**English 1A**

**Reading and Composition**

**Fall 2010**

**Elaine G. Stamper**

**Tuesday SOC 35**

**Thursday HUM 62**

**1:00-2:50**

You are responsible for all the information contained in this syllabus. Please be sure to bring it with you to all class meetings this semester.

**Contact information:**

e-mail address: [elaine.stamper@reedleycollege.edu](mailto:elaine.stamper@reedleycollege.edu). Please write “English 1A” in the subject line of all e-mails to me.

Office: A-Annex (first office on the left)

Campus Phone: (559) 638-3641 ext. 3472

Office Hours: Monday, Wednesday, Thursday: 3:00-4:00 in my office;

Monday and Wednesday, 5:30-6:00 in CCI-207;

and other days/times by appointment.

**Required Texts and Materials:**

* Bishop, Wendy. *On Writing: A Process Reader*. 3rd ed. Boston: McGraw-Hill, 2008. (*OW*)
* Dubus, Andre. *House of Sand and Fog*. New York: Vintage, 1999. (*HSF*)
* Binder for organizing class notes and returned assignments
* Blue Books:
  + two for in-class essays
  + one for in-class responses
* Sticky notes such as Post-Its for taking notes in the novel
* A USB flash drive to save the work you do
* Stapler

**⮚ Please note that all texts are on reserve in the library. You must, however, have your own copy of *House of Sand and Fog.* If you decide to use the reserve copy of *On Writing*, please photocopy the appropriate articles/essays and bring them to class.**

**Recommended:**

Hacker, Diana. [*Research and Documentation in the Electronic Age with 2009 MLA Update*](http://www.amazon.com/Research-Documentation-Electronic-2009-Update/dp/0312593384/ref=sr_1_4?ie=UTF8&s=books&qid=1263399112&sr=1-4)*.* 4th ed. Boston: Bedford/St. Martin’s, 2009.

* If you choose to use another style guide/research handbook, please make sure that it 1) covers MLA and 2) was published or updated in 2009 or 2010.
* There are also several good online sources for MLA which we will discuss in class. One of the best is OWL Purdue: <http://owl.english.purdue.edu/owl/resource/747/01/>.

**Course Description**

English lA (Critical Reading and Writing) is a course designed to aid students in the reading, analyzing, and composing of college-level prose. The emphasis will be on studying writing as a process; exploring different composing structures and strategies; editing and revising one's own writing; and conducting research (gathering, organizing, evaluating, integrating, and documenting information) that will culminate in a term research paper with an annotated bibliography.

**Course Outcomes:**

Upon successful completion of this course, students will be able to:

A. Write a documented research paper of at least 1000 words which includes:

1. a sophisticated introduction, multiple body paragraphs, and conclusion
2. a clearly defined, arguable thesis sentence
3. supporting details that exhibit critical thinking and use credible secondary sources
4. correct usage of MLA format, including a works cited page
5. sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments
6. controlled and sophisticated word choice
7. appropriate and purposeful use of quotations and correct use of in-text citations
8. an annotated bibliography of multiple sources
9. Write compositions outside of class in which students:
10. self-edit for errors and revise compositions
11. avoid intentional and unintentional plagiarism
12. avoid logical fallacies
13. write in third person/universal
14. demonstrate an awareness of purpose and audience

B. Complete a developed essay independently in class

C. Summarize and comprehend college level prose.

1. identify the model, summarize the thesis, and locate supporting information of assigned writing, especially the college level essay.
2. name rhetorical devices such as irony and parallelism and translate metaphorical language, so as to determine an author’s intent, both explicit and implicit.
3. answer questions from assigned reading differentiating between an author’s intent and personal reaction.
4. describe, evaluate, and question the purpose, audience, organization, and style of assigned readings.
5. determine a writer’s background, historical period and cultural niche for discussions of bias, diversity or shifting perspectives.
6. identify logical fallacies

COURSE OBJECTIVES:

In the process of completing this course, students will:

