

ENGLISH 1A ONLINE
College Writing Skills

<u>Course Information</u> Course Website: http://blackboard.reedleycollege.edu 4 Units	<u>Instructor Information</u> Name: Benjamin Ovando Email: ovandoenglish@gmail.com Virtual Office Hours: Mondays and Thursdays – 6-8 pm. and by arrangement (email to set up a time).
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REQUIRED COURSE MATERIALS:

Textbooks

Barnet, Sylvan. *A Short Guide to College Writing*. 4th ed, New York: Longman, 2010. Print.
Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 1st ed, New York: W.W. Norton, 2006. Print.
Martel, Yann. *Life of Pi*. New York: Harvest Books, 2003. Print.
Postman, Neil, *Amusing Ourselves to Death*. 20th Anniversary ed, New York: Penguin, 2006. Print.

Other Required Materials

Regular access to a computer (required for Blackboard) with:

- Internet access (broadband recommended);
- An Internet browser (Internet Explorer, Firefox, or Safari)
- Microsoft Word or a compatible word processor;
- Adobe Acrobat Reader 7.0 (or later);
- A printer.

A valid, current email address,

A USB flash drive (recommended to store files)

Recommended Materials

A dictionary

A style guide (I recommend: Hacker, Diana. *A Pocket Style Manual*; 5th ed. Boston: Bedford/St. Martins, 2008.)

A highlighter

COURSE DESCRIPTION:

English 1A: Reading and Composition is a first-year course created to extend your opportunities for reading, writing, thinking, and inquiry. This course is designed to develop your abilities as a reader and writer – a literacy user – as an active participant in the world of language in which you are already immersed. The primary focus of the class is on the analytical thought, reading methods, and research skills literacy users employ to participate in the college environment. The secondary focus is on developing the writing skills, processes, and formats necessary for college-level writing. With attention to the ways you read and write and through much practice in and out of class, you will develop skills that help you write effectively for many audiences, including your other classes.

As the title of this course suggests, this course will be composed of both reading and writing activities. We will be developing and exploring the relationship between college-level reading and college-level writing as we progress through this course. The readings assigned in this course will be used as part of the source materials in your essays. A key to successfully completing this course lies in being able to read, comprehend, and utilize the readings we cover in class as part of the process of writing your essays.

ONLINE CLASSROOM POLICIES:

Subject to Change

This syllabus and class schedule are subject to change. You will be notified of any changes.

Blackboard

You must have regular Internet access since we will be using Blackboard as our online, virtual classroom. On Blackboard, weekly announcements, workshops, and discussion questions will be posted. Additionally, your major assignments and the syllabus will be available there when you need them. **Please check Blackboard daily for any announcements or changes.**

You can access Blackboard by entering the following address in your web browser: <http://blackboard.reedleycollege.edu>. Your login and password should be your 7-digit Student ID number. Please change your password after you first log in.

Attendance and Participation

Because this class does not physically meet, attendance and participation will be recorded using the weekly discussion questions. It is essential that you participate in these assignments in a timely manner. Missing more than **Four (4)** of these attendance required assignments **BEFORE the drop deadline** will result in automatic withdrawal from the class.

Course Schedule

Monday is considered the first day of each class week; Sunday is the last day. Each week's course materials and assignments will be posted no later than the Sunday before the beginning of the class week. Also a Weekly Overview that lists the week's topic and assignment due dates will be posted.

Please note: this class is equivalent to a normal, physical class. This means you will be doing the same amount of work in the same time frame as any other ENGL 1A class. An online class is not "easier" and will require between 12-15 hours a week for class work. Please schedule yourself accordingly.

You may find a copy of the tentative course schedule, which lists all major assignments, at the end of this document or on Blackboard.

Submitting Assignments

All assignments submitted in this class **must to be in MS Word format (.doc or .docx) or Rich Text Format (.rtf)**. Assignments submitted in formats from MS Works, Apple Pages, or Open Office will not be accepted. If you submit an assignment in the incorrect file format, it will be returned to you and it will receive a 10% penalty when returned in the correct format. For assistance regarding this matter, please visit the Help Files on Blackboard.

