**English 1A Section 51189:** **Reading and Composition**

Social Media: @missfischle



FALL 2022

**Instructor: Gretchen D Fischle**

**Room: CCI 207**

**Class Time: T 6-7:50PM**

**Email**: **gretchen.fischle@reedleycollege.edu**

**Division Office: 559-494-3000**

**Work Phone/Text: 559-906-0206**

**Office Hours: By email or text (see above) or using this link:**

[**https://outlook.office365.com/owa/calendar/MeetwithMsFischle@myscccd.onmicrosoft.com/bookings/**](https://outlook.office365.com/owa/calendar/MeetwithMsFischle%40myscccd.onmicrosoft.com/bookings/)

**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 5,000 words in formal academic language. PREREQUISITE: English 132 or multiple measures' placement. (A, CSU-GE, UC, I) (C-ID ENGL 100)

**Course Objectives:**

1. Employ one or more prewriting strategies such as outlining, free-writing, and/or clustering
2. Analyze and respond orally and in writing to the thematic content in professional essays and texts.
3. Identify and critique orally and in writing each author’s purpose, audience, voice, and style in professional essays and texts.
4. Write summaries, paraphrases, and critiques that accurately reflect and/or evaluate professional essays and texts.
5. Plan and construct essays that incorporate coherent thesis statements, topic sentences, transitions, and supporting sentences.
6. Plan, organize and write an effective, timed in-class essay.
7. Plan and construct essays that incorporate introductory paragraphs which include various audience-involvement strategies; body paragraphs that coherently develop subtopics and concluding paragraphs that unify the essay and reinforce the thesis.
8. Plan and construct essays using different analytical or thematic modes.
9. Plan and construct argumentative essays that demonstrate adequate and applicable research by stating a position clearly and providing substantiating evidence.
10. Plan and construct a thesis-driven research essay that demonstrates the ability to access print and electronic resources and to document them appropriately according to MLA and/or a similar professional documentation system.

**Student Learning Outcomes: Upon completion of this course, the student will be able to:**

1. Write expository essays that demonstrate an understanding of detailed and organized introductory, body, and concluding paragraphs at the transfer level.
2. Analyze and interpret professional texts, including one book-length work, in terms of the author's purpose, voice, and style.
3. Avoid errors in conventions and to write clearly with regard to grammar, punctuation, and sentence structure.
4. Write a thesis-driven essay that demonstrates the ability to analyze, interpret, evaluate, and document source materials appropriately according to current MLA and/or a similar professional documentation system.

**Required Texts:**

*The Writer’s Practice: Building Confidence In Your Nonfiction Writing by John Warner*

*ISBN: 978-0-14-313315-5*

*There, There by Tommy Orange*

*ISBN: 978-0525-43614-0*

*\*\* You do not need these specific editions of the book, but these are the editions I used to plan the course. Also, please purchase the above texts in your preferred formatting (i.e. audio, digital, or paper). I want you to read the content, so whatever facilitates that, I encourage it!\*\**

**Hybrid Classroom Expectations:**

**Attendance & Participation**:

**Communication Policy:**

* Preferred method of communication is email
* I am available via email, text, video conferencing, and phone during my office hours.  I will respond to any correspondence within a 24-hour time frame. If I have not responded to you within those 24 hours, please resend your communication.

**Attendance and Drop Policy:**

* Attendance: You are marked present each week by engaging in the required course content and attending class on Tuesday evenings. Remember, this is more than simply logging in (see participation below).  All due dates will be Sunday at 11:59 pm for that week’s class assignments.
	+ - The final exam will follow the final exam schedule issued by RCC
* Drop Policy: If you have not completed the first assignment by day 4 of this course, you will be automatically dropped from the course.
	+ **Final Exam: 12/6/2022**

**Participation:**

* For our class, simply attending or logging in does not equate to participation.
	+ Participation is
		- taking risks
		- asking for clarification
		- sharing insights or points of confusion
		- pushing your written responses/feedback as much as you can
	+ Graded class participation will be included in your grade, some examples of these assignments are
		- Small-Group Work,
		- Class Discussions
		- Writing Workshops
	+ Regular class participation is required and will be a necessary part of your success in this class.  Therefore, you will need to
		- Be prepared, with homework done and ideas to share.
		- Sharing and responding with the class means working cooperatively in groups be willing to share some of your writing
		- listen supportively to the writing of others
		- give complete and thoughtful responses.

**Late Work:**

* Should you need to turn in late work, please refer to the late work policy below.  Whatever the case, it is your responsibility to make sure your assignments reach me in a timely fashion.
* Every day an assignment is late it will result in a 10% drop in your grade until there are no longer redeemable points. This policy does allow for you to come back from unforeseen issues that might arise during the semester and allow you some grace in completing assignments.

