**English 1A (56043): Reading and Composition**

Instructor: Robert Howell

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Office Hours: By appointment- Library

Course Time and Location: T&TH 11:00 AM-12:50 PM, CCI 207

Add/Drop: 2/1-3/8

**Required Texts, Materials and Expenses**

* Wolitzer, Meg. The Female Persuasion. ISBN-9781594488405
* A notebook, or binder to use during class and to keep work in
* Additional essays, handouts, and articles will be photocopied and provided for you, or posted on Canvas
* Computer access, ink, paper, stapler, and copying supplies
* Multiple copies of writing projects for workshop days

**Course Description/Overview**

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.

**Course Outcomes**

At the end of English 1A successful students will be able to:

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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 bibliography of multiple sources   13. an avoidance of intentional and unintentional plagiarism  1. Complete a timed essay independently in class 2. Summarize and comprehend college level prose (will include a full reading) |
|  | * 1. Objectives: | |
|  | * 1. 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.   2. Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary.   3. Indicate an arguable thesis.   4. Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or observation.   5. Employ MLA formatting guidelines.   6. Reduce dependence on the instructor’s guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics.   7. Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice.   8. Practice sound choices in identifying and avoiding logical fallacies.   9. Employ appropriate use of third person universal.   10. Identify appropriate audiences for their compositions.   11. Employ quotations, discriminating among sources for accuracy and validity.   12. Employ MLA formatting guidelines for Work Cited Page and in-text citations.   13. Develop an annotated bibliography from sources for a research paper.   14. Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism.   15. Write an organized essay(s) with thesis and adequate support independently within a class period.   16. Read and understand college level prose, including:   17. identifying the model, summarizing the thesis, and locating supporting information.   18. naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author’s intent, both explicit and implicit.   19. answering questions from assigned reading, differentiating between an author’s intent and personal reaction   20. describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings | |

**Work of the Course**

Reading: Reading in this course will be designed to stimulate critical thinking and discussion, mainly from *The Female Persuasion*, a text by Meg Wollitzer. This means your goal will often be to focus your attention on the way the texts are put together rather than what they are about in order to better understand what makes “good” writing, communication, and argument, and how to incorporate useful techniques into your own work as a writer, thinker, and communicator. The Meg Wollitzer text will serve as a timely read and think-piece to help us refine our critical thinking skills, develop an understanding of diverse viewpoints, and help us develop our own sense of social responsibility.

Discussion and Participation: You must be prepared and willing to participate in the class discussions and group activities. This is a reading-, writing-, and discussion-intensive class. As a critical thinking course, an enormous part of our work this semester will happen in class. You will be asked to write constantly for a variety of reasons (some for letting off steam, some for building your writing projects, etc.). You will do a great deal of collaborative work in pairs, groups, and as a class because reading and writing aren’t bodies of knowledge I can explain to you. Rather, they are skills upon which you can improve with lots of practice and gained confidence (meaning your attendance in class is extremely important). All reading and preparatory writings needed for discussion must be completed for each class in order to receive credit for the day’s discussion and participation. I may give surprise quizzes on the assigned readings.

Etiquette for class participation requires that you assume responsibility for your fair share of the discussion. Too little input on your part suggests that you are willing to let others carry the burden of your responsibility. A meaningful exchange of ideas is required to earn credit, which means that you must come prepared to articulate your thoughts and have them challenged. ***Generalized comments that could be made without having done the necessary reading/work for the day’s class do not qualify as meaningful discussion.***

Writing Assignments:

In addition to shorter writing assignments such as the journals, you will accomplish three major writing projects this session. Since one of the key goals of this class is that you develop your critical thinking skills (about external ideas and texts along with your own ideas and work), you must complete drafts and revisions as required. Each major writing project has assignments associated with it to help you work on the larger project. Details about all of these projects will be included in the writing prompts you will receive in class. Grading-wise, you will receive peer feedback on your first draft in workshop, and submit a second draft for instructor feedback and a rubric score.

A key component to this class is workshop. You will get more specific instructions for how we will workshop in the class. I expect that you will read your peers’ texts actively with the same degree of attention and respect that you give to the published pieces we read, and to make constructive, useful comments to help them improve their writing. As with any in-class activity, not being prepared and/or refusing to participate will result in an absence and zero on the workshop grade.

**Electronic Submissions:** As directed, you will typically submit your second drafts of writing projects to Turnitin, via Canvas, for electronic feedback and assessment. Essays that do not meet length, formatting, or file type requirements may be returned to you for revisions and/or receive a lower grade. You are responsible for ensuring your essay file submissions to Canvas are correct and on time. I will not accept emailed assignments or hard copies when electronic submissions are required.