1. Write several revised essays, including at least one documented research paper
   1. Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary
   2. Indicate an arguable thesis
   3. Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or observation
   4. Correctly employ MLA formatting guidelines
   5. Correctly employ quotations, discriminating among sources for accuracy and validity
   6. Correctly employ MLA formatting guidelines for Work Cited Page

**Writing Assignments**

**Two out-of-class essays:** You will be writing a personal narrative, which will be based on your own knowledge and experience. The final grade for the essay will be determined in part by completion of the following steps: pre-writing; first draft; second draft; peer review; feedback from Writing Center tutor; third draft with substantial revisions. All drafts must be typed and conform to MLA format. The final paper must be submitted with all of the steps. There will be a second out-of-class essay based on an assigned reading.

**Two timed, in-class formal essays:** Timed essays provide practice in writing quickly and expressively under timed conditions—a typical requirement in other college courses. The first timed essay (E#2) will be an analysis of two essays from *On Writing.* The second timed essay (E#3) will be written on a choice of prompts given for the out-of-class reading, *House of Sand and Fog*. **Timed in-class essays cannot be made up unless you have a signed doctor’s note. You are responsible for making the arrangements with me within one week of the original assignment date.**

**Revisions of one timed essay:** After you write the first the timed essay on two readings from *On Writing*, you will revise it. You will use my feedback, peer reviews, and possibly feedback from a Writing Center tutor to make substantial revisions to the essay.

**Four or five journals:** The journals are intended to give you a way to express yourself in writing with fewer constraints and to generate ideas for the first two essays. Write at least one full typed page to get full credit for your journal. I will look for evidence of thoughtful reading and specific examples in these responses. **Journal responses may not be submitted late.**

**Research paper**: It is essential that you attend the classes related to the research paper as they will prepare you in how to write the paper through lecture, exercises, instructor feedback, and peer review. The final grade will be determined in part by completion of the following steps: submission of two topics for instructor approval; draft of outline and working bibliography; revision of outline and working bibliography; two peer reviews; first, second, and third drafts with works cited page and internal documentation of sources. The final paper must be submitted with all of the steps. **The final draft may not be submitted late.**

**Class Policies and Procedures**

**ATTENDANCE:**

* In accordance with district policy, **students who miss more than four classes in the first nine weeks of the course will be dropped from the class**.
* Regular attendance is essential. Students who are absent have difficulty understanding the assignments and often do not turn things in. Even though I don’t give you a grade for attendance, you are “shooting yourself in the foot” if you are absent more than two times during the semester: students who do not attend all or most of the classes generally fail.
* That said, please let me know—by phone or e-mail—if you are going to be absent and, if possible, why.
* Students who do not attend the first class meeting will be dropped unless they have contacted me before the first class with an acceptable reason for why they must miss the first day. Students who add or choose to drop the class are responsible for completing the process through Web Advisor.
* If you are more than 10 minutes late or leave class more than 10 minutes early, I will mark you as tardy. Two tardies equal one absence.

**PARTICIPATION:** I firmly believe that students learn not only from the instructor but also from each other. So, be prepared to interact in pairs and groups with other students in the class. You can only be an active, prepared participant if you attend class regularly and on time, contribute in a meaningful, useful way to discussions, and do the assigned work both in and out of class. If you have not done the necessary work in order to participate, I consider this a disruption to the class and will ask you to leave. You will be marked absent.

**QUIZZES, HOMEWORK, and JOURNALS:** Quizzes and homework may be unannounced; journals are listed on the schedule. None of these can be submitted late or made up.