**MLA Style Format:** All writing projects must be formatted with one-inch margins, though the default word processing program 1-inch top/bottom and 1.25 left/right are acceptable, Times New Roman or Ariel 12-point font. The length of these writing projects will vary from 2 to 12 pages. You will need to bring copies of your writing projects during workshops; I will advise you when you need to bring copies. For more on MLA Style Formats, see the MLA Style Formats Guide on Purdue OWL online.

***Extra Credit:*** There may or may not be extra credit opportunities during the semester.  Please inquire with instructor if you are interested in earning extra credit.

**Late Work**:

Should you need to turn in late work, please refer to the late work policy below. ***Whatever the case, it is your responsibility to make sure your assignments reach me in a timely fashion.***

**Late Policy:**

Every day late will result in a 10% drop in your grade until there are no longer

redeemable points.

**Grade Scale**:

In an attempt to streamline and demystify the grading scale, I have chosen to use a grading system that is simple and straightforward. If you have any questions about your current grade or standing in my class, feel free to ask or check Canvas. The following is the grade scale that will determine your grade based on the point totals at the end of the semester:

|  |  |
| --- | --- |
| **Grade Scale for Course:** | **Grade Scale per Assignments:*****\*see rubric on Canvas*** |
| **900-1000 A****800-899 B****700-799 C** **600-699 D****0-599 F** | **4- High Pass (100-90% earned)****3- Pass (89-80% earned)****2- Low Pass (79-70% earned)****1- Not Yet Passing/Possible Required Rewrite (69-60% earned)****0- Missing or Incomplete (50% or less earned)** |

**Course Requirements:** Reading responses, presentations, peer reviews, and class discussions: Throughout the semester, you will respond to our course readings on a weekly basis, review your classmates’ drafts, and lead/participate in class discussions. Your work needs to meet the following conditions:

*Complete and On Time*. All reading responses and peer reviews should be completed on time and in the appropriate way. You are expected to participate in and contribute to class discussions in a meaningful way. If/when it is your turn to present on a particular topic, you should be prepared to engage the issues under discussion and carry on a conversation with your colleagues about the examined issues.

*Thoughtfulness*. Reading responses, peer reviews, and presentations/discussions should demonstrate that you have given careful thought to the issues /questions identified in the assigned texts and your classmates’ projects/writings and that you are working through the questions in your responses and comments.

*Courtesy and Respect*. All peer reviews and class discussions should be honest, courteous, and respectful in tone. In this context, respect means we are kind and truthful. Treat others as you believe they want to be treated. We will discuss in detail the requirements and expectations of these assignments.

*MLA Style Format.* All writing must be formatted using this citation style.

*Course Outline:*

1. Reading professional essays and book-length prose
	* Denotative Interpretation (identifying and/or summarizing a writer’s key ideas)
	* Connotative Interpretation (identifying inference and/or figurative language)
	* Stylistic apprehension (identifying a writer’s communicative or persuasive strategies)
2. Researching and constructing at least one research essay
	* Accessing print and electronic information
	* Evaluating sources for credibility
	* Utilizing direct and indirect quotations (paraphrasing)
	* Documenting sources
	* Providing a source listing such as Works cited or References page(s)
3. Composing short expository essays
	* Writing an introduction that involves the reader and establishes a thesis
	* Providing a sequence of supporting paragraphs
	* Stating a coherent conclusion.
	* Refining for the appropriate style
	* Revising and editing

*\*Please see last page for more specific Schedule of Assignments*

**Reedley College Policies/Procedures:**

**Students with Disabilities:**

**Statement as provided by RCC DSP&S:**

If you have a documented disability that may require classroom accommodations, please see me immediately after class, or contact the RCC Disabled Students Programs and Services (DSP&S) office, or call (559) 494-3032, or email: DSPS@reedleycollege.edu for assistance. If you think that you may have a learning disability but are not sure, DSP&S may still be able to assist you. All information will be kept confidential.

**Academic Dishonesty:**

**From RCC Student Handbook:**

Students at Reedley City College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

**Cheating**:

**From RCC Student Handbook:**

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. 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, or failing to disclose research results completely.

**Plagiarism:**

**From RCC Student Handbook:**

Plagiarism is a specific form of cheating and is the use of another’s words or ideas without identifying them as such or giving credit to the source. 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 in different courses without the knowledge and consent of the instructors involved, or encouraging, permitting, or assisting another to do any act that could subject him or her discipline.

Incidents of cheating and plagiarism may result in a variety of sanctions and penalties that 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 and depending on the severity and frequency of the incidents.

