

Instructor:  
Camion Dunnicliff-Vizthum

Email: camion.dunnicliff-  
vizthum@reedleycollege.edu

ENGL 1A (51053)  
Room: SOC 35  
Time: MTWR 8:00–10:50

## English 1A: Course 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.

**Please note that even though this is a 6-week summer school course, you are still expected and required to complete the same amount of work and assignments as the typical 18-week long course. This means each week is equivalent to three weeks worth of work!**

### STUDENT LEARNING OUTCOMES

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

- A. Write a documented research paper of at least 1,500 words that includes:
  - A sophisticated introduction, multiple body paragraphs, and a 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)

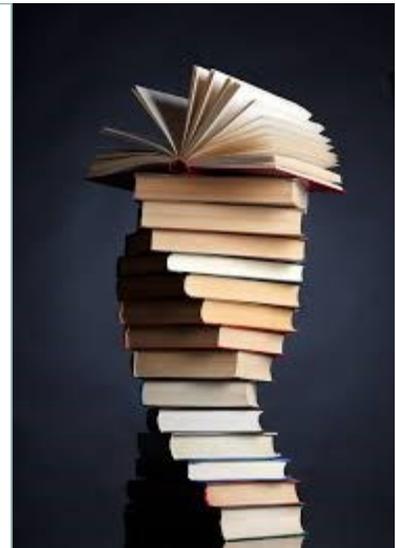
### INSIDE THIS SYLLABUS

Class Information .....	1
Course Description .....	1
Student Learning Outcomes.....	1
Course Objectives.....	2
Required Materials .....	3
Grades.....	3
Important Dates.....	3
Need Extra Help?.....	4
Assignments .....	4
Classroom Policies .....	5
Email Etiquette .....	6
Tentative Schedule.....	7

## COURSE OBJECTIVES:

In the process of completing this course, students will:

- A. 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 annotated bibliography from sources for a research paper.
  - Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism.
- B. Write an organized essay(s) with thesis and adequate support independently within a class period.
- C. 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.



### ON THE IMPORTANCE OF READING AND WRITING

*“Writing the perfect paper is a lot like a military operation. It takes discipline, foresight, research, strategy, and, if done right, ends in total victory.” - Ryan Holiday*

*“The art of writing is the art of discovering who you are.” - Gustave Flaubert*

*“Words are a lens to focus one's mind” - Ayn Rand*

*“The most important thing is to read as much as you can, like I did. It will give you an understanding of what makes good writing and it will enlarge your vocabulary.” - J. K. Rowling*



### IMPORTANT DATES AND DEADLINES

- June 28: Timed-Essay. Don't miss class! This cannot be made up!
- July 4: Holiday! No class! Happy 4th of July!
- July 8: No Class!
- July 10: Writing Project #1 Final Essay due to Canvas by 11:59 PM
- July 11: Writing Project #1 Essay Packet due at the beginning of Class
- July 15: Last day to drop the course. A Letter Grade will be assigned after this date!
- **August 1: Final!**

## REQUIRED TEXTS AND MATERIALS:

- *They Say / I Say with Readings* by Gerald Graff, Cathy Birkenstein and Russel Durst (4th Edition. ISBN: 9780393631685)
- *Speaker for the Dead* by Orson Scott Card (ISBN: 9780312853259)
- A binder or folder for class notes, handouts and returned assignments (keep all assignments until the end of the semester)
- A way to store and save your work (such as a USB flash drive)
- Access to a computer, a printer and the internet
- A notebook or binder with lined paper
- Writing utensils and highlighters
- A stapler and/or large binder clips for submitting work

## GRADES

Category:	Percent of Grade:
Writing Project #1	15%
Narrative Essay (Timed Essay)	10%
Writing Project #2: Research Paper	25%
Annotated Bibliography	15%
Final: <i>Speaker for the Dead</i> and Poetry	10%
Quizzes	15%
Reading Responses	10%

### Grading Scale:

- A: 100—90%
- B: 89.99—80%
- C: 79.99—70%
- D: 69.99—60%
- F: 59.99—0.00%

**Warning:** You must earn a C in order to pass this class, and for this class to count for transfer credit. As per the English 1A Course Outline of Record, you must be able to write a passing research paper, an annotated bibliography and an in-class timed essay in order to pass this class.

