Spring 2020 English 1A

English 1A-55222: Reading and Composition 🖉

**Instructor**: Deborah Lyons

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**Office Hours:**Monday: 10:00-12:00, Tuesday: 5:00-6:00, Wednesday: 10:00-11:00, Friday: 10:00-11:00. I encourage you to reach out to me to discuss any questions or concerns you have about the course.

**Classes:**This class meets from 8:00-9:50 on Tuesday in Portable 2 and on Thursday in SOC 35.

Overview

**Catalog 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

**What you can expect:** During this course we will read a range of texts about villains, victims, and the social forces that cause them to veer in either direction. In response, you will write four essays that articulate your own ideas as well as draw on research from a variety of sources. The capstone assignments for this course are a research paper and a corresponding annotated works cited. These will demonstrate your capability with skills in the course. You must write a passing research paper and annotated works cited in order to pass the class.

**Format:** This class will be a mixture of lectures, discussions, group activities, quizzes, and writing workshops. This is a 4 unit class which means we will meet 4 hours per week in class. In addition, you should schedule at least 8 hours to study per week in order to be successful.  Each week you will read roughly 150 pages from our assigned texts. Most weeks there will be a quiz and / or a writing reflection on the assigned reading. Come to class prepared to participate in large discussions and small group activities. During some weeks you will be required to locate sources and read and annotate these carefully on your own. While writing essays we will have writing and revision workshops in class.

**Communications:** Get into the habit of checking Canvas and your school email daily. Consider changing your notifications settings to receive messages and announcements directly to your phone or email. You can reach me through the Canvas message inbox or chat with me at the beginning / end of a class. I will post any changes to the schedule / assignments on Canvas. It is your responsibility to keep up to date with homework assignments and follow the schedule to keep pace with readings / assignments.

**Required Texts**

* Shakespeare, William. *The Merchant of Venice*.
* Adiga, Aravind. *The White Tiger*
* Doyle, Arthur Conan. *The Hound of the Baskervilles*
* Haddon, Mark. *The Curious Incident of the Dog in the Nighttime*

Student Learning Outcomes

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| **English 1A** |
| Upon completion of this course, students will be able to:1. 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 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
	* 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
2. Complete a timed essay independently in class
3. Summarize and comprehend college level prose (will include a full reading)
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 Course Objectives

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| English 1A |
| 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.
	* 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
	* 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
2. Write an organized essay with thesis and adequate support independently within a class period.
3. 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.
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Grades and Assignments

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| **Assignment** | **Points** |
| Class Participation | 50   |
| Quizzes   | 100   |
| Reading Reflections & Topic Proposal   | 100   |
| Essay 1 | 100   |
| Essay 2 | 150   |
| Essay 3 | 150   |
| Essay 4\* | 300   |
| Annotated Work Cited | 50  |
|  | Total: 1,000  |

Grading Scale for English 1A

90 - 100% = A; 80 - 89% = B; 70 - 79% = C; 60 - 69% = D; 0 - 59% = F

 \*As per the English 1A Course Outline of Record and English 1A rubric criteria, you must write a passing research paper and annotated works cited to be eligible to pass this class.

**Classroom Participation (50 pts)** includes your preparedness for class - arriving on time and completing homework ahead of time so that you can get the most out of the class meeting. It also includes your participation in group discussions and activities. There will also be writing and revision workshops for each essay. These are designed to help you build the skills needed to complete essay assignments. Ask questions. Contribute to group activities. Respond to your classmates thoughtfully. Take an active role in your learning.

**Quizzes (10 pts each)**include multiple choice and open ended questions based on assigned readings and class lectures.

**Reading Reflections & Topic Proposal (20 pts each)** Reading reflections are more thorough responses to the readings than discussion forum posts, allowing you to practice skills such as in-text citation and to deepen your critical analysis of texts begun in the discussion forums. They are designed to help you to gather quotes and develop your ideas and are part of the process of building the essays.  You are welcome to draw on your ideas begun in discussion forums and reflections when drafting your essays.

**Essays and Annotated Works Cited (750 pts total)** Essay 1 is an analysis of *The Merchant of Venice.*  Essay 2 is an argument about *The White Tiger*. Essay 3 is a comparison of *The Hound of the Baskervilles* and *The Curious Incident of the Dog in the Nighttime.* Essay 4 research paper based on course themes. You will draw on multiple sources to craft a thoughtful and supported argument. In preparation for the research paper you will compile an Annotated Works Cited to demonstrate your close reading of the sources.

Essays will be graded on the thesis statement, organization, development of ideas, use of sources, and clarity based on correct grammar and appropriate style. See rubric for additional criteria. All essays and reading responses will be uploaded through Canvas to Turnitin.com, a plagiarism checking website. Essays must be submitted on time to be accepted.  If for some reason you cannot access Canvas, you must email a copy of your essay directly to me so it is not counted as late.

