**Reedley College**

Fall 2019 English 1A

English 1A-50047: Reading and Composition TTH 8:00am-9:50am (T Soc 35, TH LRC 104)

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| INSTRUCTOR: Professor Anya Connelly | Office Hours – Annex 3 |
| E-mail: [anya.connelly@reedleycollege.edu](mailto:anya.connelly@reedleycollege.edu)  Phone: 559-638-0300 ext. 3458 | Monday- 1:00-1:50  Tuesday- 10:00-10:50  Wednesday- 2:00-2:50  Thursday- 2:00-2:50  Friday – Virtual Office Hour 9:00-9:50  Virtual Office Hour is through Zoom |
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elcome to English 1A. The purpose of this class is to develop your critical thinking, reading, and writing skills. This course relies on collaboration with others and the social construction of knowledge. This means that we’ll work together on all aspects of thinking, reading, writing, and research. This class provides a mixture of informal and formal writing assignments as well as various forms of group work, all of which are designed to meet the learning outcomes for the course. Finally, the course culminates with the submission of a course portfolio, which includes your final drafts, previous work, and a self-reflective portfolio cover letter.

**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.

**Required Readings & Materials:**

* Computer, Printer, and Internet Access (**It is mandatory you check your email before every class and at least once during the weekend)**
* Weekly Assigned Readings available via Canvas (Must print and bring to every class) Estimated cost for printing: $10.00
* Binder or Notebook with paper
* Pens, pencils, and highlighters
* A Blank Journal

**1.** [***The Norton Field Guide to Writing by Richard Bullock 4th edition***](https://www.google.com/search?q=978-0-393-26435-7&oq=978-0-393-26435-7&aqs=chrome..69i57j69i64.115j0j7&sourceid=chrome&ie=UTF-8#q=The+Norton+Field+Guide+to+Writing+with+Readings+4th+edition)

**ISBN: 978-0-393-26435-7**

**2. *Irresistible by Adam Alter* ISBN:978-0-7352-2284-7**

**Student Learning Outcomes:**

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)

**Course 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
   * 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:
   * 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.

**Lecture Content:**

1. Expository Essays and a Narrative-Descriptive Essay (at the instructor’s discretion)
   * 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
   * Library and Internet research
   * Evaluation of sources for accuracy and reliability
   * Evaluating and selecting evidence which supports a defendable 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
   * Planning and organizing ideas under pressure
   * Composing quickly
   * Editing independently and within given time
6. College-level reading skills
   * Analyzing/synthesizing
   * Interpretation
   * Evaluation
   * Compare/contrast
   * Drawing conclusions
   * Distinguishing fact from inference
   * Summarizing/paraphrasing

**Required Course Work:**

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| --- | --- | --- |
| 1. Class Participation 2. Homework and FreeWrite Journal 3. Writer’s Workshops and drafts of Essay 1, Progressive Annotated Bibliography, Research Proposal, and Research Synthesis essay 4. Timed Essay Exams (Midterm &Final) 5. Final Drafts of Essay 1, Progressive Annotated Bibliography, Research Proposal, and Research Synthesis essay | Required  10%  20%  20%  50% | 90 - 100% = A  80 -  89% = B  70 -  79% = C  60 - 69% = D  0 -  59% = F |

**Class Participation:**

You will be successful in my class if you:

1. attend class regularly—not missing more than a week’s worth of classes; (2 classes)

2. meet due dates and writing criteria for all major assignments;

3. participate in all in-class exercises and activities;

4. complete all informal, low-stakes writing assignments (e.g., Dialectical journal writing, annotating);

5. give thoughtful peer feedback during class workshops (About 4) and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, online discussion boards);

6. sustain effort and investment on each draft of all papers;

7. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;

8. copyedit all final revisions of Essays until they conform to the conventions of edited, revised English;

9. attend conferences with the teacher to discuss drafts;

10. submit your Timed Essay Exams and final portfolio.

(adapted from Peter Elbow)

**Reading & Freewrites*:*** All short readings for homework will be provided on Canvas. You will be required to annotate each reading and show proof of doing so. I will check each week to make sure you are annotating adequately. There will be numerous in-class freewrites in response to the topics we discuss. ***So, it is important to keep these free-writes and bring all of them to each class.*** Since the course culminates in a semester portfolio that includes a process and self-reflective cover letter, these greatly assist you in preparing to write such a document; therefore, consistent participation is important.

**Socratic Seminar Discussions:**Our class will consist of large class discussions of the readings/chapters that will be assigned. You will be expected to use your annotations and homework to contribute to the class discussions. This means you must read and bring the readings/book to participate. Your opinion matters and is integral to our socially-constructed learning environment. Also, be aware that we will be discussing controversial issues that may be uncomfortable at times. My goal is to encourage you to think critically in new ways, so always keep an open mind in my class. We are all adults, so let’s use respectful language and be courteous to everyone’s opinions.

**Writer’s Workshops:**

During Writer’s Workshops you will get feedback from your peers on your drafts before you turn them in. You will have the opportunity to revise every essay that will be submitted in your final course portfolio. There will be more information on this during the semester.

