# English 1A: Reading and Composition

Reedley College, Fall 2020

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| Instructor: | Alexandria Richerson |
| Email: | [alexandria.richerson@reedleycollege.edu](mailto:alexandria.richerson@reedleycollege.edu) |
| Office Hours: | By appointment only (Email me to set it up) |
| Course: | English 1A (59605); 4 units |
| Meeting Time: | Zoom Meetings: Monday at 9:00 am |
| Room: | Web |

## COURSE OVERVIEW

During this course we will analyze the multiple issues sounding education both in the K-12 system as well as the issues impacting college students. As students, and possibly future educators, it is important that you are aware of the challenges you will face. By researching and analyzing these issues, you will be able to make more informed decisions in the future. 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. 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

*The Smartest Kinds in the World and How They Got That Way,* ISBN 978-1-4516-5443-1

By Amanda Ripley

The Norton Field Guide to Writing, with Readings, 5E, ISBN: 9780393655780

By Bullock

## Materials

1. Notebook (for notes)
2. A PDF reader
3. Access to Wi-Fi
4. Student Email set up

# REQUIRED COURSE WORK

*The Smartest Kids in the World* readings and project: During the semester, we will read and annotate *The Smartest Kinds in the World and How They Got That Way* by Amanda Ripley. In addition to the readings, you will complete journal responses, quizzes, supplemental readings, and in-class discussions via zoom or discussion board assignments. Additionally, you will put together a multi-modal presentation focusing on a theme from the book.

*The Smartest Kinds in the World Analysis*: This essay will be an analysis of the themes presented in the class book we will be reading. The essay will be a minimum of 1,500 words.

Analytical Essay:This essay will consist of an analysis of a “text” of your choice. You will analyze the “text” for rhetorical devices as well as the validness of the argument presented. The essay will be a minimum of 1,500 words and will include an Annotated Bibliography that consist of 5 sources.

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 argumentative research paper that is a minimum of 2,400 words.

#### Components:

* Invention Exercises
* Topic/Research Proposal Presentation with Annotated Bibliography
* Argumentative Research Paper (minimum 2,400 words)

Drafts:A draft will be due at the beginning of workshop for each essay so that I can provide feedback to help you revise. **Please note**, if there is a serious mistake that was commented on in your draft and you did not fix it for your final essay, an additional 10 points will be taken off of the final essay.

Class Participation:Class participation will be a cumulation of Discussion Board assignments where you will be asked to engage in discussions about the weekly topic with your fellow students and myself. These assignments are designed to encourage the class to interact with each other in order to share ideas, knowledge and encourage debate.

Classwork**:** Classwork consists of quizzes, free writes, and other assignments that check your understanding. These assignments will mostly consist of individual work.

Workshop participation:You will participate in peer-review workshops before submitting all essays. We will be conducting these workshops in via Canvas and Google Docs. It is your responsibility to make sure you have a draft ready to present to your peers and that you provide in-depth feedback.

Midterm Examination:The midterm examination will consist of an in class, timed essay.

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

# GRADING

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| **Assignment** | **Points** | **Your Grade** |
| Analytical Essay | 100 |  |
| Invention Exercises | 30 |  |
| Annotated Bibliography (2 at 25 points each) | 50 |  |
| Research Presentation | 50 |  |
| Argumentative Research Paper | 200 |  |
| Drafts (Analytical Essay: 10 pts, Research Essay 15 pts, and Book Essay 10 pts) | 35 |  |
| Workshop Participation | 45 |  |
| *The Smartest Kinds in the World* Essay | 100 |  |
| *The Smartest Kinds in the World Book* Quizzes | 30 |  |
| *The Smartest Kinds in the World Book P*roject | 50 |  |
| *The Smartest Kinds in the World* Journal | 30 |  |
| Class Participation | 65 |  |
| Classwork | 65 |  |
| Midterm Essay | 50 |  |
| Final | 100 |  |
| **Total Points** | **1000** |  |

**A = 100%-90%: excellent**

**B = 89%-80%: very good**

**C = 79%-70%: average**

**D = 69%-60%: needs improvement (not passing)**

**F = 59%-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 message me via email. **Do not wait until the end of the semester to try to improve your grade.**

# CLASS POLICIES AND PROCEDURES

## Communication policy

Students can email me through Canvas. I am available Monday-Friday, 9:00 a.m. - 5:00 p.m. If you email me within that time frame, I will respond within 24 hours. Response times may be quicker if it is between 9:00 a.m. and 5:00 p.m. If I do not respond within 24 hours, email me again. Emails sent on Friday night -Sunday will not be responded to till Monday.

I will be sending out announcements at least once a week to make sure we are all moving at the same pace. I will also be using Zoom once a week, Monday from 9:00 a.m. – 10:50 a.m., for weekly lecture meetings. As of right now, these meetings are not mandatory. However, students are highly encouraged to attend as they may miss important information. I will also be participating in the weekly discussion boards with you. You can also find feedback on individual assignments in your grades.

## Feedback Policy

The feedback and grading of assignments will vary from assignment to assignment. Feedback on discussions and interactive assignments can take up to a day, classwork can take up to 3 days, and essays, drafts, and major projects can take up to a week.

The type of feedback will range from simple comments like "Good Job" and "Please make sure you are paying attention to formatting directions" to annotated comments on your essays and major projects.

You can check the feedback of individual assignments under your grades. See the "How to Check Feedback" video in the Introduction Module.

## Drop/Participation Policy:

Students will be expected to complete modules within the weekly time frame.

Students who do not complete the Introduction Module by the end of the first week of the class may be dropped.

