**English 1A: Reading and Composition**

Reedley College, Fall 2018

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| Instructor: | Alexandria Richerson |
| Email: | [alexandria.richerson@reedleycollege.edu](mailto:alexandria.richerson@reedleycollege.edu) |
| Office Hours: | by appointment only |
| Course: | English 1A (56464); 4 units |
| Meeting Time: | MW 6:00-7:50 |
| Room: | Humanities, Room 62 |

**COURSE OVERVIEW**

The purpose of this course is to aid students in reading, analyzing, and composing college-level prose. This course will emphasize the study of writing as a process as well as exploring different composing structures and strategies such as editing and revising writing. Additionally, this course will focus heavily on conducting research (gathering, organizing, evaluating, integrating, and documenting information) that will culminate in a term research paper and annotated bibliography. Students will write a minimum of 6,000 words in formal academic language.

**COURSE GOALS AND LEARNING OUTCOMES**

This course has the following goals and outcomes, which guide its structure, philosophy, and activities. By the end of the semester, a student should be able to demonstrate the following in an acceptably proficient manner.

**Student Learning Outcomes**

Upon completion of this course, students will be able to:

* 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 statement
  + 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
* Summarize and comprehend college level prose (will include a full reading)

**Course Objectives**

In the process of completing this course, students will:

* 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 bibliography from sources for a research paper.
  + Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism.
* Write an organized essay(s) with thesis and adequate support independently within a class period.
* 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 readings, differentiating between an author’s intent and personal reaction.
  + describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings

**REQUIRED TEXTS AND MATERIALS**

**Course Texts**

1. *The Female Persuasion* (ISBN 1594488401)

Meg Wolitzer

**Materials**

1. Lined paper for notes
2. USB flash drive
3. Stapler
4. A PDF reader

**REQUIRED COURSE WORK**

**Research Project:** The research project consists of various assignments that will take you through the writing process of brainstorming and planning as well as gathering and conducting research. The culmination of this project will be an 8-12 page argumentative research paper.

Components:

* Topic/Research Proposal (3-4 pages)
* Annotated Bibliography (5 or more sources)
* Argumentative Research Paper (8-12 pages)
* Invention Exercises

**Essays:** You will write 2 essays of approximately 5-6 pages each. Each essay will go through various drafts. All drafts will be submitted with the final draft.

***The Female Persuasion* readings and project:** During the last 4 weeks of the semester, we will read and annotate *The Female Persuasion* by Meg Wolitzer. In addition to the readings, you will complete journal responses, triple entry journals, summary/responses, supplemental readings, and in-class discussions in the form of literature circles and full class discussions. Additionally, you will put together a multi-modal presentation focusing on a theme from the book.

**Class participation:** Class participation will be a cumulation of participating in class discussions, class pop quizzes, and showing up to class. Please note that missed pop quizzes cannot be made up. You need to be in class to take them.

**Workshop participation:** You will participate in peer-review workshops before submitting all essays. On workshop days, you are required to bring a **complete** rough draft in order to receive feedback from your peers and myself. You will receive participation credit for coming to class with a complete draft *and* providing feedback for your peers’ papers. On workshop days, please bring 2 hard copies of your draft.

**Final Examination:** The final examination will consist of an in class, timed essay.

\*\*\**Extra credit*: You will have various opportunities throughout the semester to obtain extra credit. Most of these will consist of attending readings and/or events on campus. You will be required to submit 1 paragraph of writing where you discuss the event and what you learned from it. You may submit up to **5** extra credit assignments.

**PLEASE NOTE THAT EARNING A “D” OR AN “F” ON THE REQUIRED COURSEWORK MAKES YOU INELIGIBLE FOR EXTRA CREDIT. I WILL KEEP TRACK OF ALL EXTRA CREDIT SUBMITTED AND WILL ADD THEM TO YOUR FINAL COURSE GRADE AT THE END OF THE SEMESTER IF YOU EARN A “C” OR HIGHER.**

**GRADING**

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| **Assignment** | **Points** | **Your Grade** |
| Essay 1 with Draft | 100 |  |
| Essay 2 with Draft | 100 |  |
| Research Proposal | 70 |  |
| Annotated Bibliography | 70 |  |
| Research Presentation | 60 |  |
| Argumentative Research Paper with Draft | 200 |  |
| Invention Exercises | 40 |  |
| Workshop Participation | 50 |  |
| *The Female Persuasion* Summaries/Responses | 50 |  |
| *The Female Persuasion P*roject | 100 |  |
| Class Participation | 60 |  |
| Final | 100 |  |
| **Total Points** | **1000** |  |

**A = 1000-900: excellent**

**B = 899-800: very good**

**C = 799-700: average**

**D = 699-600: needs improvement (not passing)**

**F = 599-0: fail (not passing)**

You are responsible for checking your grades and keeping track of your points. Grades can be accessed on Canvas. If at any time you have questions about your grade, please talk to me after class or via email. **Do not wait until the end of the semester to try to improve your grade.**

