# Syllabus for: English 1A, Section 55229, Spring 2020

Instructor: Ms. Jan Chalepah; jan.chalepah@reedleycollege.edu.

Meeting Place &Time: Room SOC 35,Tuesday, Thursday 6:00 p.m. – 7:50 p.m.

Required Materials: Patterns for College Writing, 14th edition

Last Day to Drop: Friday, March 13 – with a W on the transcript

Course 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.

Attendance: Attendance is recorded. Absences totaling three weeks’ worth (6 meetings) before the drop date (see above) will be cause for the instructor to drop the student. Absences that are two weeks (4 meetings) consecutively at any time during the semester will be cause for the instructor to drop the student from the course. Tardiness is a disruption to the class and should only occur due to unavoidable situations. If you arrive late, it is your responsibility to check in with me at the end of class, or your absence will remain on your record. Children or non-enrolled adults are not to attend the class with students.

Grading policy: The majority of the grade, 75%, will be based on written papers. The research paper will be an additional 15%. The homework and class participation which consists of exchanging opinions, adding new discussion items and answering questions will be the final 10% of the grade. The final exam, consisting of an in-class written essay, needs to be passed at a C grade or higher or the student will not pass the class.

Grading Scale: A Percent: 90

 B 80

 C 70

 D 60

 F 59 and below

Classroom Expectations: No late papers are accepted unless there is an emergency requiring hospitalization. If a paper is not turned in on the due date, the student may turn it in at the next class meeting without loss of points. After that date, the grade will drop by ten (10) points for each class meeting it is late. This does NOT apply to the research paper which must be turned in on the due date of April 2, 2002. NO research paper, essay, or homework is to be sent by computer. All work must be turned in in hard copy by hand. If not your hand, find a helpful hand to do it.

Students are expected to do a great deal of writing. The writing (excluding homework from the text) needs to be typed or, in case of an emergency, written in black or blue ink only, one side of the page only.

Students may check with me before or after class if there are questions about individual progress. If any messages concerning attendance or missed work need to be sent to me, the address is jan.chalepah@reedleycollege.edu. Please give me 24 hours to respond. You may leave a voice message on my home phone for a quicker response: 559-897-0142.

Important dates: Due Date for the Research Paper: Thursday, April 2, 2020

Holidays: Spring Break - Tuesday, Thursday, April 7 and April 9

Final Exam Date: Tuesday, May 19 – handwritten in class essay

Additional Information: Homework will consist of readings and answering corresponding comprehension questions and essays. Write the page number of the assignment on the homework. If you are absent, turn in the homework the following class meeting. Class work will consist of discussion of readings, grammar exercises, and other related assignments. Should you discover that you are unable to regularly attend class for some reason, discuss the situation with me as soon as possible so some other arrangements may be made.

Cell Phones: Set your cell phone to vibrate so that you do not disturb the class and then don’t get on it. If you have a cell phone addiction problem, be ready to take my chastisement. I may ask you to leave the classroom, I may make snide remarks, or I may simply stop the lecture and glare at you. Choose wisely. No lap tops unless we are doing an in-class assignment which you will be notified of beforehand.

Important: 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 contact me as soon as possible.

Plagiarism will not be tolerated. Documentation is required for all work that is not your own. An F grade will be given on any paper that contains unverifiable, undocumented, or copied (plagiarized) material. Students are then reported to the college.

Course Content

Student Learning Outcomes - 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

1. Complete a timed essay independently in class.
2. Summarize and comprehend college level prose.

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. Students will:

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 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.

1. Write an organized essay(s) with thesis and adequate support independently within a class period.
2. 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.

Essay Formatting:

1. Font is Times New Roman, size 12 or 14
2. Double spaced lines for the entire essay
3. 1” margins all around
4. Spacing between paragraphs set at zero (no extra spaces between paragraphs)
5. On the first page only put your name, my name, course, and due date
6. The Work(s) Cited page is the last page and it is separate from the essay

Essay Rewriting Policy: You may rewrite only one (1) essay over the semester to improve that essay’s grade. The essay had to be turned in on time. On the rewritten draft, highlight exactly what you have changed in the document. After the last page, type a paragraph explaining exactly what changes you made and how they improved your paper. Turn in BOTH the original and rewritten essays. I will only award a higher grade for substantial, significant changes and for following these directions. It must be turned in any time before finals week.

Reminders/Tips for Success:

Disruptive behavior during class will not be tolerated; I reserve the right to ask you to leave the class with an absence if you are disruptive to the learning process.

In this class we may read, view, and discuss controversial subject matter. Adult topics could include issues of race, sexuality, gender, and different cultures. Please keep an open mind and never lower yourself into discriminating or using a mocking, harassing, or belittling tone of voice or making disgusted facial expressions that only I can see. I reserve the right to speak with you before or after class about altering your behavior.

Keep all work during the semester. Papers can be used as guidelines for the next writing assignment. Consider accidents that may happen - misplaced grade sheets or computers can crash. Protect yourself by keeping hard copies and electronic copies of your work.

One More Time: Do NOT copy someone else’s words or ideas without giving them credit. Do not use another person’s paper as your own or a paper you wrote for another class. Do not have someone write the paper for you. These are forms of cheating. Read the paragraphs in the Reedley College Handbook that describe what plagiarism is and follow those descriptions to avoid zeros and F grades and possible expulsion from this college.

I reserve the right to make any changes or adjustments to any part of this syllabus or course at any time during the semester.

Many thanks to Ms. Berg and Ms. Apperson-Williams for some of the content of this syllabus.