Class Policies

**Late Assignment Policy:**Missed in class activities such as quizzes, writing workshops, or presentations cannot be made up. Reading responses and quizzes turned in after the due date will receive a zero. Essays may be submitted up to one week late but 5% of the points will be deducted for each day late.

**Exception:** If you have extenuating circumstances that you can document, I may consider giving you a brief extension. In this case, you must contact me as soon as possible (before the due date is best).

**Technical problems:**computer failure, lost USB drives, or other technology glitches will not be accepted as a legitimate excuse for late papers. Get into the habit of saving all work online (or emailing it to yourself) as a safeguard. If you know that you will have limited access to the internet before an assignment is due, use a computer on campus or in a public library.  You can also email an essay directly to me if Canvas is unavailable to ensure that your work is not counted as late. **Take responsibility for your timely completion of all assignments.**

**Absences:** Students are expected to attend all sessions of classes for which they are enrolled. Students will be dropped from the class if they fail to attend either of the first two class sessions of the semester. Students who come in after attendance has been taken will be considered absent. Students who leave early will be counted as absent. Further, if you fall asleep during class, use your phone, or use a computer for any reason other than what has been assigned for the class period, this will count as an absence. Any student who has four or more absences **by March 13 will be dropped.**

**Respectful Learning Environment:** In this class, we will discuss a range of topics and hear a variety of opinions. Your participation is expected and encouraged. Your kindness and respect towards others is also expected. Rudeness towards the instructor or other students will not be tolerated. Maintain a professional and respectful tone in the discussion forums and writing workshops, as well as in any online communication with the instructor or other classmates.

**Reedley College’s Disruptive Student Policy:** *“*Reedley College seeks to develop responsible, democratic citizenship among the students enrolled. Students are responsible for their conduct. Failure to adhere to the college’s standards will result in disciplinary action [... ] Reedley College’s Student Code of Conduct Policy (Board Policy 5520 and Educational Code 76032) authorizes an instructor to remove a disruptive student from his or her class for the day of the removal and the next class meeting”[(See page 49 in the RC 2019-20 Catalog).](https://www.reedleycollege.edu/admissions-aid/catalogs/reedleycollegecatalog2019_2020.pdf)

**Plagiarism:**All projects must be entirely your own work. You may not submit work you have written for another class. All essays and reading responses will be uploaded to Turnitin.com a plagiarism checking website. Any work containing *any* material that you take directly from the internet or any other source (including your own work for another class) without proper documentation will receive a zero. Depending on the severity of the plagiarized material you may also be reported to the Dean of Instruction. To avoid this situation, speak with me as soon as possible if you are having difficulty completing an assignment.

**Administrative Policies:**For a complete list of Student Conduct, Rights and Responsibilities, as well as the Grievance Policy, please refer to the Administrative Policies beginning on page 46 of the 2019-20 Reedley College Catalog.

Resources

**Instructor Support:** If you have any concerns about the class, assignments, or your progress, please contact me as soon as possible. I am available during my office hours but also willing to meet at another time that is mutually convenient.

**Reading & Writing Center:**Sign up for semester long group tutoring or drop in for help with a particular assignment at the Reading and Writing Center. It is located in HUM 58. Students who sign up for tutoring, schedule time each week to work with a tutor and have shown a greater pass rate in English 1A classes.

**Students with Disabilities/Special Accommodations:**  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.

**Other Resources:**There are MANY resources available to students on campus. To name a few: Emergency Services, Health & Psychological Services, Career & Employment Center, the Reedley College Library, Food Bank, Information for Dreamers, and  Counseling. Please let me know if you have a question or need and I will do my best to put you in contact with the appropriate service.

**Changes to the Syllabus:**The instructor reserves the right to make changes as necessary for the benefit of the class.

 Important Dates

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| January 13  Start of Spring Semester |
| January 20 Martin Luther King, Jr. Day Holiday (Campus Closed) |
| February 14 Lincoln’s Day Holiday (Campus Closed) |
| February 17 Washington’s Day Holiday (Campus Closed)  |
| March 13 Last day to withdraw from college or to be dropped from 18-week classes  |
| March 13 Last day for degree and certificate of achievement candidates to file application for May 2020 completion date  |
| April 6-10 Spring recess (Classes reconvene April 13) |
| May 18-22 Final examinations |
| May 22 End of Spring Semester 2020 |
| May 22 Commencement |