Finally all submitted assignments must follow MLA Research Paper Formatting Guidelines (see *MLA Handbook* pages 116-118). Assignments that fail to follow this format will receive a deduction of points.

Due Dates and Late Policy

Due dates for each assignment will be listed in the Weekly Overview. Please note that assignments **must be posted or submitted by 11:59pm** on the day they are due.

Late assignments of any type **WILL NOT** be accepted, unless prior arrangements are made with the instructor. If you cannot post assignments on Blackboard for any reason, please email the assignment to the instructor **before** midnight on the due date. **Please note: technical issues are NOT an excuse for failing to submit an assignment.** You are expected to contact the instructor prior to the deadline regarding any problems.

Email/Virtual Office Hours

Email will be the major form of communication between the instructor and yourself. It is important that you have a valid email address, which you regularly check. If you change email addresses, please notify the instructor immediately and update your profile on Blackboard. **Please check your email regularly for messages regarding this class.**

When sending an email, please be sure to **include your name and a subject**. Your email address does not always tell whom you are, so be sure to give your name.

You may also contact the instructor during the Virtual Office Hours listed above using the following chat services: Google Talk, AIM, MSN Messenger, and Yahoo Messenger. Please search for and add the screen name: ovandoenglish (MSN: ovandoenglish@gmail.com)

Turnitin.com

This campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit written assignments to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. You may indicate in writing to the instructor that you refuse to participate in the Turnitin.com process, in which case your instructor can use other electronic means to verify the originality of your work.

MAJOR ASSIGNMENTS:

Reading

Students are responsible for completing assigned reading *before* an assignment's due date and to actively participate in discussions, activities, and instructional presentations. Selections of the readings for this class are digital documents located on Blackboard. It is your responsibility to download and read these documents in a timely manner. Also, short writing assignments over the readings will be assigned periodically.

Essays

There will be 3 formal essays of 4-7 pages in length assigned during the course, and there will be numerous shorter writing assignments that will support the writing process of the essays. For each essay, students will go through the various stages of the writing process, including prewriting, drafting, revision, and editing. **All three essays must be completed and meet the minimum requirements. Failure to do so may cause the students to receive a failing grade for the class.**

Please note: You are required to submit a draft of your essay to the instructor for feedback three times during the semester. However, your essay will not be given a grade until it is submitted in the Final Portfolio.

Discussion Questions and Quizzes

Each week, discussion questions will be posted that covers the week's topic or reading. You are required to answer the question **and** respond to the posts of at least two other students. Due dates and other information can be found in the Weekly Overview.

In addition, reading questions and grammar quizzes will be given during the semester. They will be based on your readings for the week and are generally 10 points each.

Final Portfolio

At the end of the semester, you will submit a final portfolio that will contain your best writing in the class. You are free to revise all essays written during the semester for the final portfolio. **The final portfolio must be submitted on time and meet the minimum requirements. Failure to do so may cause the students to receive a failing grade for the class.**

Final

There will be a timed essay final at the end of the semester which will be based on your readings and test your ability to apply the skills we learned in class. More details will be given towards the end of the semester.

GRADING/EVALUATION:

The grading for this class will be broken down as follows:

	<u>Approx. Grade Scale</u>
General assignments, reading responses, and quizzes – 25% of final grade	A= 90-100%
Essay 1 Instructor's Draft – 5%	B= 80– 89%
Essay 2 Instructor's Draft – 5%	C= 70-79%
Essay 3 Instructor's Draft – 5%	D= 60-69%
Final Portfolio – 50%	F = 0-59%
Final Exam – 10%	

In order to pass this class with transferrable credit, you must maintain a "C" or 70% or better.

COLLEGE POLICIES

Students with Disabilities

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. 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 and Cheating

All work in this class is assumed to be the original work of the student. Any student who “borrows” essays or class work, improperly cites works or authors, or performs any other type of misrepresentation will receive an automatic “F” for that assignment and risks failing the class, as well as possibly receiving suspension, probation, or expulsion from the college.

Disruptive Classroom Behavior

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process (including making rude or derogatory comments, posting inappropriate materials, and/or failing to participate in group work) shall not be tolerated and may lead to disciplinary action and/or removal from class.

