Syllabus for English 1A-52843 and

English 205-50516

Reading and Composition

Fall 2020

Instructor: Elaine G. Stamper

Online Course



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**The information contained in this syllabus is intended to be useful to you and to help you succeed. Please be sure to bring it with you to every class.**

# Contact information:

**E-mail address**: [*elaine.stamper@reedleycollege.edu*](mailto:elaine.stamper@reedleycollege.edu)*.* Please write **“English 1A/205 (or English 1A/cats&dogs)”** in the subject line of all e-mails to me. PLEASE USE YOUR COLLEGE E-MAIL ADDRESS OR CANVAS INBOX TO COMMUNICATE WITH ME.

### Communication and Office Hours: Because of Covid-19, I will not be on campus in the fall. However, you can reach me during my regular office hours, 11:00 a.m. to 1:00 p.m. on Mondays, and 11:00 a.m. to 12:00 noon Tuesday, Wednesday, and Thursday, via Zoom (through our Canvas site) and via Canvas Inbox

* I am also available other days/times by appointment. Please send me a message through Canvas Inbox to make arrangements.
* I do check my emails over the weekend and, whenever possible, will get back to you over the weekend.

# Required Texts and Materials and Recommended Text:

1. Thompson-Cannino, Jennifer, et al. *Picking Cotton: Our Memoir of Injustice and Redemption*. St. Martin's Griffin, 2009.
   * If you buy a used copy, please make sure that it is a clean copy (no notes or highlighting).
2. Stevenson, Bryan. *Just Mercy: a Story of Justice and Redemption*. Spiegel & Grau/Random House, 2014.
   * If you buy a used copy, please make sure that it is a clean copy (no notes or highlighting).
3. A variety of assigned articles that will be posted on Canvas; you will need to annotate, either electronically or on a printed copy, all readings.
4. A binder for organizing class notes and anything you choose to print out.
5. Sticky notes such as Post-Its for taking notes in the books.
6. Consistent and reliable access to the Internet and a dependable computer or laptop. You must use Microsoft Word. (Word 365 is available for free for all SCCCD students.)
7. A USB flash drive or access to a cloud service such as Dropbox (not Google Docs) to save the work you do.
8. I recommend that in addition to consulting handouts on Canvas regarding MLA format and citations, you use two online resources: [Purdue Owl MLA](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html)) and [EasyBib](http://www.easybib.com/style) (or you can use [Knight Cite](https://www.calvin.edu/library/knightcite/index.php/index.php?standard=MLA) or a similar citation generator if you prefer)

**NOTE: You will need to have non-electronic copies of both books for this class: *Just Mercy* by the beginning of the second week of the semester and *Picking Cotton* by the 4th week.**

# Course Description

English lA (Critical Reading and Writing) is a course designed to aid students in the reading, analyzing, and composing of college-level prose. The emphasis will be on studying writing as a process; exploring different composing structures and strategies; editing and revising one's own writing; and conducting research (gathering, organizing, evaluating, integrating, and documenting information) that will culminate in a research paper with an annotated bibliography.

English 205 (Strategic Skills for Success in English) is a support class for this section of English 1A. You must be enrolled in both sections. Your grade will be based on completion of assignments for English 1A as well as additional articles, quizzes, and discussion board posts, all of which build on the coursework of English 1A . The idea of the class is to help you be more successful in English 1A.

# Writing Assignments

You will be required to complete three major projects during the semester:

* **Project #1** takes place during the first four weeks of the semester. You will read and annotate *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson. You will take quizzes on the reading, participate in a literary circle (a small group that discusses the assigned reading in depth) and discussion board postings, and write practice paragraphs. Essay #1 will require three drafts, each of which must be electronically submitted to Canvas by the specified deadlines.
* **Project #2** isbased on the book *Picking Cotton* by Jennifer Thompson-Cannino et al. You will read and annotate the book, take quizzes on the reading, participate in lit circles and discussion boards, and write practice paragraphs. Essay #2 will require three drafts, each of which must be electronically submitted to Canvas by the specified deadlines.
* **Project #3** asks you to write a 6-page research paper (RP) arguing for a particular type of prison reform. Your topic must be approved by me in advance, and your thesis must be supported by 7-8 academic sources from databases. (We will go over this in class.) Requirements include short writing assignments, a preliminary annotated bibliography (Pre-AB), and a final annotated bibliography (AB), as well as peer reviews and three drafts of the RP.