Simply logging on does not constitute participation in this course. You must engage in the activities to be considered participating. Students who do not participate in the course for up to two weeks may be dropped by the 9-week date of the course.

I understand that life happens, and there may be a time when you will not be able to participate. If this happens, please contact me via email immediately.

## Late Work

Classwork and Discussions in the modules can be turned in up to 1 day late with a penalty of half credit.

Essay drafts, Essay Final Copies, Presentations, The Midterm, and The Final cannot be turned in late unless there are extenuating circumstances and you have emailed me in advance.

If you have jury duty, a medical emergency, or an outstanding emergency that will make your assignment later than 1 day, you need to email me as soon as possible and we can negotiate an extension. Emails sent after the due date will not be granted an extension unless it is an outstanding and uncontrollable reason.

## 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, and/or plagiarizing others’ work may result in a failing grade on the assignment. Continuous plagiarism will result in write ups as well as a meeting with the dean. 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 will result in points being deducted. It is important that you carefully edit/proofread your essays.

# ACCOMMODATIONS

If you have a verified need for an academic accommodations or materials in alternate media (i.e. large print, electronic texts, ect.) per the American With Disabilities Act or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible.

# 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. See Canvas Welcome Module for links.

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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** | **Due Dates for Assignments** |
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| **Week 1 – Introduction and Analysis** | | |
| **Monday 8/17** | * Zoom Meeting at 9:00 am | |
|  | * Reading and Writing Rhetorically * Ethos, Pathos and Logos * Summary vs. Analysis * Key features of Analysis * Summarizing, Paraphrasing, and Quoting | * **August 21 is last day to drop with a refund** |
| **Week 2 - Book** | | |
| **Monday 8/24** | * Zoom Meeting at 9:00 am * Read Prologue of *Smartest Kids in the World* before Meeting | |
|  | * Book Analysis Essay Prompt * Book Project Prompt * Introduction to Book | * **Aug. 30 is last day to drop without a “W”** * **Also, last day to add** |
| **Week 3 – Book** | | |
| **Monday 8/31** | * Zoom Meeting at 9:00 am * Read Chapter 1 of *Smartest Kids in the World* before Meeting | |
|  | * Part 1 of *Smartest Kids in the World* * Quiz 1 * Journal Entry 1 |  |
| **Week 4 – Book** | | |
| **Monday 9/7** | * Zoom Meeting **ON TUESDAY** at 9:00 am   + Monday is Labor Day * Read Chapter 2 of *Smartest Kids in the World* before Meeting | |
|  | * Part 2 of *Smartest Kids in the World* * Quiz 2 * Journal Entry 2 | * **Last Day to change a class to pass/fail** |

| **Week 5 – Book** | | |
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| **Monday 9/14** | * Zoom Meeting at 9:00 am * Finish reading *Smartest Kids in the World* before Meeting | |
|  | * End of *Smartest Kids in the World* * Quiz 3 * Journal Entry 3 | * **Book Essay Draft due Saturday by 11:59 pm.** |
| **Week 6 – Workshop** | | |
| **Monday**  **9/21** | * Zoom Meeting at 9:00 am | |
|  | * Workshop * Book Project | * **Book Essay due Saturday by 11:59 pm.** |
| **Week 7 – Analysis** | | |
| **Monday 9/28** | * Zoom Meeting at 9:00 am | |
|  | * Analyzing the Homeless Student Crisis * Analytical Essay Prompt |  |
| **Week 8 - Midterm** | | |
| **Monday 10/5** | * Zoom Meeting at 9:00 am | |
|  | * **Midterm** | * **Midterm due by Wednesday at 11:59pm** * **Oct. 9 is last day to drop without letter grade** |
| **Week 9 – Analysis** | | |
| **Monday 10/12** | * Zoom Meeting at 9:00 am | |
|  | * Analysis of the Education Gap * Outline, Research and Choosing a topic |  |
| **Week 10 – They Say, I Say** | | |
| **Monday 10/19** | * Zoom Meeting at 9:00 am | |
|  | * *They Say, I Say* * Annotated Bibliography | * **Analysis Draft Due by Saturday at 11:59pm** |
| **Week 11 – Workshop** | | |
| **Monday 10/26** | * Zoom Meeting at 9:00 am | |
|  | * Workshop | * **Analysis Essay Due by Saturday at 11:59pm** |
| **Week 12 – Researched Argument** | | |
| **Monday**  **11/2** | * Zoom Meeting at 9:00 am | |
|  | * Breaking Down Arguments * Features of an Argument * Prompt for Researched Argument Essay |  |
| **Week 13 – Researched Argument** | | |
| **Monday 11/9** | * Zoom Meeting at 9:00 am | |
|  | * Outline * Invention Exercises |  |
| **Week 14 – Researched Argument** | | |
| **Monday 11/16** | * Zoom Meeting at 9:00 am | |
|  | * Introduction and Thesis * Body Paragraphs * Conclusions | * **Researched Argument Essay Draft due Saturday by 11:59 pm.** |
| **Week 15 – Proposal and Annotated Bibliography** | | |
| **Monday 11/23** | * Zoom Meeting at 9:00 am | |
|  | * Proposal Project * Annotated Bibliography | * **Nov. 26-27 is Thanksgiving** |
| **Week 16 – Workshop** | | |
| **Monday 11/30** | * Zoom Meeting at 9:00 am | |
|  | * Workshop | * **Researched Argument Essay due Saturday by 11:59 pm.** |
| **Week 17 – Final** | | |
| **Monday 12/7** | * Zoom Meeting at 9:00 am | |
|  | * Final | * **Final due Wednesday by 11:59 pm** |