**CLASS POLICIES AND PROCEDURES**

**Attendance**

Attendance is crucial to your success in this class. Keep in mind that every time you are absent, you miss out on essential information, announcements, and possible changes to the syllabus. For our class, attendance equates participation, which means that you need to come to class with the homework done and be prepared to participate in the activities of the class. This means if you come to class, but your homework is not done, it can count as an absence. The following attendance policy has been implemented:

* If you do not attend the first ***or*** second day of class, you will be dropped.
* If you miss any class sessions during the first 2 weeks of instruction, you will be dropped.
* If you have accumulated 4 absences by the end of the ninth week of instruction, you will be dropped.
* If you are more than 10 minutes late or leave class more than 10 minutes early, I will mark you as tardy. Please be aware that 2 tardies equal one absence. **If you are late, you need to let me know at the end of class so I can make a note of it otherwise it will remain as an absence.** If you must leave early, please let me know before class and sit close to the door to avoid any disruptions.

I understand that life happens, and there may be a time when you will not be able to attend class. If you have to be absent, please contact me via email.

\*\*\*If you are absent on a date when an assignment is due, you must have someone drop the assignment off for you *or* you can email it to me before 3:00 pm, otherwise it will be considered a missed assignment.

**Computers and Cell Phones**

Using computers for things unrelated to the class focus is unacceptable. Please turn off or silence your cellphones before entering the classroom. **Cell phones are not to be used during class time.** I have the right to ask you to leave if I see you using your cell phone or causing any other form of disruption during class.

**Late Work**

You will agree to turn in all required coursework properly and on time. We will have several small group assignments, which means your colleagues depend on you to get your work done on time so they can do theirs. **Late work will not be accepted for this class.**

**\*Exception: You may turn in 1 late essay during the semester. Late essays are due 48 hours after their initial due date (e.g. if the essay was due on Wednesday at 6:00 pm, it must be turned in by Friday at 6:00 pm).**

**Academic Dishonesty**

Plagiarism and cheating are not allowed and will lead to consequences for this class and potentially the college. When writing papers or submitting an assignment, make sure you are using your own words. When using information from another source, be sure to give them credit by citing the source appropriately.

* Examples of plagiarism:
  + Submitting a paper you wrote for another class.
  + Having someone else write a paper for you.
  + Copying another person’s work and trying to pass it as your own.

Note that cheating, copying, or plagiarizing others’ work may result in a failing grade on the assignment or course as described in the Reedley College Catalog. If you have additional questions on this topic, please be sure to contact me right away.

**SUBMITTING PAPERS AND REVISIONS**

**Essay Formatting**

All essays (rough drafts & final drafts) must be formatted as follows:

* Times New Roman, size 12
* Entire essay must be double spaced
* 1-inch margins on all sides
* Page number must be INSERTED (not typed) into the upper right-hand corner (header) beginning with page one. Your last name must appear before the page number.
* Use the following heading (top, left-hand corner):
  + Student’s Name
  + Instructor’s Name
  + Course and Section number
  + Due Date for Essay
* Appropriate title (centered) in the same font as rest of essay

**Please be sure to proofread your papers before submitting them. Having too many grammatical errors hinders the reader from understanding what you’re trying to say.**

**Please note:** The guidelines above are the standard for writing in MLA format. Not following them and/or not proofreading your paper before submitting may result in points being deducted.

\*\*\*You are allowed to rewrite one of the 2 shorter essays and earn up to one letter grade higher. If you choose to do so (and I strongly encourage that you do), you must set up an appointment to meet with me to discuss your essay. Your revised essay must demonstrate substantial revision in order for you to receive a higher grade.

**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 talk to me as soon as possible. Contact Disabled Student Programs and Services (DSP&S) at (559) 638-0332 or visit their website for more information: <http://www.reedleycollege.edu/services/dsp/LD.htm>.

**REEDLEY COLLEGE RESOURCES**

This class consists of a lot of reading and writing assignments. Since this is a 4-unit class, you should count on 8-12 hours of work per week. Make use of the following college resources to assist you in successfully passing this course:

**Reading and Writing Center**

The Reading and Writing Center is located in Humanities 58. Stop by to enroll in English 272, weekly small group tutoring which is designed to help you on any writing assignment from any class. Walk-in appointments are available on the hour, and online tutorial consultations are available Monday through mid-day Friday.

Online reading and writing services are also available. A tutor will respond to your submission within 24 hours via email.

