

ENGLISH 1A: READING AND COMPREHENSION SYLLABUS

Meeting Information: Mondays/Wednesdays 6:00-7:50 pm HUM 62

Instructor Information

Instructor: Mrs. Bonnie Gonzalez

Office: CCI 217

Email: bonnie.gonzalez@reedleycollege.edu

Hours: Mondays 4:30-5:30 pm *or as needed*

Catalog 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 and annotated bibliography.

Prerequisite

- If you received a D or F in English 125, you are not eligible to take English 1A as you have not met the prerequisite requirements.

Further Course Description

- Throughout your college and professional careers you will be called upon to express yourself and your ideas in written form. This course is designed to help you enhance your reading, writing, and critical thinking skills that are necessary to communicate effectively.
- We will be covering a large amount of reading, writing, and class participation. **Be prepared.** The suggested rubric for study time outside of class is as follows:

High school level: 1 hour in class = 1 hour out of class studying

College level: 1 hour in class = 2 hours out of class studying

Textbook and Required Materials

- Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing: A Practical Guide*. Bedford St. Martins: Boston, 2014. 3rd edition
- Walls, Jeanette. *The Glass Castle: A Memoir*. Scribner: New York, 2005.
ISBN #978-0-7432-4754-2 available: Amazon, Barnes & Noble, Walmart, Target
- Access to one of the following films focused on education*:
Blackboard Jungle (1955), *To Sir, With Love* (1967), *Stand and Deliver* (1988), *Dead Poets' Society* (1989), *Dangerous Minds* (1995), *School of Rock* (2003), *Napoleon Dynamite* (2004), *Freedom Writers* (2007), *Bad Teacher* (2011)
- External drive
- Examination book

*See instructor if you have another film in mind.

NOTE: If course materials are not obtained by the second week of the semester you will be dropped from this course. (Glass Castle by third week of semester.)

Course Objectives/Student Learning Outcomes

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

- A. Write a documented research paper of at least 1,500 words that includes:
- a sophisticated introduction, multiple body paragraphs, and conclusion
 - a clearly defined, arguable thesis sentence
 - supporting details that exhibit critical thinking and use credible secondary sources
 - correct usage of MLA format, including a works cited page
 - sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics
 - controlled and sophisticated word choice
 - writing in third person/universal
 - an avoidance of logical fallacies
 - demonstrating an awareness of purpose and audience
 - appropriate and purposeful use of quotations
 - correct in-text citations
 - an annotated bibliography of multiple sources
 - an avoidance of intentional and unintentional plagiarism
- B. Complete a timed essay independently in class
- C. Summarize and comprehend college level prose (will include a full reading)

Grading Policy

Your grade is calculated by using the following traditional grading scale during the semester:

- **Passing Grades: A=90-100%; B=80-89%; C=70-79%**
- **Failing Grades: D=60-69%; F=0-59%**

If you are failing the course at midterm, you may be dropped from the class.

Assignments	Point Value:	Your Grade:
Essay 1: Literacy Narrative	100	
Essay 2: Environmental Argumentative Essay	150	
Midterm: Timed Essay (Media Messages)	100	
Essay 3: Rogerian Argument on Parenting Style	150	
Annotated Bibliography* for Essay 4	100	
Essay 4: Argument-based research paper*	200	
HW Assignments & Class Participation	120	
<i>Glass Castle</i> Dialectical Journals (3)	30	
Final on Rhetoric and Grammar	50	
Total Possible Points:	1000	

**As per the English 1A Course Outline of Record and English 1A rubric criteria, you must write a passing research paper and annotated bibliography to be eligible to pass this class.*

Policies are subject to change in order to create a positive learning environment. All assignments are subject to change. The weight of graded materials may be modified at any time.

Participation

- Class participation is vital. Since regular in-class writing and activities will be collected, your final grade will suffer the consequences of lack of attendance or lack of required materials. Being late to class is disrespectful. You may be urged to drop the class if you are habitually late to class. It is a good idea to check Blackboard and email regularly. If you miss class it is your responsibility to find the information on Blackboard before the next class session.

Absences

- The class will adhere to the Reedley College catalog attendance policy which states: *Students are expected to attend all sessions of classes for which they are enrolled. Excessive absence will jeopardize a student's satisfactory progress in a class. Students may be dropped from a class if they fail to attend the first class session of the semester. As a guide, during the semester up to the final drop date, any student who misses more than two weeks of class meetings may be dropped.*
- If you are absent, you are still required to submit homework via email to bonnie.gonzalez@reedleycollege.edu by the start of the class meeting time. Submitted work, which follows the completed assignment guidelines outlined on page 8, will receive partial HW Assignment & Class Participation points as you are not in class to participate.