**Grading** **Grade Breakdown**

Essays:

Narrative Essay: 100 pts

Comparison Essay: 150 pts

Final Expository Research Essay: 200 pts

Final Exam: 100 pts

Other Assignments:

Journals: 150 pts A = 100-90%

Workshop: 50 pts B = 80-89%

Grammar Skills Exam: 30 pts C = 70-79%

Annotated Bibliography: 30 pts D = 60-69%

Reading Quizzes: 50 pts F = 59% and below

Course Total: 840 pts

Expect turnaround for grades to be about 1 ½ to 2 weeks after the assignments have been turned in. Daily assignments will be graded in 1-2 days.

**Course Policies**

Attendance:

Attendance Policy: Students are expected to attend every class. Should you miss over 20% of the classes (4 classes), you will automatically fail the course. There is no distinction between excused/unexcused.

The exceptions to this policy are planned, excused absences due to participation in a college sponsored organization (athletics, music, etc.) or religious observances. Those absences MUST be arranged with me BEFORE the date of absence in order to avoid penalty. ***Whether excused or not, it is your responsibility to keep up with your class work.***

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Canceled Class

Should I have to cancel class for any reason, I will send out a mass email as soon as I know for sure. Then, I will notify Chris Buzo, Administrative Aide to the Dean of Fine Arts and Humanities, who will have the canceled class posted on the door. Make sure to check your email daily to know if class is canceled or not.

Classroom Conduct:

At times, we will enter conversations and have discussions that may be sensitive to you or some of your classmates. I expect that all discussion comments and workshop comments be respectful and professional. I will not tolerate personal attacks. Please remember this is a course for adults and as such you may read or come across adult language, images, and/or themes. I expect that you will keep an open mind and remain professional. Students who are disrespectful or unprofessional will be asked to excuse themselves from class.

There are times when electronic devices are appropriate and valuable to our class sessions. With that in mind, when the devices are a distraction to you, your peers, or me, then said devices must be turned off and put away. I reserve the right to make that determination. If you are expecting an important call or need to have your phone on in case of an emergency, please turn the ringer off and let me know. Be respectful of the class, if you need to answer your phone, please quietly leave the classroom, take your call (it should be brief) and quietly come back in.

Email:

You are welcome to email me with questions or concerns that you may have about the class or work that is due. If you email me during the weekday between 9-5, then it is reasonable to expect a response the same day. Although you may occasionally receive emails from me during non-business hours, please do not expect to hear from me on weekday evenings, weekends, and breaks or holidays. If you are absent from class, please do not email me to ask what you missed or if there was anything important that we went over about which you should know. You should contact your classmates for that information.

Your SCCCD email address will be the official means of communication for this course. Because Canvas and WebAdvisor both use your SCCCD email for communication, I will not send email to non-SCCCD accounts, nor will I respond to email sent to me from non-SCCCD accounts.

Late Work:

I do ***NOT*** accept late work. Remember, being absent from class does not excuse you from turning in an assignment on time. If we have an assignment due on the day you miss class, then you should email it to me, or find a classmate to bring it to class for you.

Revision Policy: Every student will have the opportunity to revise one major essay for full-credit (journals and workshops not included) per semester, other than the final essay in the course.

Workshop: All students will present a rough draft of their essay to the class, and the class will engage the essay with positive feedback and constructive criticism. While uncomfortable for most, the goals of workshop outweigh the negative aspects:

1. Read an essay out loud to catch mistakes, gage “readability”

2. Positive reinforcement for strengths in writing

3. Constructive criticism for improvements

4. See and hear the writing of others

5. Listen to instructor’s direct feedback on essays for how to meet guidelines and improve

Not showing up for a workshop will result in an automatic zero for the workshop grade in the gradebook. Please email a copy of your rough draft to me before the start of the class period in which you are up to present.

The Writing Center:

You are encouraged to utilize the campus Writing Center. In my experience, students who take advantage of this resource notice a greater improvement in their work, and, therefore, their grades. More information about their services can be found on Reedley College’s Website, or at the Writing Center.

**College Policies:**

Finally, our class is regulated by the college’s policies on Students with Disabilities, Academic Dishonesty, Cheating, and Plagiarism.

Students with Disabilities:

Reedley College makes reasonable accommodation for persons with documented disabilities. If you have a need for an academic accommodation or alternate materials, i.e., Braille, large print, electronic text, etc., per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please notify the instructor as soon as possible and no fewer than 24 hours before any work is due. If possible, please notify me within the first two weeks of classes so arrangements can be made early in the semester. If you have a disability or believe you have one that requires accommodation, please contact the Disabled Students Programs and Services (DSPS) office for additional information as soon as possible. Information regarding your temporary or permanent disability will remain confidential.

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.

