



English 1A (Online) | Reading & Composition | 4 units | Spring 2008

Instructor: Rick Garza **Office:** Annex A-2 **Hrs:** M:10-12:30; TTh:11-12:30
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Section(s): (53034) WEB

Course Description

Reading, analyzing, and composing college-level prose, with emphasis on the expository: studying writing as a process; exploring different composing structures and strategies; editing and revising one's own writing; conducting research (gathering, organizing, evaluating, integrating, and documenting information) culminating in a term research paper.

Expected Outcomes/Objectives

Upon successful completion of the course, the student will be able to:

- Write an acceptable 5-7 page documented research paper.
- Employ thesis statements, topic sentences, supporting data, introductions, and conclusions.
- Write with attention to audience and without logical fallacies.
- Target research from valid sources, incorporate quotes and paraphrased text as support, and avoid plagiarism.
- Determine the correct citation pattern, and discriminate among sources, especially Internet sources, for accuracy and validity.
- Employ Standard American English for the various requirements of universities and the workplace such as avoiding slang, conversational diction and sexist language, and following common usage guidelines.
- Use an effective organizational structure depending on purpose and rhetorical mode.
- Demonstrate mature and cogent language crafted for clarity, power, rhythm, texture, tone and grace.
- Edit for errors in sentence construction, punctuation and mechanics.
- Write an acceptable essay with thesis and adequate support independently in class.
- Generate ideas through an effective prewriting strategy such as outlining, free writing, or clustering.
- Compose and complete a written essay within an allotted time.
- Summarize and comprehend **college level** prose.
- Identify the model, summarize the thesis, and locate supporting information of assigned writing, especially the college level essay.
- Name rhetorical devices such as irony and parallelism and translate metaphorical language, so as to determine an author's intent, both explicit and implicit.
- Answer questions from assigned reading differentiating between an author's intent and personal reaction.
- Describe, evaluate, and question the purpose, audience, organization, and style of assigned readings.
- Determine a writer's background, historical period and cultural niche for discussions of bias, diversity or shifting perspectives.

Required Texts:

The Writer's Presence, 5th Ed., (ISBN: 0-312-43386-7) McQuade-Atwan
 And the Shadows Took Him, Chacón (ISBN: 0-7434-6639-X) Washington Square Press
 A Pocket Style Manual, 4th Ed., Hacker (ISBN: 0-312-40684-3)

Required Programs:

In order to do work from home, you should have the following programs (all of which are installed on computers here on-campus): Internet browser (such as Internet Explorer or Safari); e-mail access; word processor (MS Word preferably, see Essays below); Adobe Acrobat Reader for research materials.

Email and Blackboard access:

To access the course site go to the following URL: <http://blackboard.reedleycollege.edu>. Login using your seven-digit student ID for your username and password. Go to Personal Information and enter your e-mail address. You will need to be officially enrolled before you will be allowed to enter the site.

Grading:

| | |
|---|-----|
| Essay 1 (Diagnostic/Personal) | 10% |
| Essay 2 (Argument) | 15% |
| Essay 3 (Research) | 15% |
| Essay 4 (Literary Analysis) aka The Final | 20% |
| Quizzes | 10% |
| Short Assignments | 10% |
| Blackboard Discussion | 20% |

The grading scale is as follows:

| | | | | |
|---------|--------|--------|--------|-------------|
| A | B | C | D | F |
| 100-90% | 89-80% | 79-70% | 69-60% | 59% & Below |

Essays:

All work must be typed, double-spaced and in 12-point type of a standard typeface (Times Roman, preferably). You must submit your work via the Assignments area. You must submit files in one of the following formats: Word documents (*.doc) or Rich Text Format files (*.rtf). For each essay you will receive a prompt that will outline the specific requirements for each essay.

Discussion Board:

The Discussion Board is really where the "life" of the class takes place, and as such we want to grant it the importance it is due. Please consider the following:

- First, unlike discussion in a traditional classroom, you have the opportunity to think carefully and deeply about the things that you "say" on the Discussion Board without the constraint of time pressure or the concern of whether or not your voice will be heard over the voices of others; you also have the opportunity to edit your remarks. Please take advantage of those opportunities.
- Second, because this is an academic environment, please do not consider the Discussion Board as analogous to text messaging, instant messaging, or e-mail to friends. Your comments should be grammatical and mechanically sound with regards to spelling and punctuation.
- Finally, remember that a significant portion of your grade is based upon the quantity, but more importantly, the quality of your participation.

Late Work:

Late papers will not be accepted unless you have contacted me prior to the deadline posted for the assignment. There will be no make-ups of missed quizzes/short assignments for any reason.

Quizzes/Short Writing Assignments

During the semester, there will be a number of short writing assignments given. These assignments generally ask you draw connections between the readings recently covered and formulate a well thought out response. Additionally, throughout the semester quizzes will be assigned covering the reading assignments and/or other material covered.

Attendance:

Although an online class does not chart attendance per se, you do need to make your presence known every week. There will be quizzes or a reading response assignment almost every week and Discussion Board assignments in addition to the major papers. If you fall behind at any point during the course of the semester, you will find it extremely difficult to catch up.

Cheating and Plagiarism

The following is adapted from Fresno City College's website on cheating and plagiarism.

CHEATING

Cheating is the act of deception by which a student misleadingly demonstrates that he/she has mastered information on an academic exercise. Examples include but are not limited to:

- ✓ Copying or allowing another to copy a test, paper, project or performance.
- ✓ Using unauthorized materials during a test, for example, notes, formula lists or "cheat sheets."
- ✓ Taking a test for someone else or permitting someone to take a test for you.

PLAGIARISM

Plagiarism is the act of representing the work of another as one's own without giving credit. Plagiarism includes but is not limited to:

- ✓ Incorporating the ideas or words of another's work without giving appropriate credit.
- ✓ Representing another's artistic or scholarly works, such as musical compositions, computer programs, photographs, etc., as one's own.
- ✓ Merely changing a few words or making a few structural changes to another's work is still plagiarism when passed off as one's own work.

PENALTIES

Penalties for cheating and plagiarism are severe and can follow you the rest of your college career. At the minimum, you will receive an F on the assignment and a warning, but plagiarizing in a major essay will result in an immediate F for the class and a write-up for your student record. You may also be liable for more severe penalties, up to and including expulsion from the college. **The bottom line is that the college and I take this very seriously and so should you.**

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 contact me as soon as possible.

Contact and Conferences

At different times during the semester, a student may need time with me or I may request a conference with him or her. I check my phone messages and email daily at the email address on the front page. Please do not hesitate to contact me if you are experiencing a problem, have any questions, need help or clarification from me, or have ideas and suggestions for the class. I am here to help you succeed.

Course Changes

This syllabus may change during the course of the semester to better address the class's needs. A handout explaining the new expectations will accompany such changes.