Reading Assignments

- We will be reading a large amount of materials every week. Failure to complete these reading assignments will be detrimental to your final grade.

Peer Response Workshops

- You will be workshopping your writing throughout the semester. Failure to submit your writings to the workshopping sessions will result in a lowered final grade. You will be graded on both having material prepared for workshop and the quality of your responses to others' writings.

General Writing Assignments

- This class requires the completion of various graded writing assignments. All assignments must be completed within the timeframe provided. Written assignments must be in MLA format and on time. Please keep all of your prewriting and drafts of each out-of-class paper—I may ask to see your writing processes before I will accept assignments.

****Papers with careless proofreading and/or sufficient revision will be returned ungraded.****

Essay Revisions

- You are allowed to and encouraged to rewrite one essay over the semester to try to earn up to one letter grade higher than the final grade you received on the paper. Here are the steps you will need to follow:
 - Meet with Mrs. Gonzalez regarding the paper.
 - In the rewritten essay, highlight exactly what you have changed.
 - Submit the revised essay along with the Revision Notes (obtained from Mrs. Gonzalez during your meeting) and previously graded work.
 - Any revisions turned in without substantial revision of content will not be accepted.
- Other points to consider:

- You will not have the opportunity to rewrite Essay 4, as grades are due soon after you turn in that final paper.
- If you fail to follow these steps above exactly, I will not reconsider your essay's grade.

Late Assignment/Essay Policy

- In order to receive potential full credit, assignments and essays are due at the beginning of the class session on the due date. I do not accept late Homework Assignments. Essays may be submitted within one week of the initial due date for a reduced grade of at least 10%. No essays are accepted after one week pass the due date.

Essay Feedback and Additional Help

- At some point throughout the semester for at least one of your essay assignments, I will also give you feedback on one of your outlines and rough drafts. Because of the large number of students in this class, I cannot give you feedback for each essay's draft.
- Please note that I will not be able to give feedback to students who send me an email with a draft attached; if you want feedback on your draft, send me a copy of the draft in an email and indicate when exactly during my office hours you will come by to go over your draft with me. It helps to ask me directed questions for what you would like feedback on (i.e. your use of examples or analysis in a specific body paragraph, or the flow of the transitions in your topic sentences).
- Another excellent source of help is The Reedley College Writing Center, located in HUM 58. You are **STRONGLY** encouraged to enroll in the Writing Center's English 272 course, a 1/2 unit tutorial class. The Writing Center is open Monday - Thursdays: 8 a.m. to 2 p.m. The importance of this service to your success in English 1A cannot be stressed enough.

Plagiarism

Plagiarism is the act of using another person's words OR IDEAS as your own with no citation for their work. Cheating includes having anyone else complete your work for you or turning in a paper you have written for another class. You will be caught, receive no credit on the assignment, and reported to the administration. If plagiarism and/or cheating are suspected, you may be asked to provide drafts of your written work and submit your paper to turnitin.com, a plagiarism-checking service. Keep all drafts of your writing assignments for these purposes.

The following is taken from page 44 of the Reedley College Catalog:

Academic Dishonesty – *Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.*

Cheating – *Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the*

conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

Plagiarism – Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

Accommodations for Students with Disabilities

Please inform me of any special circumstances you might have. If you have special needs as addressed by the Americans with Disabilities Act (ADA), including alternate media requests, please notify me immediately. Reasonable efforts will be made to accommodate your needs.

Respectful Learning Environment

Be considerate of others. Come to class prepared to share equally and respect the opinions of others. Read, listen, and participate attentively. Do not use your cell phone during class. Do not use the computers for anything other than instructed. Failure to comply will result in being asked to leave the class.

Instructor Contact

Academia is a professional environment. When addressing your instructors, refer to them as Mr., Mrs., Ms., or Dr. unless they have asked to be referred to by their first names. Be sure that all correspondence is professional (no text-language emails) and follows all conventions of proper English usage (correct punctuation and grammar).

Important Dates

M.8.17.15	Fall semester begins
F.8.28.15	Last day to drop full-term class to get refund
F.9.4.15	Last day to register for full-length class or drop to avoid a “W”
M.9.7.15	Labor Day (no classes held, campus closed)
F.9.18.15	Last day to change a Fall class to/from a Pass/No-Pass grading basis
F.10.16.15	Last day to drop a full-term class
W.11.11.15	Veterans Day (no classes held, campus open)
Th.11.26.15 – F.11.27.15	Thanksgiving holiday (no classes held, campus closed)
M.12.14.15-F.12.18.15	Final exams week

Schedule

All assignments subject to change. Updates will be given in class and on Blackboard.