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| **Hours:** Monday - Thursday: 8 a.m. - 4 p.m.  Friday: 8 a.m. - 12p.m. | **Contact information:**  559-638-0300  [rc.writingcenter@reedleycollege.edu](mailto:rc.writingcenter@reedleycollege.edu) |

**Tutorial Center**

The Tutorial Center is located in the Library Building, Room LRC 111

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| Hours:  Monday-Thursday, 8:00 am-5:00 pm  Friday, 8:00 am-3:00pm | Contact information:  (559) 638-0358 |

**Library**

The Reedley College Library offers:

* A 30-seat classroom for library instruction;
* Wireless capability throughout for a variety of devices;
* Two group-study rooms;
* A robust print collection: 40,000 titles, 86 print periodical & 8 newspaper subscriptions;
* A computer lab for student research;
* Over 30,000 electronic books;
* Laptops & iPads for 2-hour student checkout;
* Subscriptions to over 20 databases, providing access to full-text periodicals.

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| Hours:  Monday-Thursday, 7:30 am-8:00 pm  Friday, 7:30 am-3:00 pm | Contact information:  559-638-0352 |

**Course Schedule**

\*Note: I reserve the right to modify the course schedule at any time.

| **Date** | **Topic** | **Homework Due** |
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| **Week** Monday  1/14 | * **Syllabus** * **Plans for English 1A** * **Ice Breaker** |  |
| Wednesday 1/16 | * How to Read and Write Rhetorically * Engaging your Reader: Reader Response Criticism and Historical Criticism | * Index Card * "Reading and Writing Rhetorically" |
| **Week 2**  Monday 1/21 | **Dr. Martin Luther King Jr. Day – No Class** |  |
| Wednesday 1/23 | * Key Features of an Analysis * Summary vs. Analysis * **Essay Prompt: Analysis** * Engaging your Reader: Gender Criticism and Postcolonial Criticism | * “Two Ways a Woman Can Get Hurt” |
| **Week 3**  Monday 1/28 | * Practicing Textual Analysis - Advertisements |  |
| Wednesday 1/30 | * Practicing Textual Analysis - Poems and Songs |  |
| **Week 4**  Monday 2/4 | * Choosing a Topic * Drafting and Revising a Working Thesis Statement * Creating an Outline |  |
| Wednesday 2/6 | * Writing Introductions and Conclusions |  |
| **Week 5**  Monday 2/11 | * In-text citations * Bibliography |  |
| Wednesday 2/13 | * Project #1 Workshop: Paragraphs | * **Draft Due** |
| **Week 6**  Monday 2/18 | **President’s Day – No Class** |  |
| Wednesday 2/20 | * Project #1 Workshop: Sentences | * **Draft Due** |
| **Week 7**  Monday 2/25 | * Project #1 Workshop: Writer's Choice | * **Draft Due** |
| Wednesday 2/27 | * Features of an Argument * Developing a Supported Argument | * **Analytical Essay Due** |
| **Week 8**  Monday 3/4 | * Breaking Down Arguments |  |
| Wednesday 3/6 | * Breaking Down Arguments |  |
| **Week 9**  Monday 3/11 | * Presentation Prompt * Proposal Prompt * Invention Exercises |  |
| Wednesday 3/13 | * Invention Exercises Continued | * Bring your sources and clusters |
| **Week 10**  Monday 3/18 | * Synthesizing Sources | * Bring your research * *TSIS* - Chapters 2,3 |
| Wednesday 3/20 | * Addressing the Naysayer * Creating an Outline | * Bring your research * *TSIS* - Chapters 4,6 |
| **Week 11**  Monday 3/25 | * Intro, Conclusion, and Body Paragraphs |  |
| Wednesday 3/27 | * **Presentation of Research Project** | * **Proposal and Annotated Bibliography Due** |
| **Week 12**  Monday 4/1 | * **Presentation of Research Project** | * **Proposal and Annotated Bibliography Due** |
| Wednesday 4/3 | * Workshop: | * **Draft Due** |
| **Week 13**  Monday 4/8 | * Workshop: | * **Draft Due** |
| Wednesday 4/10 | * Workshop: | * **Draft Due** |
| **Week 14**  Monday 4/15 | * **SPRINGD BREAK** |  |
| Wednesday 4/17 | * **SPRINGD BREAK** |  |
| **Week 15**  Monday 4/22 | * *The Female Persuasion* * Book Evaluation Prompt * **Presentation Prompt** | * **Research Essay Due** * *The Female Persuasion* Chapters 1-3 |
| Wednesday 4/24 | * *The Female Persuasion* | * *The Female Persuasion* Chapters 4-6 |
| **Week 16**  Monday 4/29 | * *The Female Persuasion* | * *The Female Persuasion* Chapters 7-9 |
| Wednesday 5/1 | * *The Female Persuasion* | * *The Female Persuasion* Chapters 10-12 |
| **Week 17**  Monday 5/6 | * *The Female Persuasion* | * *The Female Persuasion* Chapters 13-15 |
| Wednesday 5/8 | * Workshop | * **Draft Due** |
| **Week 18**  Monday 5/13 | * Workshop | * **Draft Due** |
| Wednesday 5/15 | * Presentations on *The Female Persuasion* | * **Book Evaluation Due** |
| **Week 19**  Monday 5/20 | * Finals |  |
| Wednesday 5/22 | * Finals |  |