Grades will be updated regularly on Canvas. Make sure to check them frequently. Do not wait until the end of the summer session to discuss your grade with me. If you see that I have made a mistake entering something in the grade book, please politely bring this to my attention. **Be sure to keep all of your work until your final grades are posted!**

## CLASSROOM ASSIGNMENTS

### Writing Projects and Annotated Bibliography

You will complete two writing projects over the course of the summer. Both writing projects will require major revision, multiple drafts and participation in class workshops. Writing Project #1 will be part of our writing unit and will be worth 15% of your grade. Writing Project #2 will consist of a longer research paper connected to *Speaker for the Dead* and will be worth 25% of your grade. The Annotated Bibliography is an assignment that you will need to complete in tandem with Writing Project #2 and will be worth 15% of your overall grade. You will be required to submit your final essays to Turnitin.com (through Canvas) and turn in a hard copy of all of the drafts of your essays when your essays are due.

### In-Class (Timed) Essay

Part of the criteria for English 1A requires you to complete an in-class timed essay. This in-class essay will be completed at the end of the first week of class and will serve as a “diagnostic essay,” which will show me where you need the most help. This essay will be worth 5% of your grade. **You will not be allowed to make up the midterm or timed essay if you miss class.**

### Final

Your final will consist of two parts: a multiple choice exam on *Speaker for the Dead* by Orson Scott Card and the poetry we have studied. Your final will be worth 10% of your grade.

### Quizzes

You should plan on taking at least one quiz a week. These quizzes will be based on grammar and writing exercises and on homework and reading assignments. If I can tell that students haven't been completing the assigned reading, I will begin giving quizzes at the beginning of each class session. **Quizzes will be given at the beginning of class. You will not be allowed to retake or make up missed quizzes.** Quizzes will be worth 15% of your grade.

### Reading Responses

Reading and writing go hand in hand. I will expect that when a reading assignment is due that you will have read the text actively. This means that you will have annotated your text and that you will be prepared to actively engage in class discussion and conversation about the reading. In order to help you do this, you will be required to complete Double Entry Journals on specific reading assignments. These DEJs will be submitted to Canvas **before** class. This will show me that you have done the reading and that you have come to class prepared. Your reading responses will be worth 10% of your grade.

### NEED EXTRA HELP?

I will not be keeping office hours this summer. I will be available **by appointment only**. If you would like to meet with me, please speak to me in person or send me an email in order to schedule an appointment. If you are unable to meet at this time, I can also try to host an online conference with you through Canvas. **Again, you will need to arrange an appointment with me ahead of time.**

Please feel free to email me about any specific questions or concerns you may have.

There are several other resources available to help:

**Library Help:** The library is open this summer. Check their website for their hours and availability.

**Free online tutoring through Canvas.** Just click on the “Smarthinking Online Tutoring” link.

**24/7 Library Research Help:** this is available through Canvas. Just click on the link to open a chat session.

## CLASSROOM ASSIGNMENTS

### Homework

Most homework assignments, unless specified, will be uploaded to Canvas and will be due before class. All assignments must be turned in on time for credit. Late work will not be accepted.

**The Canvas thread will close at 11:59 PM the day it is due.** I will only accept late assignments if your extenuating circumstances are approved by me.

## CLASSROOM POLICIES AND EXPECTATIONS

### Absences

Attendance in this class is required. You are expected to attend all class sessions and to participate actively in all class activities (including group work, workshops, presentations, etc.).