**SUBMITTING PAPERS AND REVISIONS**: **All** essays must be typed (unless I ask you to write it in a Blue Book) in Times New Roman, 12 point, and double-spaced on 8 1/2 by 11 inch paper. In the upper left hand corner, put your name, class (English 1A), instructor’s name (Ms. Stamper), type of assignment, draft number, and date (example: 15 August 2010). Title your paper and center, **do not underline**, it above your text. See handout for sample and guidelines. **Submit all drafts, last to first,** with each assignment. **I reserve the right to refuse any essay draft that is not typed, is not submitted in the proper format, is not submitted promptly at the beginning of class, or does not include pre-writing and the proper number of drafts. Re-submission of the paper will be required and will result in a penalty for late work.**

**LATE WORK:** All assignments are due in class (or else in my e-mail in-box, the box outside my office, or in my regular mailbox via the Administration Office; be sure to get it time-stamped) by the start of class timeon the day they are due. **Late essays will drop one letter grade for each class day they are late.** I will **not** accept late journal entries or research papers—no exceptions. (Note info above regarding make-ups for timed in-class essays.)

**OUTSIDE READING:** You are responsible for reading *House of Sand and Fog* on your own time. There will be class discussions and quizzes on the pages assigned. You will be writing an in-class timed essay on the novel (Essay #3).

**ACADEMIC DISHONESTY:** Any student caught cheating, copying, or plagiarizing others’ work will be dropped from the course and subject to academic sanctions. If you are in any doubt as to what plagiarism is, check with me. We will discuss this further in class. (Note: I use turnitin.com.)

**STUDENTS WITH DISABILITIES:**

*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 or visit their website for more information:* [*http://www.reedleycollege.edu/services/dsp/LD.htm*](http://www.reedleycollege.edu/services/dsp/LD.htm)*.*

**Some Important Points:**

* Note well: The essays and the research paper are worth 80% of your grade. This means that you cannot pass this class without doing those assignments.
* You must use the school e-mail account and check it on a regular basis. There are computers available at various computer labs (including the library) on campus. If you don’t know how to set up or use e-mail, please get help from me, a tutorial center, or a lab. There is also a video tutorial on Web Advisor.
* I use Blackboard. In the unlikely event that I had to cancel class, I would post it as an announcement on Blackboard and send the announcement as an e-mail. On Blackboard, you can get an extra copy of the syllabus and schedule or most other handouts, find out if there was any homework on the day you missed class, and check your grade. If you need help with Blackboard, see me or a computer lab assistant in the library.
* One of my goals for this class is to help you understand that writing is never truly “finished”—as someone once said, a piece of writing is only abandoned because time for revision runs out. Therefore, be prepared to do multiple drafts of essays.
* **Save any work you do** on school computers on a flash drive and by e-mailing yourself an attachment of the file.
* Nothing annoys me like rudeness; that means cell phone usage (texting, checking for texts or calls, phones going off), repeated tardiness, people talking when I or someone else is talking, and students “packing up” before I have ended the class. So, turn off your phones and put them away before class, come to class on time, be considerate when others are talking, and wait for me to finish class before you start closing books and putting things away. **If you do not abide by these rules of common courtesy, I will ask you to leave the classroom and this will be counted as an absence.** 
  + **If I see or hear a cell phone, I will ask you to leave. It’s disruptive and rude for you to be having a conversation with someone else—and, let’s face it, that’s what texting is—in the middle of my class.**
* Please contact me by e-mail ([elaine.stamper@reedleycollege.edu](mailto:elaine.stamper@reedleycollege.edu)) if you have any problems or questions about anything**. Please write “Eng 1A” in the subject line so that I can give it priority.** I check my e-mail regularly and will get back to you promptly.
* **You reap what you sow**: you will get out of this class just as much as you put in. My job is to help you to become better writers and to prepare you to write for other classes. I really care about my students and will do whatever I can to help you. But, the final responsibility is yours.

