Syllabus English 1A

# Quick Overview:

## Contact Information:

Instructor: Heather Paul

Email: heather.paul@reedleycollege.edu

Phone: (559) 638-0300 ext. 3256

Office: Annex 6 (Please see map for location of office, etc.)

### Classes:

### General 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.

# Here are the best ways to contact me:

## By email: heather.paul@reedleycollege.edu

If you email me, you can expect a reply within 24 hours. If you do not hear from me within that time, please resend it! Please include this information in the subject of your email: your name and your class color.

## By Zoom\*:

Mondays: 10:00 to 11:00

Tuesdays: 4:00 to 5:00

Wednesdays: 9:00 to 10:00

Thursdays: 1:00 to 2:00

OR! By appointment!

\*If there is some problem with the link, which frequently happens, please send me an email immediately so that I can try to help.

## Canvas Inbox:

You can send me a message through Canvas. The link to the inbox is on the left side of your Canvas page on the browser version or on the bottom toolbar of the Canvas app.

# Here is how I will contact you:

## By email:

I will send out emails to your student email address. Please make sure that you can access this. By the way, this is also how the school will contact you!

For help with accessing student email please visit the [Reedley College Technology Support page](https://www.reedleycollege.edu/campus-life/technology-help.html).

## By announcement:

I will post weekly announcements on Canvas. You can set up Canvas so that you receive an alert for these. There is a video on how to change your alert settings in the Important Information module.

## By Canvas Inbox:

I will also message you through Canvas. You can set up an alert for these types of messages as well.

## Additional ways to get questions answered:

There is a general questions Discussion Board in the Important Information module of Canvas. This is a place for you to ask any questions that you have, class related or not. I will check that board daily and help as I can. BUT please do the same! Check, ask questions, and answer what questions you have.

# **No matter what form of contact you choose, it is your responsibility to check Canvas daily for new information.**

# Required Materials:

## Books:

*The Graveyard Book* by Neil Gaiman. For more information on this title or to purchase it online, here is the page on [Amazon](https://www.amazon.com/Graveyard-Book-Neil-Gaiman/dp/0060530944/ref%3Dsr_1_1?dchild=1&keywords=The+Graveyard+Book&qid=1590094144&sr=8-1).
*Vicious* by V. E. Schwab. For more information on this title or to purchase it online, here is the page on [Amazon](https://www.amazon.com/Vicious-Villains-V-Schwab/dp/1250183502/ref%3Dsr_1_2?dchild=1&keywords=Vicious&qid=1590095164&sr=8-2).

Both of these titles are also available as e-book or audiobook through our RBDigital Database. Here is a handout on how to access this database:

## Other Stuff:

* **Paper:** We will read a lot for this class. From your books but also from articles posted to Canvas. Sometimes I will require you to share your notes or annotations on the articles we read. You can do this by taking notes on the computer and submitting those OR, like I like to do, by printing the articles and writing annotations directly on the article, or on sticky notes stuck to the article, then uploading pictures. This all depends on how you prefer to do your reading: online or on paper.
* **Sticky notes.** If you are going to be printing, then they are the greatest thing ever invented. Invest in some.
* **Microsoft Word or the ability to export your document into Word**. I can only accept documents submitted to Canvas in Word format. Word is available for free to students. I have posted instructions on how to download Word on our Canvas page here.

# Grading Scale:

 Assessments: 10%

 Participation: 10%

 Written Assignments: 10%

Essays: 70% (Including at least one research paper and annotated bibliography.)

## Assessments:

These will include reading quizzes, and various other quizzes designed to assess student’s ability to apply the various strategies being taught. These quizzes all have time limits attached to them. Once you open the quiz, you need to complete it. If you try to close the window and return to it later, you will not be allowed to, as your time will have run out.

## Participation:

Participation in class is required. This includes doing your part during group, partner, and individual assignments. It also means participating in class discussions, etc. Participation is awarded through discussion board, group, and partner assignments. Collaborations are also marked as participation.

## Written Assignments:

Written assignments will include many day-to-day assignments including reading responses, annotations/notes, etc.

## Essays:

* Three Genre Critiques at two pages each: 100 points each
* One narrative essay of at least four pages: 200 points
* One persuasive essay of at least five to six pages: 200 points
* One group project with a visual and audio component: 200 points
* One Annotated Bibliography: 400 points
* One argumentative research paper of at least five to six pages: 400 points

## Please note that in order to pass English 1A, students must submit a passing Annotated Bibliography or research paper. If neither is submitted or neither is of passing quality, the student will not pass.

## An Important Word on Grading…

One of the tenants I hold high is the idea of effort.  Sometimes I will ask you to do things that are hard, or confusing, or time consuming and what I ask is that you try.  You put in the effort, visible effort, to try and finish the assignment to the best of your ability.  That being said, I grade most assignments for **thoughtful completion**.  This means that I am looking to see if you did, at the very least, the minimum that was asked of you.  For example: if you are asked to post on a discussion board five times, then that is what I am looking for. **Five posts for consideration of points, not full points.**  Another example: if you are asked to complete annotations for a chapter, then I will look to see that you finished the chapter.  One sentence for every paragraph.  If you have done that, then I will consider the**quality of the posts** for the awarding of points.