Attendance is taken at the beginning of class. You are responsible for completing all work on time, even when you miss class. You must check Canvas daily for announcements and reminders. You will not be allowed to make up tests, quizzes or other assignments that you missed. I consider an unprepared student (someone who has not completed the homework or who hasn't brought the appropriate materials to class) to be absent. Do not pack up or leave early, as this will constitute an absence. If you must leave early for some reason, please tell me ahead of time. **You will be dropped if you miss the first or second class meeting without contacting me beforehand. And, because this is a 6-week class, you will be dropped by the census date (July 15th) if you miss two classes.**

### Tardy

If you come late to class, enter the room quietly and take the closest open seat. Do not interrupt class to tell me that you have arrived, to ask what we are doing or to turn in an assignment. At the end of class, politely remind me to update your attendance record. You will not be allowed to make up a test/quiz you missed on account of your being tardy. Remember, physical copies of assignments will only be accepted at the beginning of class. If you arrive to class after work has been collected, your work is late and will not be accepted.

### Academic Behavior:

According to the Reedley College *Student Conduct Standards and Procedures*, if a student "Interferes with or disrupts faculty and administrators who are fulfilling their professional responsibilities that student is subject to discipline" (4). In order to maintain a safe learning environment, I expect you to be respectful and to work cooperatively with your classmates. This means coming prepared to class on time, staying on task and completing the assignment or activity, not talking out of turn or passing notes, and **keeping your cell phones turned off and put away**. If you are disruptive, I may ask you to leave (this will constitute an absence).

## NEVER GIVE UP

*Start where you are. Use what you have. Do what you can. – Arthur Ashe*

*Successful and unsuccessful people do not vary greatly in their abilities. They vary in their desires to reach their potential. – John Maxwell*

*"Success is the sum of small efforts, repeated day in and day out." – Robert Collier*

*Challenges are what make life interesting. Overcoming them is what makes life meaningful. – Joshua J. Marine*

*Success is not final; failure is not fatal: It is the courage to continue that counts - Winston Churchill*

*"There are no secrets to success. It is the result of preparation, hard work, and learning from failure." - Colin Powell*

*"Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don't quit." - Conrad Hilton*

## EMAIL ETIQUETTE

Feel free to email me whenever you have any questions or concerns. However, you need to remember that when you email me you are emailing your instructor. Make sure your email contains all of the following:

- A salutation: Dear Mrs. Vizthum

- The body of your email should be polite and should conform to Standard Written English (avoid slang, abbreviations, misspellings and inappropriate language).

- A closing: Sincerely...

Any email that fails to follow these guidelines—or an email that is unnecessarily rude or aggressive—will receive a “Try Again” message.

Please allow at least 24 hours during the week for me to respond. I don’t typically check or respond to emails over the weekend and holidays. If you do not hear back from me after 72 hours, please send me a new email, as it is safe to assume that your original email has been missed or lost. Please make sure to include your name and section information in the email’s subject line.

## CLASSROOM POLICIES AND EXPECTATIONS

### Electronic Devices

Cell phones should not be out during class. Cell phones should be switched off and put away. If you have a personal laptop or tablet, you will be allowed to use it during class when working on certain assignments (during essay workshops, when we are conducting research or for completing presentations). However, I expect you to stay focused and on task (see Academic Behavior above). If your personal device becomes too much of a problem or a distraction, you will not be permitted to continue using it during class.

### Cheating and Plagiarism

- Cheating is defined as: acting dishonestly or unfairly in order to gain an advantage
- Plagiarism is defined as: *the practice of taking someone else's work or ideas and passing them off as one's own.*

**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 administration. **Plagiarizing any of the major writing assignments will result in a failing grade in the class.** Please note that you will submit your essays to Turnitin through Canvas, so if you plagiarize, you will get caught.

### Examinations/Quizzes

**Examinations and quizzes cannot be made up or retaken** (this includes the in-class timed essay!). If you know you will be missing class, you must speak to me at least 48 hours in advance in order to make alternate arrangements. During quizzes and examinations, you will not be allowed to talk, to leave class (unless you have already finished and turned in your exam) or to have any electronic devices out. You will only be allowed to use the materials specified on the exam. You will not be permitted to share materials with your classmates. If you violate these test regulations, you will be immediately dismissed from class and no credit will be given.

### Students with Disabilities/Special Accommodations

Disabled Students Programs and Services provide specialized counseling, support services, and resources to students with temporary or permanent disabilities. For more information, contact Disabled Students Programs and Services at (559) 638-0332. If you are in need of an accommodation due to a disability please provide me with your notification of authorized services form from DSP&S so that arrangements can be made.