	Monday	Wednesday
Week 1	Syllabus, <i>Glass Castle</i> Reading Plan	DUE – Chapter 1 Response <i>Essay 1 assigned.</i>
Week 2	DUE – Chapter 2 (pp. 29-48) & “The Climate Crisis at the End of Our Fork” by Lappe (pp. 750-760) Response	DUE – Essay 1 Outline & Draft (workshop)
Week 3	DUE – Essay 1 DUE – Chapter 3 (Analyzing Arguments & Annotated Example pp. 62-71) & “Why Bother?” by Pollan (pp. 763-768) Response <i>Essay 2 assigned.</i>	DUE – Chapter 5 Response
Week 4	[Labor Day]	DUE – Chapter 7 (pp. 151-181; 192-209) & “Despair Not” by Steingraber (pp. 743-749) Response
Week 5	DUE – Chapter 9 Response	DUE – Essay 2 Outline & Draft (workshop)
Week 6	DUE – Essay 2 class activity/in-class writing	DUE – <i>Glass Castle</i> Parts 1 & 2 Dialectical Journal
Week 7	class activity/in-class writing	DUE – Education Movie
Week 8	DUE – Educated by the Movies Response	class activity/in-class writing <i>Essay 3 assigned.</i>
Week 9	Mid-term exam: Timed Essay	DUE – <i>Glass Castle</i> Part 3 Dialectical Journal
Week 10	DUE – Chapter 6 Response	DUE – Research for Essay 3 (overinvolved vs. freestyle parenting)
Week 11	DUE – <i>Glass Castle</i> Parts 4 & 5 Dialectical Journal <i>Essay 4 & Annotated Bibliography assigned.</i>	DUE – Essay 3 Outline & Draft (workshop)
Week 12	DUE – Essay 3 DUE – Chapter 4 (pp. 80-97) Response	class activity/in-class writing
Week 13	DUE – Annotated Bibliography Draft (workshop)	[Veterans Day]
Week 14	DUE – Annotated Bib DUE – Prospectus for Essay 4 (workshop)	DUE – Chapter 8 (pp. 211-248) Response
Week 15	class activity/in-class writing <i>Review Ch. 1-3</i>	Outline & Essay 4 workshop – 3 pages
Week 16	class activity/in-class writing <i>Review Ch. 4-6</i>	class activity/in-class writing
Week 17	DUE – Essay 4 DUE – Revisions (opt)	class activity/in-class writing <i>Review Ch. 7-9</i>
Week 18	Final on Rhetoric (Ch. 1-9) and Grammar	

Response Prompts (part of HW Assignments & Class Participation grade)

Chapter 1 Response – DUE W.8.19.15

1. Answer question 1 on page 11 about Patterson’s arguments.
2. Rodriguez and Graff have written autobiographical literacy narratives—their own stories of dealing with some aspects of how they became literate and their relationship with reading. Whose experience do you identify with more? Why?

Chapter 2 Response – DUE M.8.24.15

1. Complete a Dialectical Journal for Provenzo Jr.’s “Hirsch’s Desire for a National Curriculum.” Notes should reflect **rhetorical analysis**. Use the questions on page 39 to guide your notes.
2. How does Provenzo Jr. respond to Hirsch’s arguments about education? What position does Provenzo Jr. take?
3. Complete a Dialectical Journal for “The Climate Crisis at the End of Our Fork.”

Chapter 3 Response – DUE M.8.31.15

1. Complete Cornell Notes for Chapter 3.
2. Complete Dialectical Journal for “Why Bother?”

Chapter 5 Response – DUE W.9.2.15

1. Complete *Identifying Types of Theses* on pages 111-112.
2. Complete *Reading as a Writer* questions on page 122.

Chapter 7 Response – DUE M.9.9.15

1. Complete *Worksheet for Writing a Summary* (see p. 162) for “Despair Not” by Steingraber (pp. 743-749)
2. Explain the ways in which the authors’ arguments (Lappe, Jenson & McMillan, Pollan, and Steingraber) are similar or different, using examples and illustrations to demonstrate the similarities and differences.