**Academic Responsibility:**

In college, there are different expectations, different sets of requirements, and different levels of responsibility. You, as a student in this class, have a responsibility to yourself and to the class to do the work required of you, to attend and participate during class time, to ask questions of the instructor or your classmates if you do not understand or want more information, and to know what assignments have been turned in and where you stand with your grade. The instructor has the responsibility to be prepared for every class, to answer any questions and consider any feedback, to provide in a timely manner helpful and honest suggestions for revisions on your essays, and to be available to you for questions and concerns outside of class. This syllabus acts as a contract between the student and the instructor and these responsibilities are part of the guidelines for your participation and success in this class. ***The instructor has the right to make adjustments to this syllabus as needed throughout the semester.***

**Small Group Tutoring at Reedley College Reading and Writing Center (RWC):**

Weekly small group tutoring ENGL 272 has been shown to help students stay on track and to pass their ENGL 1A class. If you sign-up for weekly small group tutoring and attend (25) hours, you will earn points towards a higher grade in this course. We will work together to see where to best apply these points toward your final grade. You will need to provide me proof of your participation and attendance.

**If this is something that interests, you please contact the RWC directly. Information about this resource is below:**

The RC Reading and Writing Center (RWC) is located in **HUM 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.

**Hours:**

Monday - Thursday: 8 a.m. - 4 p.m.

Friday: 8 a.m. - 12p.m.

**Phone:**

559-638-0300 x3619

**Email:** rc.writingcenter@reedleycollege.edu

**Schedule of Assignments:**

**Unit One: Understanding The Writing Process & Cultivating Your Writing Process**

*(Course Objectives covered in this Unit: 1,2,3,4,7; Please see above)*

**Week 1, Aug 8-14** Introduction to the course and getting to know each other

Class Meeting Tuesday 8/9/2022 at 6PM

**Week 2, Aug 15-21** Getting Started: Who are you as a writer?

Section I of *The Writer’s Practice* **(TWP)** pp 1-40

**Week 3, Aug 22-28** What is “The Writing Process”? & Discovering your own process

**Week 4, Aug 29-Sept 4** Writing a personal narrative about a personal narrative

Personal Narrative Writer’s Workshop

Read and Complete activities in Section I of TWP pp.41-66

**Unit Two: Analytical Writing**

*(Course Objectives covered in this Unit: 1,2,3,4.5,6; Please see above)*

**Week 5, Sept 5-11** Exploring Ethical Dilemmas and Analyzing Conspiracy Theories

Section III of TWP pp.67-82

*There, There* **(TT)**  pp. 3-78 (Prologue - Part I)

**Week 6, Sept 12-18** Rhetorical Analysis of Commercials and Humor

Section III of TWP pp. 83-95

TT pp. 81-155 (Part II)

**Week 7, Sept 19-25 The Rhetoric of Politics and History**

Section III of TWP pp. 96-112

TT pp. 159- 225 (Part III)

**Week 8, Sept 26-Oct 2 Avoiding dealing in Absolutes and Logical Fallacies**

Section III of TWP pp. 113-120

TT pp. 229-290 (Part IV)

**Unit Three: Research and Argument & Research Paper I**

*(Course Objectives covered in this Unit: 1,4,7,8,9,10; Please see above)*

**Week 9, Oct 3-9** Summarizing and Responding to others’ writing & Rhetorical Analysis

Section IV of TWP pp. 121-135

Mid-Term Reflection Due

**Week 10, Oct 10-16** Understanding Resources & Annotated Bibliography

Section IV of TWP pp. 136-151

Annotated Bib Paper I Due

Prospectus Paper I Due

**Week 11, Oct 17-23 Crafting an Argument and Thesis Statement**

Section IV of TWP pp. 152-162

Research Paper I Outline Due

**Week 12, Oct 24-30 How to plan and anticipate naysayers in your writing**

Section IV of TWP pp. 163-173

Research Paper I Due

**Unit Four: Research and Argument & Research Paper II**

(Course Objectives covered in this Unit: 1-10; Please see above)

**Week 13, Oct 31-Nov 6 Research Paper II Pre-writing and Planning**

Deconstructing Prompt

Brainstorming Topics for paper

Writing a thesis statement and research questions

**Week 14, Nov 7-13 Research Paper II Researching & Planning**

Creating an Outline, Annotated Bib, and Prospectus

Outline Research Paper II Due

Annotated Bib and Prospectus Research Paper II Due

**Week 15, Nov 14-20 Research Paper II Drafting & Revising**

Draft One Research Paper II Due

Writer’s Workshop

Draft Two Research Paper II Due

**Week 16, Nov 21-27 Research Paper II Editing and Publishing**

Editing Activity

MLA Checklist Activity

Writer’s Workshop

**Final Portfolio/End of Term**

(Course Objectives covered in this Unit: 1-10; Please see above)

**Week 17, Nov 28-Dec 4 Writing Conferences and Reflection**

Section VI of TWP pp. 231-233

**Week 18, December 5 & 6**

Final Portfolio due and Final

**\*\*\*Warning! Warning!** Do not throw away any graded work, unless told otherwise. This work is your evidence in the event of an error in grade determination. You must provide the proof to negotiate an alleged error. **\*\*\***