

ENGLISH 1A  
*Reading and Composition*

<u>Course Information</u> Monday – <b>DVC 107</b> 9:30-11:20 am Wednesday – <b>DVC 104</b> 9:30-11:20 am 4 Units	<u>Instructor Information</u> Name: Benjamin Ovando Email: ovandoenglish@gmail.com Phone: TBA
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**REQUIRED COURSE MATERIALS:**

**Textbook**

Barnet, Sylvan. *A Short Guide to College Writing*. 4<sup>th</sup> ed, New York: Penguin Academics, 2010. Print.  
Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 1<sup>st</sup> 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*. 20<sup>th</sup> Anniversary ed, New York: Penguin, 2006. Print.

**Other Requirements**

Regular access to a computer (required for readings on Blackboard) with:  
internet access (broadband recommended);  
Adobe Acrobat Reader 7.0 (or later);  
a printer.  
A two-pocket folder  
A USB Flash Drive

**Recommended Materials**

A dictionary  
A style guide (I recommend: Hacker, Diana. *A Pocket Style Manual*; 5<sup>th</sup> 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.

**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.

## **MAJOR ASSIGNMENTS:**

### **Reading**

Students are responsible for completing assigned reading *in advance* of each class meeting 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 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.

### **General Assignments and Quizzes**

You will be given a range of assignments throughout the semester. Assignment due dates will be indicated on the Course Schedule and will be due on the days listed. In addition, quizzes will be given randomly during the semester. They will be based on your readings for the week and are generally 10 points each.

### **Late Assignments**

Late assignments of any type **WILL NOT** be accepted, unless prior arrangements are made with the instructor. If you know you will be absent, please turn in your work early or email the assignment to the instructor no later than the regularly scheduled class time.

### **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 any essay written during the semester for the final portfolio. This means that your portfolio should demonstrate both a product, final documents that are revised and polished and that show the best work that you can do, and a process, the drafts and thinking and writing that you have done to get to the product. Accordingly you will need to have a folder or a binder in which to keep all of your work for this course. **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 an in-class 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:

General assignments, reading responses, and quizzes – 25% of final grade  
Essay 1 Instructor’s Draft – 5%  
Essay 2 Instructor’s Draft – 5%  
Essay 3 Instructor’s Draft – 5%  
Final Portfolio – 50%  
Final Exam – 10%

### **Approx. Grade Scale**

A= 90-100%  
B= 80– 89%  
C= 70-79%  
D= 60-69%  
F = 0-59%

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

## **CLASSROOM POLICIES**

### **Subject to Change**

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

### **Attendance**

This course is discussion and activity driven. A good deal of time is spent discussing and modeling, working together and demonstrating. Missing more than **Four (4)** classes **BEFORE the drop deadline** will result in automatic withdrawal from the class. Tardiness in excess of 15 minutes will be counted as half an absence unless cleared with the instructor prior to class.

**If you are absent from class, it is your responsibility to check on announcements made while you are away.** It is also your responsibility to make sure that your name appears on the daily attendance sheet each day that you do attend class.

If you require an extended period of absence due to extenuating circumstances, **please advise the instructor as soon as possible.** I will make special arrangements based on the situation that will allow you to continue to participate in class. Please remember you will need to provide documentation of these circumstances (i.e. medical records, police records, etc.). Absences due to extenuating circumstances will not affect your grade in class if proper procedures are taken.

### **Blackboard**

You must have regular internet access, since we will be using Blackboard. On Blackboard, I may post class announcements, comments, and assignment changes. Additionally, your major assignments and the syllabus will be available there when you need them. We may also conduct discussion forums there.

### **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.

### **Cell Phones/Pagers**

PLEASE TURN OFF OR SILENCE CELL PHONES AND PAGERS DURING CLASS. Also, text/instant messaging, checking voicemail/email or answering calls during class are strictly prohibited.

### **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 which disrupts the learning process (including excessive talking, making rude or derogatory comments, answering cell phones, and leaving class early) shall not be tolerated and may lead to disciplinary action and/or removal from class.

## **Tentative Topic and Paper Schedule**

### **Unit 1 – Understanding Language [Weeks 1-6] – Essay: 4-5 pages**

Monday, February 8 – Topic Workshop  
Wednesday, February 10 – Proposal due  
Monday, February 17 – Peer Workshop: Rough Draft due (at least 3 pages)  
Monday, February 22 – Instructor’s Draft due

### **Unit 2 – Language and Society [Weeks 7-11] – Essay: 6-7 pages**

Wednesday, March 17 – Proposal due  
Monday, March 22– Revision Workshop; Rough Draft 1 due (at least 2 pages)  
Wednesday, March 24 – Peer Workshop: Rough Draft 2 due (at least 4 pages)  
Monday, April 5 – Instructor’s Draft due

### **Unit 3 – Language and Literature [Weeks 12-16] – Essay: 5-6 pages**

Monday, April 13 – Proposal due  
Monday, April 26 – Focused Topic Paper due  
Wednesday, April 28 – Peer Workshop: Rough Draft due (at least 4 pages)  
Monday, May 3– Instructor’s Draft due

**Final Portfolio due Wednesday, May 12**

## **Important Dates**

Monday, January 18 – MLKJ Day **NO CLASS**  
Friday, January 29 – Last day to add or drop without a “W”  
Monday, February 15 – President’s Day **NO CLASS**  
Friday, March 12 – Last day to drop with a “W” (letter grade assigned after this point)  
March 29- April 2 – Spring Break **NO CLASS**  
Wednesday, May 19 – **Final Exam 9-10:50 am**