Cheating

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. If a student is found to be cheating, they will automatically fail the assignment. A second incident will result in the student automatically failing the course.

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.

Tentative Schedule Spring 19-

Week 1:

01/15: Journal 1, First day, syllabus, class expectations, accessing canvas, course assignments, get-to-know-you. Introduce textbooks.

01/17: Journal 2: Introduce The Female Persuasion. **Diagnostic Exam**

\*Read The Female Persuasion chpt. 1

Week 2:

01/22: Journal 3, Discuss diagnostic exam. Introduce MLA standards. Introduce Narrative Essay. Essay Grading Rubric. Narrative elements. Grammar Skills Refresh. Discuss TFP 1

\*Read TFP 2

01/24: Journal 4, Discuss TFP 2. **Grammar Skills Diagnostic**

\*Read TFP 3

Week 3:

01/29: Journal 5, Sign up for Workshop. Identifying inherent bias. Subjectivity/Objectivity. Sample Narrative Essay. Discuss TFP 3.

\*Read TFP 4

01/31: Journal 6, Sign up for Workshop. Discuss TFP 4. Claims.

\*Read TFP 5

Week 4:

02/05: Journal 7, **Rough Draft of Narrative Essay due by the start of class. Peer-2-Peer Workshop Concepts.** Discuss TFP 5. Work time for Narrative Essay.

\*Read TFP 6

02/07: Journal 8, **Peer-2-Peer Workshop (Line Edit).** Discuss TFP 6.Work time Narrative Essay.

\*Read TFP 7

Week 5:

02/12: Journal 9, **Workshop Narrative Essay 1st session**. Discuss TFP 7.

\*Read TFP 8

02/14: Journal 10, **Workshop Narrative Essay 2nd session.** Discuss TFP 8. **Narrative Essay Due tomorrow 02/15, online, by midnight.**

\*Read TFP 9

Week 6:

02/19: Journal 11, Writing Introductions. Thesis Statements. Introduce Comparison Essay. Comparison Concepts. Discuss TFP 9

\*Read TFP 10

02/21: Journal 12, Discuss TFP 10. Writing Body Paragraphs. Purpose, Audience, Tone. Titles. 1st, 2nd, 3rd person. Rhetorical Questions.

\*Read TFP 11

Week 7:

02/26: Journal 13, Discuss TFP 11. Writing Conclusions.

\*Read TFP 12

02/28: Journal 14, Pros and Cons. Discuss TFP 12

\*Read TFP 13 & 14.

Week 8:

03/05: Journal 15, Similarities and Differences. Discuss TFP 13 & 14.

\*Read TFP 15 (Final Chapter)

03/07: Journal 16, Believing & Doubting. Discuss TFP 15 (Final Discussion). **Meg Wolitzer presentation, 7PM in RC cafeteria.**

Week 9:

03/12: Journal 17, **Rough Draft of Comparison Essay due by the start of class. Peer-2-Peer Workshop (Concepts)**

03/14: Journal 18. **Peer-2-Peer Workshop (Line Edit).**

Week 10:

03/19: Journal 19, **Workshop Comparison Essay 1st session.**

03/21: Journal 20, **Workshop Comparison Essay 2nd session.** Work time Comparison Essay. **Comparison Essay due tomorrow, 03/22 online by midnight.**

Week 11:

03/26: Journal 21, Introduce Researched Expository Essay. Introduce Annotated Bibliography. Introduce Research Skills. In-text citations, bibliography. MLA citations.

03/28: Journal 22, Sample Annotated Bibliography. Paraphrase, summary, quotations.

Week 12:

04/02: Journal 23, Discussion of sources. Source quality. Rhetorical Triangle.

04/04: Journal 24, MLA citations review, block quotes.

Week 13:

04/09: Journal 25, Rhetorical Analysis activity.

04/11: Journal 26, Research activity.

Week 14:

04/15-04/18: **No School, Spring Break**

Week 15:

04/23: Journal 27, Research Skills Review. Sample Research Essay.

04/25: Journal 28, Work time Annotated Bibliography. **Annotated Bibliography due tomorrow, 04/26 online by midnight.**

Week 16:

04/30: Journal 29, Work Day Final Essay

05/02: Journal 30 (the last journal). Work Day Final Essay

Week 17:

05/07: **Rough Draft of Final Research Essay due by the start of class. Peer-2-Peer Workshop (Concepts).** Review Grammar Skills. Work time Final Essay

05/09: **Peer-2-Peer Workshop (Line Edit).** **Grammar Skills Exam**

Week 18:

05/14: **Workshop Final Essay 1st session**

05/16: Review for Final Exam. **Workshop Final Essay 2nd session,** **Final Essay due tomorrow, 05/17 online by midnight.**

Week 19:

05/20-05/24: **Final Exam Week**