# Class Policies and Procedures

### ATTENDANCE and DROPS:

* Even though we will not be meeting face-to-face for this course, “attendance” in the class is essential for your success. Your attendance is determined by your timely completion of weekly assignments.
* You **will be dropped** from the class if you do not complete the first assignment, which is participation in a discussion board regarding the syllabus. This is due no later than 11:59 p.m. on Friday, 8/14/20.
* You **will likely be dropped** from the class if you do not complete any of the three drafts required for Project #1/Essay #1 or any of the three drafts for Project #2/Essay #2.
  + Note that I say you will “likely” be dropped. If you contact me as soon as possible with a legitimate reason for not having done the assignment, I will consider the situation and let you know my decision. If you do not contact me, you will certainly be dropped from the course.
  + Both Project #1 and Project #2 are due during the first nine weeks of the course, when it is still possible for me to drop you.
* Students who add or choose to drop the class are responsible for completing the process through Web Advisor. In most cases, students who do not add by the 2nd week will not be allowed to add the class after that.

PARTICIPATION:This includes, but is not limited to, having the required materials, annotating all readings, taking notes, completing all assignments, carrying out lit circle roles and contributing to discussion board prompts in a thoughtful manner, and completing peer reviews. I will also take into consideration if you have communicated with me and/or a tutor about your writing. I firmly believe that students learn not only from the instructor but also from each other. So, be prepared to interact in with other students in the class. You can only be an active, prepared participant if you do the assigned work and contribute in a meaningful, useful way.

QUIZZES and Short Writing Assignments: Quizzes and short writing assignments will usually be on the schedule but may be unannounced. These cannot be submitted late or made up.

**SUBMITTING PAPERS AND REVISIONS**: **All** writing assignments must be typed in Times New Roman, 12 point, and double-spaced on 8 1/2 by 11-inch paper. In the upper left-hand corner, put your name, class (English 1A-52930), instructor’s name (Ms. Stamper), type of assignment and the draft number (example: Essay 2.3), and date (example: 8 October 2020). Title your paper and center it above your text. See handout for sample and guidelines.

* **I reserve the right to refuse any paper that is not submitted in the proper format, is not submitted promptly by the deadline of 11:59 p.m.,and/or does not meet other requirements.** I have the option of accepting re-submitted papers and assigning a grade penalty. There is no guarantee that I will do this, and you must discuss it with me first.
* I will not accept an essay that has been typed on Google Docs. You can access free Word 365through your school e-mail account. Need help? Ask a RWC tutor, another student, or me during my office hours.

# LATE WORK:

I do not accept late work; all assignments must be turned in by 11:59 p.m. on the day they are due and as specified in the instructions in order to receive credit.

* DAISY Chain Requirement: Every assignment builds on the previous assignment and will help you to be more successful as the semester proceeds. This means that all assignments, even the “small” ones,  are required. If you miss the deadline, you will not only receive a zero for that assignment, but you will not be permitted to complete the next assignment until you have done the previous assignment. Build a chain of daisies, not zeros!
* FREE PASS Opportunities: Everyone needs a second chance. Be sure to check this out on Canvas.

READING:If you’re not much of a reader, you may find that 1) the books are fairly short, easy to read, and pretty interesting; and 2) an [audio version](https://www.audible.com/) of the books can be helpful. Ask me if you need more information.

ACADEMIC DISHONESTY: Any student caught cheating, copying, or plagiarizing others’ work will be subject to academic sanctions, including but not limited to receiving an ‘F’ on the assignment or in the course. If you are in any doubt as to what plagiarism is, check with me. We will discuss this further in class. (Note: I use turnitin.com.)

You are encouraged to get help on your writing from me, a tutor from the Reading & Writing Center (RWC) or the Tutorial Center, or Linda Reither (the Learning Specialist), and your classmates in this class. **No one else—not your parents, siblings, boyfriend, girlfriend, former teacher, ex-boyfriend or ex-girlfriend, siblings’ boyfriend or girlfriend, siblings’ ex-boyfriend or ex-girlfriend, or your dog—may help you with any of your papers.**

# STUDENTS WITH DISABILITIES:

*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*](http://www.reedleycollege.edu/services/dsp/LD.htm) *for more information.*

