing Portfolio

In connection with the research paper, I will ask you to complete a small portfolio of preparatory work that will help you to generate ideas and will act as the foundation for your research paper. It will include such activities as a project proposal/discovery draft, an outline of

tasks you'll need to accomplish, and an annotated bibliography. You will be given a prompt with more details later in the semester.

### Reading Responses

Reading and writing go hand in hand. The reading that we do in 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. As a result, over the semester I will assign a number of reading responses. You will be given a handout to guide you on the requirements of these responses. I expect that when a reading assignment is due, that you will have read the text actively. That means that you have annotated your text, will have questions to ask, and will be ready to engage in discussion with others about the reading. You are required to participate every day when readings are assigned.

### Reading Exams

Throughout the semester, I give small, short answer exams about the readings and the concepts that we discuss. You can expect to have a reading exam every 2-3 weeks during the semester, and they will always be announced so that you have time to review your notes and annotations. The purpose of the exams is so check on how well you understand concepts studied.

### Participation

Participation in the class is mandatory and will be a necessary part of your success. As such, you need to come to class everyday prepared with homework done and ideas to share. Graded class participation will include small group work, small group peer workshops, online assignments, and large group discussions.

Workshop is an important part of this class. It gives you the opportunity to get audience feedback on your writing. It is also an opportunity to get ideas for approaching writing tasks, to understand the range of rhetorical components—beyond grammar—that are available for revision, and to assess a piece of writing for its rhetorical effectiveness. Participating in these workshops is *mandatory*, and will help you to read and revise your own work with more fluency and expertise.

### Final Exam

At the end of the semester, I'll ask that you complete a final exam in the form of an essay in which you talk about your learning over the semester, referencing strategies and concepts, as well as talking about what the work you've done reflects about your understanding of what you've learned.

### **Grading and Evaluation**

Since our course is focused so heavily on academic writing, the majority of your class grade will revolve around the longer essays that you will produce over the semester. It is vital that you do not ignore these writing projects, or else your grade will be impacted severely. The

breakdown below explains how your letter grade will be calculated. Percentages are based on a total of 1000 points.

Category	Percentage of Grade
Writing Projects	60%
Reading Responses	10%
Reading Exams	10%
Pre-Writing Portfolio	5%
Participation	5%
Final Exam	10%

**100-90% = A    89-80% = B    79-70% = C    69-60% = D    59% and below = F**

\*\*Remember that it is important to turn assignments in on time, whether you are in class that day or not. Sometimes assignments will be due on Canvas, but unless stated, please be sure to bring all completed work to class. If you miss an assignment for any reason, you have twenty-four hours to turn it in for half credit.

## **Course Policies**

### Attendance

Participation (in class discussions/activities, workshops and other group work, etc.), and thus regular attendance, is important to your success in this course. This means not only showing up to class, but also being prepared each day by completing the writing and reading homework assignments—as much of what we learn and do takes place in the classroom. **As such, missing more than 6 classes total (two full weeks of contact-hours) can result in your inability to pass the class.** Please keep in mind that there are no excused absences—so make sure that you reserve your absences and use them wisely. If you are absent, it is your responsibility to check the schedule (as well as any announcements or adjustments to the schedule) and make sure that you keep up with the work that you missed.

It is also important that you show up to class on time, as coming in late is disruptive to class. You will receive a tardy each time you are 15 minutes late, with three tardies equating to an absence. Remember, too, that each day you receive Participation points for work that we do in class, and so regularly missing large portions of the class will begin to seriously affect your grade in that category.

### Disruptive Behavior

Do not use class time to prepare for or complete assignments for your other classes. Do not talk about things irrelevant to the subject matter of this course when you are assigned for

group activities in class. When working in groups, while I understand that the urge to socialize and get off topic is always there, this can be distracting to other groups trying to get work done, and so staying on track and on task is important. Also, we will be having a number of class discussions, and while we all have different opinions and beliefs, it is important to always treat each other respectfully. Please avoid talking during lectures or allotted reading time. For more on appropriate classroom behavior, please see the Student Code of Conduct. If necessary, campus security will be contacted for any behavior that warrants it.

#### Use of Technology/Personal Electronics

As a courtesy to myself and your fellow classmates, please turn off your phones and other devices. If you prefer to use a laptop or tablet for note-taking that's fine, but please do not use your device for things irrelevant to the class or task at hand. There may be times, for example, when we use the class set of laptops for research and other activities. Additionally, it is important to note that you will need access to a computer, the internet, and a Reedley College email outside of the classroom environment, for the purpose of completing assignments (in .DOCX format, please), or for communicating with me and your fellow classmates.

NOTE: If phones and other devices become a problem, the entire class will be required to keep their phones at the front of the classroom until break time or until the end of class. If you have a dedicated need to have a phone out, like an emergency, let me know.

#### Accommodations

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 (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

#### Plagiarism and Cheating

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit, which can include assisting another student to do so. 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 include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. This includes plagiarism—the misuse (whether intentional or accidental) of the published and/or unpublished works of others by misrepresenting the material (their intellectual property) used as one's own work. Please be sure that you use MLA format when citing the words and ideas of others, and if you aren't sure, ask—either in person or by email. Please note that whenever you turn in a major writing project, you will be required to turn

And please remember, as a member of this class, you join a community that requires intellectual integrity. When you write your name on an assignment, you take credit for the work contained, whether that be an entire text or only a sentence. Plagiarism, cheating, and other forms of academic dishonesty demonstrate a disrespect of the community and will not be tolerated. Violation of this policy for the first time will result in an F on the assignment in question and will not be eligible for make-up. Subsequent violations can result in your removal from the

course as well as suspension from school. Keep in mind that you will be asked to submit major writing projects to Turn It In.

### Instructor Comments

One of the main goals of ENGL 1A is to help you to learn to write and revise on your own. However, I will provide written feedback to one draft per writing project. If you feel that you need additional help, you can always talk to me after class, or seek help from peers outside of class. Additionally, you'll always have a rubric to help you understand where you stand on any given essay. And since each writing project includes one workshop per essay, you'll have the comments of your classmates to work with as well.

NOTE: Please be sure to seek out additional resources—like help from the Writing Center—if necessary. Additionally, as you are enrolled in a course through Reedley College, you should have access to tutorial services (like the Reading and Writing Center) across the SCCC system. Many campuses (like Reedley College and Fresno City College) have online tutoring you may be able to take advantage of.

### Email Policy

It is often necessary to communicate via email—this does not mean that it is appropriate to email me with every little question. In general, I will not respond to emails with questions that can be answered by looking at the syllabus, the class schedule, the college website, or Canvas. I also will not respond to emails about technological problems as I am not tech support and likely do not know why Canvas will not let you log in, for example. I encourage you connect with your fellow classmates, and exchange emails or contact them on Canvas so that you can assist each other with questions you might have—as well as get the details on anything you might have missed due to absences and the like. This is a good step toward building the kind of learning community we aspire a classroom to be.

And remember, it is your responsibility as a member of this class to be aware of its requirements at all times—so read the syllabus thoroughly and keep it somewhere you won't misplace it!