Syllabus English 205

Instructor: Heather Paul

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

Office Hours:

Monday: 9-11

Wednesday: 4-5

Friday: 9-11

## Sections:

51496

50515

# Course Description:

## This course will be taught in conjunction with English 1A College Reading and Writing so that students can further their critical reading and writing skills for their English 1A course. Course will include assignments linked to and building on the English 1A coursework. COREQUISITE: English 1A.

## Other Stuff:

You need a **stapler** please. I don’t carry one. So you need to staple your pages together before turning them in. I will not accept papers with multiple pages that haven’t been stapled.

**Blue or Black Pen or Pencil for everyday work**

**Pen of a different color.** Something other than what you usually use for when we grade in class.

**Paper:** You’re going to be printing quite a bit for this class. So you are going to need some spare change, or a ream of paper for your printer. The Library and the Reading/Writing Center both offer copying services.

**Sticky notes.** 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.

Grading:

20% Quizzes

80% Final Portfolio

An Important Word on Grading…

One of the tenants I hold high 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:

Work is due on the date listed on Canvas. However, if the work is due on a day we meet then the work is due in class. (Despite Canvas saying that the work is due at midnight, or some other time.) If the work is due on a day that we do not meet, then the work is due at midnight (because you’re submitting it online).

Late work is not accepted. There are no exceptions. I am not organized enough to take your work after the day that it is due. The only case where this may not apply is if you have contacted me in advance (before you have actually missed the class in question) and I have said that you can bring your work late.

Again, late work is not accepted. 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**:** Please attend class on time and prepared. If you are absent that will not be an excuse for not completing work. **There are no excused absences.** I make every attempt to keep Canvas up to date with assignments. Please check there if you are absent and wanting to make up work. If there is nothing there, please feel free to contact me. If you are absent four hours from class by the end of the ninth week, you will be dropped from the course.

Tardiness is distracting to all. If you are tardy, meaning you arrive at any point after the class’s set start time, more than three times, you will not be allowed to stay. You will not be allowed to turn in any of the work due for the day, and it will count as an absence. If there are special circumstances contributing to your tardiness, please let me know.

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:

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

# 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.