# Some Important Points:

* Please check Canvas on a regular basis. Make sure that you receive Canvas notifications when I send you announcements or e-mails. If you don’t know how to do something related to technology, please get help from me, a tutorial center, or a lab. There is also a video tutorial on Web Advisor.
  + Please contact me by [e-mail](mailto:elaine.stamper@reedleycollege.edu) or through Canvas Inbox if you have any problems or questions about anything**.** I check my e-mail regularly and will get back to you promptly. If you have not heard back from me in 24 hours, please check to make sure that I received your e-mail.
* Please keep flash drive copies of all work submitted to me. As you know, sometimes things go wrong with electronic systems. Protect yourself by keeping everything until the course is finished and your final grade has been recorded.
* Follow general rules of netiquette (appropriate online behavior) in Zoom meetings and on discussion boards. Repeated incidents of any behavior deemed to be rude or disruptive will result in your being reported to the Dean of Students. My job is to help you to become better writers and to prepare you to write for other classes. I really care about my students and will do whatever I can to help you. Let’s work together to help you succeed!
* You will need to spend between 8 and 12 hours a week on the work for this class.
* Most assignments (reading, quizzes, and discussion board posts) will be due on a Friday at 11:59 p.m. In most cases, the major writing assignments (essays, annotated bibliography, and research paper) will be due on a Sunday at 11:59 p.m. Please note that these due dates require you to work during the week, just as in a face-to-face class, you would be doing in-class work and homework during the week. Waiting until Friday (or Sunday) to start or even complete most of the work will not set you up for success.

Important Dates:

**Week 1: August 10-14: Fall semester begins**

**Week 2: Friday, 8/21: Last day to drop for a full refund**

Week 3: Friday, 8/28: last day to add a class; last day to drop in person and avoid a “W”

**Week 4:** Sunday, 8/30: Last day to drop via WebAdvisor and avoid a “W.”

Week 5: Monday, 9/7: Labor Day holiday

Week 9: Friday, 10/9: Last day to drop and receive a “W.” Letter grades (A-F) are assigned after this date.

**Week 14: Wednesday, 11/11: Veteran’s Day holiday**

**Week 16: Thursday and Friday, 11/26-27: Thanksgiving holiday**

* **Note: Thanksgiving break is two days and the weekend, not the entire week.**

**Week 18: 12/7-- 12/11: Finals Week. Final exams are the only classes this week.**

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| ENGL-1A Course Assignments (subject to change) | Points Possible | % of Final Grade |
| Project #1: *Just Mercy* | 150 points | 15% |
| * Annotated reading = 10 pts. * 1st Draft = 10 pts. * Smarthinking.com submission = 10 pts. * Works Cited page = 10 pts. * Participation in group and class activities for Project #1 = 10 pts. * Final draft = 100 pts. |  |  |
| Project #2: Picking Cotton | 250 points | 25% |
| * Annotated reading = 10 pts. * In-class essay exam = 50 pts. * Smarthinking.com submission = 10 pts. * Works Cited page = 10 pts. * Participation in group and class activities for Project #2 = 10 pts. * Choice Assignment (choose two): conference with me; meet with RWC tutor; and/or attend Free Pass Opportunity = 5 points for each (total of 10 points for two items) * Revised essay (2-3 drafts required) = 150 pts. |  |  |
| Project #3: AB and RP | 450 points | 45% |
| * Preliminary Annotated Bibliography (AB 1.1) = 50 pts. * Final Annotated Bibliography (AB 1.2) = 100 pts. * Research Paper (RP 1.3; 3 drafts required) = 300 pts. |  |  |
| Participation and Discussion Board posts | 50 points | 5% |
| Quizzes | 50 points | 5% |
| Final Exam | 50 points | 5% |
| **TOTAL** | 1000 points | 100% |

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| **ENGL-205 Course Assignments** |  | Points Possible: to be determined | % of Final Grade |
| Completion of all assigned work in ENGL-1A | Some assignments, such as the AB, may have a spit grade: 70% for 1A and 30% for 205. |  | 70% |
| Additional readings |  |  | 10% |
| Additional quizzes |  |  | 10% |
| Participation and additional discussion board posts |  |  | 10% |

NOTE: Grades for English 1A will be based on the quality of the work submitted. Grades for English 205 will be based on completion of all work and on the effort put forth. Your grades for English 1A and English 205 may not be the same. In some cases, students will receive a higher grade for English 205 than they receive for English 1A.