**Important Dates:**

|  |
| --- |
|  |
| **Last day to drop for a full refund Friday, August 27th** |
| **Last day to add or to drop without a ‘W’ Friday, September 3rd** |
| Labor Day Holiday (no classes) Monday, September 6th |
| **Last day to drop without an ‘F’ Friday, October 15th** |
| Veteran’s Day Holiday (no classes) Thursday, November 11th |
| Thanksgiving Holiday (no classes) Thursday-Friday, November 25th-26th |
| **Final Exam Thursday, December 16th, 1:00-3:00** |

**GRADING:**

**A = 100-90 excellent**

**B = 89-80 very good**

**C = 79-70 average**

**D = 69- 60 needs improvement (not passing)**

**F = 59-0 fail (not passing)**

|  |  |  |
| --- | --- | --- |
| **TASK** | **% OF FINAL GRADE** | **POSSIBLE POINTS** |
| Essay #1 | 10% | 100 |
| Essay #2 (Timed, in-class) | 5% | 50 |
| Revision of Essay #2 | 10% | 100 |
| Essay #3 (Timed, in-class) | 5% | 50 |
| Essay #4 | 15% | 150 |
| Research Paper | 25% | 250 |
| Journals | 15% | 150 |
| Participation, quizzes, and homework | 10% | 100 |
| Final Exam | 5% | 50 |
| **TOTAL** | **100%** | **1000 points** |

Schedule (Subject to change)