**Course Portfolio*:*** Since this class is focused on the process of writing, the class culminates in the submission of a semester-long portfolio. The portfolio includes a self-reflective cover letter and final revised drafts of your essays.

**Paper Format:** All assignments and drafts must be typed in Times New Roman size 12 font, double spaced, and have your name, course, instructor’s name, and due date at the top of the first page. Don’t forget to number your pages. Each unit allows you to revise your writing multiple times before turning in a draft at the end of the class in your course portfolio. You will be given several opportunities to give and receive feedback on your drafts from your peers through the course’s workshops. LATE PAPERS: *Please talk to me if you are worried about meeting a deadline for an assignment or draft. Any special circumstances must be approved BEFORE the due date, NO EXCEPTIONS. Always remember to SAVE a copy of your work.*

**COURSE POLICIES**

**Attendance and Tardiness:** Attendance is an important part of your learning process so that you can actively engage with classroom materials; therefore, it is important to attend class on a regular basis. This includes coming to class on time every day. If you are a student athlete or have an event that is linked with a campus club that will cause you to be absent, you must let me know in advance and provide the appropriate documentation. You will be responsible for the work completed that day, and if an assignment is due you must complete it in advance before it’s due.

Everyone is allowed two absences and two tardies, no questions asked, but upon your third absence I will send out an Early Alert and your counselor will be notified. Please note that there is no difference between an excused or unexcused absence at Reedley College. It is your responsibility to keep track of your absences and tardies. Basically, show up on time and every day.

Please note, do not email me if you will be missing class. Come visit me in my office hours that week to discuss what you missed. I suggest that you exchange email addresses with at least two classmates so that you may contact them for the notes that day. Please know that in the event of an extreme emergency that could be documented I will work with you, but this is a strict case by case basis.

**Classmate email:**

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**Classroom Conduct:** Since this is a collaborative classroom in which all are encouraged to participate and share thoughts, it is necessary that we treat each other (and your Professor) with respect. Any disruptive behavior will not be tolerated, you will be asked to leave class, and you will receive an absence for the day. 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.”

**Plagiarism:** Plagiarism refers to using a source of information of which you are not the author and not giving proper credit to the author. In other words, do not copy other people’s words and claim them as your own. You must properly cite any outside sources that you use in your writing. For a student tutorial on how not to plagiarize visit The Purdue Owl Online Writing Lab. 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. Plagiarizing any part of the final portfolio will result in a failing grade.

**Accommodations for students with Disabilities:** If you have a learning difference and require accommodations, please discuss your accommodation with me after class or during office hours early in the semester. Please, visit our DSP&S office if you are need of academic accommodations. I cannot honor your accommodations if I am not aware of them. This means you need to advocate actively for yourself. Thus . . . 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. Ask me for more information so that I may help you find the resources you deserve.

**Writing Center:** If you engage with the writing process, research proves that your writing will improve. We have a free resource at Reedley College called the Reading and Writing center that can help you develop paper topics, receive peer feedback, and get constructive criticism on your drafts. In my classes, I will offer up to 50 points extra credit, 10 points each visit, for having your FWP’s peer reviewed at the Writing Center. This is an excellent way to boost your grade and reinforce the skills we will be developing in our class.

Location:

Hours of operation:

**IMPORTANT DATES:**

**August 23** (F) Last day to drop a Fall 2019 full-term class for full refund

**August 30** (F) Last day to register for a Fall 2019 full-term class in person

**August 30** (F) Last day to drop a Fall 2019 full-term class to avoid a “W” in person

**September 2** (M) Last day to drop a Fall 2019 full-term class to avoid a “W” on WebAdvisor

**September 2** (M) Labor Day Holiday (no classes held, campus closed)

**October 11** (F) Last Day to drop a full-term class (letter grades assigned after this date)

**November 11** (M) Veterans Day observed (no classes held, campus open)

**November 28-29** (Th-F) Thanksgiving holiday (no classes held, campus closed)

**December 9-13** (M-F) Fall 2019 final exams week

**December 13** (F) End of Fall 2019 semester

**OUR FINAL – Thursday, December 12 8:00am-9:50am**

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. All weekly assignments will be listed on Canvas in greater detail.

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| **Week 1** | Welcome  Syllabus Quiz  Student Success | **Week 10** | RP Workshop  Technology in the workforce |
| **Week 2** | Writing Process, DJ #1 Due  MLA | **Week 11** | Research Proposal Due |
| **Week 3** | Technology and Education | **Week 12** | Research Prompt |
| **Week 4** | Workshop  Essay 1 Due | **Week 13** | Library |
| **Week 5** | Prompt  Timed Essay #1 | **Week 14** | Research Workshop |
| **Week 6** | Technology and Relationships | **Week 15** | Research Synthesis Paper Due |
| **Week 7** | PAB Workshop | **Week 16** | Thanksgiving /CL Prompt |
| **Week 8** | Progressive Annotated Bibliography Due | **Week 17** | CL Workshop Portfolio Due |
| **Week 9** | Research Methods | **Week 18** | Finals week:  Our Final  Tuesday, December10  Timed Essay #2 |