## TENTATIVE COURSE SCHEDULE

### Changes to the Syllabus/Calendar

The instructor reserves the right to make changes as necessary for the benefit of the class, including: changes to policies on the syllabus or dates on the calendar. Not checking Canvas or your email account is not an excuse for not being aware of any changes that are made to the calendar or the syllabus.

**Abbreviations:**

- *T/I* = They Say / I Say
- *SfD* = Speaker for the Dead

Date	Agenda
Monday June 24	Review Syllabus and Course Policies Activity: Lost at Sea DEJ Practice: Carol Dweck “Growth Mindset” and Angela Lee Duckworth TedTalk “Grit” <b>Homework:</b> Read <i>T/I</i> Chapter 1 “They Say” (19-29) and Chapter 12 “I Take Your Point” (162 – 165); Canvas Discussion Post “Getting Gritty and Setting Goals”
Tuesday June 25	Entering into Classroom Discussions: Setting Norms Starting with What Others are Saying Practice with Carol Dweck’s “Growth Mindset” and Angela Lee Duckworth TedTalk “Grit” Narrative Essay: Discuss Essay Ideas in Groups <b>Homework:</b> <i>T/I</i> Chapter 14 “What is Motivating this Writer” (176 – 186) and Chapter 2 “Her Point is” (30 – 42); Read “The New Liberal Arts” ( <i>T/I</i> 336 – 343)
Wednesday June 26	Determining a Writer’s Motive The Art of Summary and Paraphrasing Practice with “The New Liberal Arts” Narrative Essay: Outline Essay <b>Homework:</b> <i>T/I</i> Chapter 3 “As He Himself Puts it” (43 – 52); Finish Narrative Essay Outline
Thursday June 27	<b>Timed-Essay! Do not miss class! This cannot be made up!</b> MLA Formatting and Incorporating Quotations Practice Using Quotations with “The New Liberal Arts” <b>Homework:</b> “Why Women Can’t Have it All” by Anne-Marie Slaughter ( <i>T/I</i> 534 – 554) with DEJ due to Canvas by 11:59 PM
Friday June 28	Rhetorical Analysis: How to Identify the Speaker, Situation, Audience, Purpose and Tone Group Activity: Rhetorically Analyze “Why Women Can’t have it All” by Anne-Marie Slaughter <b>Homework:</b> Read “Why Men Still Can’t Have it All” by Richard Dorment ( <i>T/I</i> 555 – 575) with DEJ due to Canvas by 11:59 PM on Sunday, June 30 <sup>th</sup> ; <i>T/I</i> Chapter 4 “Yes/No/Okay, But”: Three Ways to Respond (53 – 66)
Monday July 1	Three ways to Respond Group Activity: Rhetorically Analyze “why Men Still Can’t Have it All” by Richard Dorment Introduce Writing Project #1: Discuss Prompt and Brainstorm Ideas <b>Homework:</b> <i>T/I</i> Chapter 5 “And Yet”: Distinguishing What You Say From What They Say” (67 – 76) and Chapter 9 “You Mean I Can Just Say it That Way?”: Academic Writing Doesn’t Mean Setting Aside Your Own Voice (117 – 130)
Tuesday July 2	Maintaining Your Voice in Academic Writing How to Write Effective Introductions <b>Write and Workshop Introductory Paragraphs</b> Homework: Revise Introductions Using Workshop Feedback; <i>T/I</i> Chapter 6 “Skeptics May Object”: Planting a Naysayer in your Text (77 – 90) and Chapter 7 “So What? Who Cares?”: Saying Why It Matters (91 – 100)