**English 1A Spring 2020 Schedule\***

**Unit 1 -  *The Merchant of Venice,* In-class argumentative essay**

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| **Week** | **Date** | **In-Class** | **Homework** |
| Week 1 | Jan 14 | Start of Spring 2019 SemesterIntroduction to courseDiscussion:  Villains and Victims in LiteraturePre-reading: Shakespeare | **Read:** Act 1, *The Merchant of Venice***Purchase Texts:** *The Merchant of Venice, The White Tiger, The Hound of the Baskervilles, The Curious Incident of the Dog in the Nighttime* |
| Jan 16 | Using Canvas: Post “Introductions”Discussion: Act 1, *The Merchant*Intro to writing about sources (academic voice, referring to authors and titles) | **Read:** Acts 2-3, *The Merchant of Venice* |
| Week 2 | Jan 21 | Quiz #1: Acts 1-3Discussion: *The Merchant*Intro to in-text citations | **Read:** Acts 4-5, *The Merchant of Venice* |
| Jan 23 | Quiz # 2 Acts 4-5Discussion: Act 4-5, *The Merchant*What is expected for the RR |  **Write:** Reading Response #1 (due Sunday, Jan 26) |
| Week 3 | Jan 28 | RR# 1 Due (Jan 26)Discussion: *The Merchant*Groups Act out a scene  | Reread and take notes |
|  | Jan 30 | Clips from the filmPreparation for essay 1 | Gather quotes and prepare essay outline / thesis |
| Week 4 | Feb 4 | In class essay - draft |  |
|  | Feb 6 | In class essay - revise | Read: *The White Tiger* (1-78) |

**Unit 2: *The White Tiger,* Analysis**

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| **Week** | **Date** | **In-Class** | **Homework** |
| Week 5 | Feb 11 | Quiz #3, *The White Tiger*Discussion: The White Tiger  | **Read:** The White Tiger (79-145) |
| Feb 13 | Quiz #4, *The White Tiger*Discussion: The White Tiger  | **Read:**  The White Tiger (147-247) |
| Week 6 | Feb 18 | Quiz #5, *The White Tiger*Discussion: The White Tiger  | **Read:** The White Tiger (247-276) |
| Feb 20 | Quiz #6, *The White Tiger*Discussion: The White Tiger  | **Write:** Reading Response #2 (due Sunday, Feb 23) |
| Week 7 | Feb 25 | **RR #2 Due (Feb 23)**Writing Workshop | **Post:** Outline |
| Feb 27 | Writing Workshop | **Post:** Draft and bring paper copy |
| Week 8 | Mar 3 | **Revision Workshop** (bring paper copy of your draft) | Revise and finish Essay |
|  | Mar 5 | **Essay 2 Final Draft Due**Intro to *The Hound of the Baskervilles* | **Read:** Chapters 1-10, *The Hound of the Baskervilles* |

**Unit 3 - *The Hound of the Baskervilles* & *The Curious Incident*, Comparison**

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| **Week** | **Date** | **In-Class** | **Homework** |
| Week 9 | Mar 10 | Quiz #7 (Chapters 1-10)Key skills lesson  | **Read:** Chapters 10-15, *The Hound of the Baskervilles* |
| Mar 12 | Quiz #8 (Chapters 10-15)Key Skills lesson | Attend: Susan Orlean reading, March 12 at 7pm in cafeteria**Write:  Reading Response #3 due Sun, Mar 15** |
| Mar 13 | Last day to withdraw (students who have 4 or more absences will be dropped) |
| Week 10 | Mar 17 | **RR #3 Due (Sun, Mar 15)**Watch *The Hound of the Baskervilles* | **Read:** *The Curious Incident* |
| Mar 19 | Quiz #9Discuss *The Curious Incident*  | **Read:** *The Curious Incident* |
| Week 11 | Mar 24 | Quiz #10Discuss *The Curious Incident* | **Write:** Reading Response #4 |
| Mar 26 | **RR #4 Due**Intro to Essay 3 prompt | **Post:** brainstorm / outline |
| Week 12 |  Mar 31 | Writing Workshop | **Post:** 3 body paragraphs |
| Apr 2 | Revision WorkshopIntro to Essay 4: expectations for research proposal | Attend: Margarita Engle reading, April 2 at 7pm in Forum Hall**Revise and finish Essay 3 (due Sunday, April 5)** |

**Unit 4 - Research Paper & Annotated Works Cited**

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| Spring Break | April 6-10: Investigate topics and  write research proposal |
| Week 13 | Apr 14 | Research Proposal dueConferences |  |
| Apr 16 | Conferences |  |
| Week 14 | Apr 21 | Library Instruction | Find, read, annotate and bring 3 sources to class |
| Apr 23 | How to write an annotated works cited workshop | Write Annotated Works Cited |
| Week 15 | Apr 28 | Annotated Works Cited Due (bring electronic document for last minute revisions. Upload in class)Key Skills: Writing with Sources |  |
| Apr 30 | Outlining |  |
| Week 16 | May 5 | Writing Workshop |  |
| May 7 | Final Revision Workshop | Finish Essay 4 |
| Week 17 | May 12 | Essay 4 Due |  |
| May 14 | Prepare for Presentations |  |
| Week 18 | May | Presentations of Research |  |

\*Instructor may change the schedule as deemed necessary. Any changes will be posted to Canvas.