Class Activity Homework

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | 8/17  8/19 | **Tuesday:** Introductions and expectations; syllabus and schedule  **Thursday:** Syllabus Quiz (Q#1). Taking Notes. Pre-writing techniques. | **HW**: **Buy** books and materials; read syllabus and prepare for quiz.  **HW**: **Read** “Shitty First Drafts” (*OW* 259-262) and “Good Writing” (handout); be prepared for discussion. |
| **2** | 8/24  8/26 | **Tuesday:** Discuss reading. Thesis statements.  **Thursday:** Reading Quiz (Q#2). Discuss academic writing and genre. Getting rid of *you*. Assign Journal #1 (J #1). | **HW**: **Read** “Writing to Find Your Topic” (OW 204-207) and online article “Materials for Students: What is an Academic Paper?” at  http://www.dartmouth.edu/~writing/  materials/student/acpaper/what.html.  Be prepared for quiz and discussion  **HW**: **Read** Tan (OW 96-101); **Write** J#1 and be prepared for discussion. |
| **3** | 8/31  9/2 | **Tuesday: Due: J#1.** Discuss reading. Assign Essay #1 (optional reading OW 52-54). Thesis statements and topic sentences.  **Thursday: Due: E#1 (1st draft).** Using quotes for support. Using signal phrases to introduce quotes. | **HW:** **Write** E#1 (draft #1).  **HW:** **Revise** E#1 (becomes draft #2) |
| **4** | 9/7  9/9 | **Tuesday: Due: E#1 (2nd draft).** Peer review. Introduction to introductions. Assign J #2.  **Thursday: Due: J#2.** Discuss Mellix. Discuss revision of E#1. Works Cited (part 1). | **HW:** **Read** Mellix (OW 67-75); **Write** J#2 and be prepared to discuss.  **HW: Revise** E#1 (becomes draft #3). |
| **5** | 9/14  9/16 | **Tuesday: DUE: E#1 (3rd/final draft).** Prep for in-class essay. *\*Ryan LaSalle’s workshop on thesis statements is at 10:00.*  **Thursday:** **In-class essay: Essay #2.** (**No make-ups**.) | **HW: Bring** Mellix essay to next class.  **HW: Revise** Essay #2. Meet with instructor or go to Writing Center. |
| **6** | 9/21  9/23 | **Tuesday: Due: Essay #2 (2nd draft).** Background on *HSF*. Works Cited (part 2: practice). How to take notes on reading.  **Thursday:** Brief discussion of*HSF*. Assign Research Paper. Sample papers. Discuss possible topics. | **HW: Read** *HSF* pp. 15-80. **Do** electronic peer review of Essay #2.  **HW: Read** *HSF* pp. 80-163. Brainstorm for three possible topics for research paper. (Must be typed—no exceptions.) |
| **7** | 9/28  9/30 | **Tuesday: Due: 3 possible topics for research paper (typed).** Quiz on *HSF*. Discuss Research paper and revise topics.  **Thursday:** Discuss *HSF*. Assign J #3. | **HW: Read** *HSF* pp. 163-208  **HW: Read** *HSF* 209-262. **Write** J #3. |
| **8** | 10/5  10/7 | **Tuesday: DUE: J#3.** Meet in LRC 104 for research orientation.  **Thursday:** Quiz on *HSF*. Discuss *HSF*. Review how to use databases. | **HW: Read** *HSF* pp. 262-293.  **HW: Read** *HSF* pp. 293-363. Use databases to decide on final topic for research paper. |
| **9** | 10/12  10/14 | **Tuesday:** Prepare for Essay #3.  **Thursday: Essay #3** (HSF)—timed, in-class essay. **No make-ups.** Bring novel to class. | **HW: Review** notes and novel in preparation for Essay #3. Remember to bring novel to class.  **3/11 HW: Read** pp. 344-347; 391-394, 395 (*OW*). **Be finalizing** your final research topic (use databases for this.) |
| **10** | 10/19  10/21 | **Tuesday:** Research and note-taking. Sample papers.  In-class: Decide on final topic for research paper. Submit typed thesis statement by end of class.  **Thursday: Due: Essay #3 (2nd draft).** How towrite an annotated bibliography. | **3/16 HW: Read** pp. 373-376 (*OW*). **Revise** Essay #3 (2nd draft) and **do** electronic peer review.  **3/18 HW: Revise** Essay #3 (3rd/final draft). |
| **11** | 10/26  10/28 | **Tuesday:** **Due: Essay #3 (3rd/final draft with peer review).** MLA Works Cited; outlines.  **Thursday:** Paraphrasing, summarizing, quotations. | **3/23 HW:** **Research**; **start** outline. **Meet with** instructor during office hours or go to Writing Center.  **3/25 HW: Research; write** annotated bibliography. |
| **12** | 11/2  11/4 | **Tuesday: DUE: Annotated Bibliography**. Evaluating websites.  **Thursday:** **DUE: Outline.** Works Cited (part 3). Conferences. | **4/6 HW: Write** outline.  **4/8 HW: Continue** to work on research paper. **Meet with** instructor during office hours or go to Writing Center. |
| **13** | 11/9  11/11 | **Tuesday:** Revisit in-text citations and signal phrases  **Thursday:** Opposing arguments | **4/13 HW: Read** pp. 375-376 (*OW*). **4/15 HW: Continue** to work on research paper. **Meet with** instructor during office hours or go to Writing Center. |
| **14** | 11/16  11/18 | **Tuesday:** Q & A, peer reviews.  **Thursday: DUE: Research Paper (draft #1);** peer review | **4/20 HW:** **Work on** research paper. **Meet with** instructor during office hours or go to Writing Center.  **4/22 HW: Revise.** |
| **15** | 11/23  11/25 | **Tuesday:** Q & A, peer reviews.  **Thursday: DUE: Research Paper (draft #2);** peer review | **4/27 HW: Revise.**  **4/29 HW: Work on** research paper. **Meet with** instructor during office hours or go to Writing Center. |
| **16** | 11/30  12/2 | **Tuesday: DUE: Research Paper (draft #3/final draft).** No late papers. No exceptions. Assign J #4 (and reading).  **Thursday:** Conferences; **instructor returns research papers.** | **5/4 & 5/6 HW:** Conference days and times will be assigned for Thursday and next Tuesday. You will only need to come to class for one of those days. **Reading TBA.** **Write** J #4. |
| **17** | 12/7  12/9 | **Tuesday:** Conferences; **instructor returns research papers.**  **Thursday:** **Due: J #4**. Reading and discussion; prepare for final. | **5/11 HW:** J #4 due on Thursday.  **9/17 HW: Prepare** for final. Please note that everyone must take the final exam. |
| **18** | **Final Exam** | **Final Exam: Thursday, Dec. 16th, 1:00-3:00** | **No classes this week other than scheduled final exams** |