**Abbreviations:**

- *T/I* = They Say / I Say
- *SfD* = *Speaker for the Dead*

Wednesday July 3	Saying Why it Matters and Including Counterarguments How to Write Effective Body Paragraphs <b>Write and Workshop One Body Paragraph and Essay Outline</b> <b>Homework: Complete Rough Draft of Essay and Bring Three Copies to Class on Tuesday, July 9<sup>th</sup>:</b> Read <i>T/I</i> Chapter 8 “As a Result”: Connecting the Parts (101 – 116) and Chapter 10 “But Don’t Get Me Wrong”: The Art of Metacommentary (131 – 140)
Thursday July 4	<b>Holiday! Happy 4<sup>th</sup> of July! No Class!</b>
Monday July 8	<b>No Class</b>
Tuesday July 9	Writing Effective Counterarguments, Adding Metacommentary and Connecting the Parts Rough Draft Workshop and How to Revise Essays <b>Homework: Revised Essay due to Canvas by 11:59 PM</b>
Wednesday July 10	<b>Writing Project #1 Essay Packet due at the Beginning of Class (must submit workshopped introduction, body paragraph with outline and rough draft)</b> Introduction to Poetry: Important Poetic Terms and Devices How to Read and Close Read Poetry: “Daddy” by Sylvia Plath Practice: “One Art” by Elizabeth Bishop <b>Homework:</b> Read Poems on Canvas “The Ruined Maid” by Thomas Hardy, “My Papa’s Waltz” by Theodore Roethke and “Do Not Go Gentle into that Good Night” by Dylan Thomas
Thursday July 11	Poetry: Speaker, Situation and Tone Group Presentations Introduction to Library Databases: How to Find and Locate Sources <b>Homework:</b> Find and print two sources from the library databases; Read Poems on Canvas “Annabel Lee” and “Sonnet to Science” by Edgar Allan Poe, “Repetition” by Phil Kaye,
Monday July 15	<b>Last Day to Drop the Class! A Letter Grade Will be Assigned After this Date!</b> Poetry: Analyzing Form and Rhythm Group Presentations Introduce: Annotated Bibliography practice with two sources <b>Homework:</b> Finish Practice Annotated Bibliography and bring three copies to class tomorrow!; Read Poems on Canvas “Siren’s Song” by Margaret Atwood, “Because I Could Not Stop for Death” by Emily Dickinson, “Jabberwocky” by Lewis Carroll
Tuesday July 16	Poetry: Analyzing Diction Group Presentations <b>Workshop and Revise Practice Annotated Bibliography</b> <b>Homework: Revise Practice Annotated Bibliography, due to Canvas by 11:59 PM</b>
Wednesday July 17	Introduce Writing Project #2: Speaker for the Dead How to Develop a Research Question and Working Thesis Invention Exercises <b>Homework:</b> Invention Exercises due to Canvas by 11:59 PM
Thursday July 18	Scholarly Sources Finding and Evaluating Credible Sources Introduce Formal Annotated Bibliography Homework: Continue working on Annotated Bibliography

Abbreviations:

- *T/I* = They Say / I Say
- *SfD* = *Speaker for the Dead*

Monday July 22	Introduce Thesis Proposal Continue Research and Working on Annotated Bibliography <b>Homework: Annotated Bibliography due by 11:59 PM</b>
Tuesday July 23	Review: How to Write Introductions Continue Thesis Proposal <b>Homework: Thesis Proposal due by 11:59 PM; Bring 3 copies of your Introductory Paragraphs to Class tomorrow!</b>
Wednesday July 24	<b>Workshop: Introductory Paragraphs</b> Conferences! Time to Revise Introductory Paragraphs
Thursday July 25	Review: How to write Effective Body Paragraphs Conferences! Time to Draft Essay <b>Homework: Bring 3 Copies of your Body Paragraphs to class with you on Monday!</b>
Monday July 29	<b>Workshop: Body Paragraphs</b> Conferences! Continue Drafting and Revising Essay <b>Homework: Rough Draft due Tomorrow! Bring 3 copies of your rough draft to class tomorrow!</b>
Tuesday July 30	<b>Rough Draft Workshop</b> Revise Essay
Wednesday July 31	Review for Final <b>Homework: Final Essay due by 11:59 PM!</b>
<b>Thursday August 1</b>	<b>Writing Project #2 Due at the Beginning of Class (workshopped introductory paragraphs, body paragraphs and rough draft)</b> <b>Final! <i>Speaker for the Dead</i> and Poetry</b>