

ENGLISH 1A
Reading and Composition

<u>Course Information</u> Monday – SOC 35 6:00-7:50 pm Wednesday – HUM 62 6:00-7:50 pm 4 Units	<u>Instructor Information</u> Name: Benjamin Ovando Email: ovandoenglish@gmail.com Phone: (559) 425 – 6525 (call or text)
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REQUIRED COURSE MATERIALS:

Textbook

Bullock, Richard. *The Norton Field Guide to Writing*. 2nd ed, New York: W.W. Norton, 2009. Print.
Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 2nd ed, New York: W.W. Norton, 2009. Print.
Leonard, Annie. *The Story of Stuff*. New York: Free Press, 2010. Print.
Martel, Yann. *Life of Pi*. New York: Harvest Books, 2003. 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
An 8.5 x 11 Examination Blue Book
A USB Flash Drive

Recommended Materials

A dictionary
A style guide (I recommend: Hacker, Diana. *A Pocket Style Manual*; 5th ed. Boston: Bedford/St. Martins, 2009.)
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, meet the minimum requirements listed on the prompt, be documented MLA Style, and include a Works Cited page. Failure to do any of the previously listed will cause a student to receive a failing grade for the essay, and therefore fail the class.**

Please note: Should I discover while reading your Final Draft that you have not run spell check, sufficiently proofread and edited your work, used MLA citation, included a works cited page, or submitted a completed draft, I will discontinue reading and return the draft to you. You will have one week to revise the paper (the return date will be clearly marked on your essay). The highest grade such a paper can receive is a “C”. If you do not revise the draft, you will receive a zero for the assignment.

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 may be given randomly during the semester. They will be based on your readings for the week and are generally 10 points each.

Late Work

Late homework **WILL NOT** be accepted and missed in-class assignments or quizzes of any type **CANNOT** be made up. 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.

If your essay is late, you will be penalized one letter grade for every day your draft is late. **This includes days our class does not meet; for example, weekend days.** After the third day, I will no longer accept the draft. **I do not accept late drafts via email.**

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 – 15% of final grade
Essay 1 Process – 5%
Essay 1 Final Draft – 20%
Essay 2 Process – 5%
Essay 2 Final Draft – 25%
Essay 3 Process – 5%
Essay 3 Final Draft – 20%
Final Exam – 5%

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 final 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 assignment handouts and the syllabus will be available there when you need them. We will 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 that 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 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, Workshop, and Paper Schedule

Unit 1 – How Language Works: Synthesis Essay [Weeks 1-5] – Essay: 4-5 pages

Monday, January 30 – Topic Workshop

Wednesday, February 1 – Proposal due

Wednesday, February 8 – Peer Workshop: Rough Draft due (at least 3 pages)

Monday, February 13 – Essay 1 due

Unit 2 – Solving Social Issues: Researched Argument Essay [Weeks 6-11] – Essay: 6-7 pages

Wednesday, March 7 – Proposal due

Monday, March 12 – Source Workshop

Wednesday, March 14 – Focused Topic Paper due

Monday, March 26 – Peer Workshop: Rough Draft due (at least 5 pages)

Wednesday, March 28 – Essay 2 Instructor's Draft due

Unit 3 – Understanding Literature: Literary Analysis Essay [Weeks 12-16] – Essay: 5-6 pages

Wednesday, April 25 – Topic Workshop

Monday, April 30 – Proposal due

Monday, May 7 – Peer Workshop: Rough Draft due (at least 4 pages)

Wednesday, May 9 – Essay 3 Instructor's Draft due

Final Exam - Monday, May 14 @ 6pm

Important Dates

Monday, January 16 – **Martin Luther King Jr. Day – NO CLASS**

Friday, January 27 – Last day to add or drop without a “W”

Monday, February 20 – **President's Day – NO CLASS**

Friday, March 9 – Last day to drop with a “W” (letter grade assigned after this point)

April 2-6 – **Spring Break – NO CLASS**