GRADING

**A = 100-90 excellent**

**B = 89.99-80 very good**

**C = 79.99-70 average**

**D = 69.99-60 needs improvement (not passing)**

**F = 59.99-0 fail (not passing)**

* **I don’t round up.**
* **I’m happy to talk to you about your assignment grades (Why did you get the grade that you did? What can you do to improve your grade?), and if I’ve made a mathematical error, I will correct it; however, I am unable to negotiate your grade with you at any point in the semester.**
* **If you care about your grade, do something about it EARLY in the semester: Do all of the work, check your grade on Canvas, re-read my comments on your papers, arrange to talk with me, talk to our class tutor, and meet via Zoom with a tutor from the Reading/Writing Center. In a nutshell, put your best effort in and communicate with me.**

# The following are department-developed objectives and outcomes for all English 1A students:

# 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 that includes:

* 1. a sophisticated introduction, multiple body paragraphs, and conclusion.

1.2 a clearly defined, arguable thesis sentence.

1.3 supporting details that exhibit critical thinking and use credible secondary sources.

1.4 correct usage of MLA format, including a Works Cited page.

1.5 sentences which exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments, and which show a command of mechanics.

1.6 controlled and sophisticated word choice.

1.7 writing in the third person.

1.8 an avoidance of logical fallacies.

1.9 demonstration of an awareness of purpose and audience.

1.10 appropriate and purposeful use of quotations.

1.11 correct in-text citations.

1.12 an annotated bibliography of multiple sources.

1.13 a lack of intentional and unintentional plagiarism.

2. Write one or more organized, independently-written in-class essays with thesis and adequate support.

3. Read and understand college-level prose.

Course Outcomes

At the end of the course, students will be able to:

1. Write a documented, well-organized research paper of at least 1,500 words [approximately 6 pages] that demonstrates critical thinking and command of the English language.
2. Complete a timed essay independently in class.
3. Summarize and comprehend college-level prose (will include a full reading).

Course Outline

A. 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  
B. 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  
C. Full-length work: Instructors should have students read a full-length novel, book, short stories or  
poems.  
D. Assignments based on the work will vary.  
F. In-class timed essay  
1. Planning and organizing ideas under pressure  
2. Composing quickly  
3. Editing independently and within given time  
G. 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

# The following are department-developed objectives and outcomes for all English 205 students:

**English 205 Course Objectives**

* Practice finding and evaluating sources for their credibility.
* Further practice the writing process in support of students writing essays in English 1A.
* Revise essay drafts to improve, focus, and strengthen ideas.
* Further utilize appropriate pre and post reading strategies to analyze patterns of organization within a variety of texts.
* Further demonstrate awareness of rhetorical situations: audience, purpose, and voice.
* Improve in writing grammatically correct sentences that adhere to conventions of written English.
* Proofread and edit essays for clarity and use of academic language.

**English 205 Course SLOs**

Utilize the skills required to successfully complete English 1A.

**English 205 Outline**

A. Reading strategies

1. Annotation  
2. Patterns of organization  
3. Vocabulary  
4. Rhetorical Situation: Audience, purpose, and voice

B. Writing strategies

1. Generating ideas  
2. Outlining  
3. Creating drafts  
4. Revising essays to improve, focus, and strengthen ideas  
5. Editing essays for clarity and use of academic language

C. Finding and Evaluating Sources

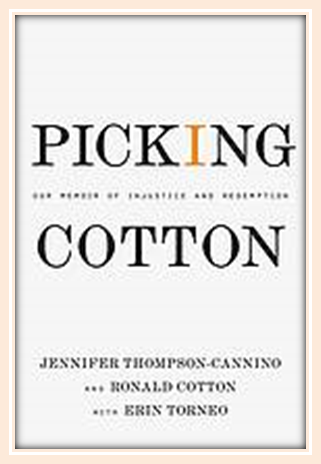
1. Databases  
2. Primary and secondary sources  
3. Summarize, Quote, and paraphrase sources  
4. Evaluate sources for credibility and currency  
5. MLA format and guidelines  
6. MLA Citation

# ☞Important points about the theme of the course and the book:

Throughout the semester, we will be reading, researching, and engaging in class discussions about prison reform. People often have strong opinions about crime and punishment, and some students in the class may have experienced crime first-hand (either as a victim or as the accused) or know someone who has experienced it.

* + This means that 1) some students may find the topic too disturbing to read, talk, and write about and should therefore consider choosing a different class; and 2) students who remain in the class must be willing to be sensitive to other people in the class during class discussions.
* Although used copies of the books are acceptable, please make sure that your copy is relatively “clean” and free of another’s note-taking. You will be required to take your own notes in the books.

# Required Books

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**Me Hershey**