COURSE OBJECTIVES:

In the process of completing this course, students will:

- A. write several revised essays, including the documented research paper.
 - 1. arrange and integrate ideas in an essay form employing thesis statements, topic sentences, explanation of supporting data, introductions and conclusions, and background as necessary.
 - 2. develop a thesis for an argumentative or persuasive essay for its relevance, audience, and strength with supporting logic or research and without logical fallacies.
 - 3. perform targeted research from valid sources, incorporate quotes and paraphrased text as support, and avoid plagiarism.
 - 4. correctly employ the rules of citation, and discriminate among sources, especially Internet sources, for accuracy and validity.
 - 5. 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.
 - 6. plan essays in a variety of organizational structures depending on purpose and rhetorical mode.
 - 7. craft increasingly mature and cogent writing, striving for clarity, power, rhythm, texture, tone and grace. Practice revision of essays to achieve such writing.
 - 8. edit essays for errors in sentence construction, punctuation and mechanics. At first students will rely on the instructor’s guidance in these areas. Ultimately, the student should perform these tasks independently with good accuracy.

- B. write organized essays with thesis and adequate support independently within a class period.
 - 1. generate ideas through various prewriting strategies such as outlining, free writing, or clustering.
 - 2. plan and structure an essay with careful attention to answering the question.
 - 3. compose timed writing responses to prompts.
 - 4. proofread and practice self-evaluation.

- 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. ask and 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. discuss a writer’s background, historical period and cultural niche in terms of bias, diversity or shifting perspectives.
 - 6. summarize ideas briefly for class presentations, selecting most important topics in a logical hierarchy.

COURSE OUTCOMES:

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

- A. write an acceptable 5-7 page documented research paper.
 - 1. employ thesis statements, topic sentences, supporting data, introductions, and conclusions.
 - 2. write with attention to audience and without logical fallacies.
 - 3. target research from valid sources, incorporate quotes and paraphrased text as support, and avoid plagiarism.
 - 4. determine the correct citation pattern, and discriminate among sources, especially Internet sources, for accuracy and validity.
 - 5. 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.
 - 6. use an effective organizational structure depending on purpose and rhetorical mode.
 - 7. demonstrate mature and cogent language crafted for clarity, power, rhythm, texture, tone and grace.
 - 8. edit for errors in sentence construction, punctuation and mechanics.

- B. write an acceptable essay with thesis and adequate support independently in class.
 - 1. generate ideas through an effective prewriting strategy such as outlining, free writing, or clustering.
 - 2. compose and complete a written essay within an allotted time.

- 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.

Tentative Topic and Paper Schedule

Unit 1 – Introduction to Class [Weeks 1-2]

Unit 2 – Understanding Language [Weeks 3-7] – Essay: 4-5 pages

Tuesday, February 16– Topic Workshop

Friday, February 19 – Proposal due

Thursday, February 25 – Peer Workshop: Rough Draft due (at least 3 full pages)

Monday, March 1 – Instructor’s Draft due

Unit 3 – Language and Society [Weeks 8-12] – Essay: 6-7pages

Friday, March 26 – Proposal Workshop: Proposal due

Tuesday, April 6 – Rough Draft Workshop: Rough Draft 1 due (at least 3 full pages)

Friday, April 9 – Peer Workshop: Rough Draft 2 due (at least 4 full pages)

Monday, April 12 – Instructor’s Draft due

Unit 4 – Language and Literature [Weeks 13-16] – Essay: 5-6 pages

Friday, April 30– Proposal due

Tuesday, May 4 – Focused Topic Paper due

Friday, May 7 – Rough Draft Workshop: Rough Draft due (at least 4 full pages)

Monday, May 10 – Instructor’s Draft due

Unit 5 – Portfolio Preparation [Weeks 17-18] – Final Portfolio

Important Dates

Friday, January 29 – Last day to add or drop without a “W”

Friday, March 12 – Last day to drop with a “W” (letter grade assigned after this point)

March 29- April 2 – Spring Break **NO CLASS**

May 17-20 – Finals Week