If you do less than the minimum i.e. less than five posts (or however many I have assigned), have not read to the end of the chapter, or have written less than the required number of pages for an essay, I will give you a zero.  You have not done thoughtful completion.  As far as essays go, I don't even read them if they are less than the required number of pages.

Due Dates and Late Work:

## Due Dates and Discussion Board Posts:

All work is due on the posted day. The only weird assignment due dates are discussion boards. Your initial post is always due on Wednesdays, you must respond to your classmates by Friday. This will also be indicated on the individual discussion boards.

## Late Work Policy

Late work will be accepted up to one week late. But, the work will be docked 30%. This only applies to homework, discussion boards, and non-essay assignments. Essays, tests, and essay related drafts will not be accepted late under any circumstances.

This includes work that is late because of some problem with Canvas or the internet. You need to plan for all disasters. In other words, do not wait until the last minute to turn in work online, because chances are something is going to go wrong and prevent you from turning it in.

Attendance**:**

## Drop Policy and Attendance for the First Week of Class:

Students are required to complete all of the assignments in the Week Zero and Week One modules in order to stay enrolled in the class. If you miss any of these assignments, you may be dropped. If you are experiencing any problems completing ANY of these assignments, please contact me as soon as possible.

## General Attendance Policy:

**There are no excused absences especially in an online course.** I make every attempt to keep Canvas up to date with assignments. If there is nothing there, please feel free to contact me.

Because we are a 100% online course, attendance is determined by your participation in the weekly assignments.  One of the week's assignments will be chosen to serve as attendance for the week. If you miss four or more of these assignments, you may be dropped.

Students with Disabilities:I am happy to help all of my students successfully complete my class. Students with disabilities are no exception. Students with physical or learning disabilities will receive reasonable accommodations for learning and evaluation. Students with such disabilities should identify themselves to the college and to the instructor as soon as possible so that reasonable accommodations can be made within the course. To be most successful, students with learning disabilities should arrange for learning accommodations in this course before instruction begins. If you have a verified need for an academic accommodation or materials in alternate media (e.g., 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. For more information, contact the Reedley College Disabled Student Services (DSS) Program in the DSS building (ext. 3332).

Cheating and Plagiarism:Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also 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. 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, of failing to disclose research results completely.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one’s own work. 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 indifferent courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and copyrights.

All incidents of cheating and plagiarism will be regarded very seriously and will 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.

PLAGIARIZED ASSIGNMENTS OR ASSIGNMENTS ON WHICH A STUDENT HAS CHEATED WILL RECEIVE ZERO CREDIT.

# Course Outline

1. Expository Essays and a Narrative-Descriptive Essay (at the instructor’s discretion)
1. Reading, discussion of models
2. The writing process
3. Thesis and support
4. Paragraphing, topic sentence
5. Introductions and conclusions
6. Use of showing details to support assertions
7. Editing for grammar, punctuation, and usage
2. Planning, Developing, and Writing the Research Paper
1. Library and Internet research
2. Evaluation of sources for accuracy and reliability
3. Evaluating and selecting evidence which supports a defendable thesis
4. Summarizing with accuracy and academic respect
5. Paraphrasing with attribution
6. Use of quotation to develop, support, or refute an idea
7. Planning, organizing, and outlining information and ideas
8. Correct MLA documentation
9. Completion of an annotated bibliography
10.Reading discussions of arguments
11.Reasoning, refuting opposition
12.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
1. Planning and organizing ideas under pressure
2. Composing quickly
3. Editing independently and within given time
6. College-level reading skills
1. Analyzing/synthesizing
2. Interpretation
3. Evaluation
4. Compare/contrast
5. Drawing conclusions
6. Distinguishing fact from inference
7. Summarizing/paraphrasing

# Course Objectives

1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation.
	1. Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary.
	2. Indicate an arguable thesis.
	3. Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or observation.
	4. Employ MLA formatting guidelines.
	5. Reduce dependence on the instructor’s guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics.
	6. Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice.
	7. Practice sound choices in identifying and avoiding logical fallacies.
	8. Employ appropriate use of third person universal.
	9. Identify appropriate audiences for their compositions.
	10. Employ quotations, discriminating among sources for accuracy and validity.
	11. Employ MLA formatting guidelines for Work Cited Page and in-text citations.
	12. Develop an annotated bibliography from sources for a research paper.
	13. Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism.
2. Write an organized essay(s) with thesis and adequate support independently within a class period.
3. Read and understand college level prose, including:
	1. identifying the model, summarizing the thesis, and locating supporting information.
	2. naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author’s intent, both explicit and implicit.
	3. answering questions from assigned reading, differentiating between an author’s intent and personal reaction
	4. describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings

Syllabus is subject to change.