Chapter 9 Response – DUE M.9.14.15

1. Complete Cornell Notes.

Educated by Movies Response (begin in-class) – DUE M.10.5.15

1. This assignment asks you to interpret the way a film of your choosing (see list of approved films) represents American education and to make an argument about the film’s attitudes toward this subject by paying attention to the role of stereotypes in the film. Use strategies drawn from bell hooks’ and Gilliam and Wooden’s analyses of stereotypes and gender roles in films. These authors show how to look for the unquestioned assumptions about people and to consider how representations of main characters and sidekick characters serve to advance the plot. Use their methods for a close analysis of particular scenes and images, and then draw your own conclusions about a central issue of interest to you in the film. What is this film teaching us about American education? What do you learn about the function of stereotyping in the process?

Chapter 6 Response – DUE M.10.19.15

1. List all the articles you have analyzed while conducting your research for Essay 3. Include a brief description (in your own words) of each article. Will you use the article? Why or why not? [Hint: You should have more than 2 articles.]

Chapter 4 Response – DUE M.11.2.15

1. Analyze Table 4.1 on page 81. Explain the differences between *situation*, *issue*, and *question*.
2. According to Hirsch, what is the problem facing our schools? What is the problem according to Kozol? After reading both Hirsch and Kozol, one of the authors' students thought of another potential problem. What was it?
3. Describe an interesting issue you discovered through the readings this semester. Explain why this issue interests you.
4. Which authors wrote about your issue? What did they say about it?
5. What additional questions do you still have?

Chapter 8 Response – DUE W.11.18.15

1. Complete *Practice Sequence* questions 1-3 on pages 223-225.
2. Complete *Practice Sequence* questions 1 and 2 on page 248.
3. Create an example of a deductive argument.
4. Create an example of an inductive argument.

How are Homework (HW) Assignments and Class Participation graded?

To earn full credit, students are required to:

- come to class prepared and on time (prepared is defined as bringing required materials; i.e. *From Inquiry to Academic Writing*, *The Glass Castle*, completed assignments* to class)
- actively participate in class discussions; i.e., pose questions to group/class which reflect analytical thought about the texts, respond and add to peers' and instructor's thoughts
- complete in-class writing assignments*

*Assignments are considered completed when they are thoughtful, well-written, and directly address all of the components of the question(s). They should indicate that you reflected carefully upon the question(s) and took the time to edit your work prior to turning in the assignment. A full-credit response will have few grammatical errors. Points will be deducted for each of the following:

- not addressing all parts of all of the questions
- not having depth of thought in the response (responding quickly just to get the work done)
- having a large number of grammatical errors or spelling errors, including IM speak ("u" instead of "you") or slang

*Please note I do not accept late Homework Assignments.

How are the *Glass Castle* Dialectical Journals graded?

- You are responsible for turning in three Dialectical Journals during the course of reading *The Glass Castle* (see due dates listed in schedule). To earn full credit, you should have *at least* one note per chapter. Notes should demonstrate thoughtful reflection of the text and indicate connections between the memoir and texts read in class.
- Points will be deducted for each of the following:
 - not reflecting on each chapter
 - not having a depth of thought in the note (responding quickly just to get the work done)
 - having a large number of grammatical errors or spelling errors, including IM speak ("u" instead of "you") or slang

Essay Prompts

- All essays should follow MLA formatting. With the exception of Essay 1, essays will include a Works Cited page. Suggested length of paper does not include a Works Cited page. (If suggested length of essay = 3 pages, then the essay + Works Cited = at least 4 pages.)
- All essays are to be submitted via Blackboard and TurnItIn.com on the due date prior to class meeting. Bring your originality report score (given as a percentage) to class as well as a few sentences explaining why you received the originality score you did.

Essay 1: Literacy Narrative – DUE M.8.31.15 (100 points)

- Write your literacy narrative, focusing on at least one turning point or moment of recognition or lesson learned. At the end of your narrative, indicate what you conclude about your own “growing into literacy.” Write no fewer than three pages but no more than five pages.

Essay 2: Environmental Argumentative Essay – DUE M.9.21.15 (150 points)

- Pollan and co-authors Derrick Jensen and Stephanie McMillan argue that in order to make an impact on the planet, citizens have to do more than tweak their daily behaviors; they have to change their values and understand their relationship to the world differently. Other writers argue that changing our daily habits *can* improve our health and the health of the planet. Compose an essay in which you draw on the insights and examples in the texts we have read for this unit in order to **make an argument about the ways we could and should live more healthful lives, for ourselves and the planet**. Be sure to anticipate and address counterarguments to your proposals. Write no fewer than four pages but no more than six pages.

Essay 3: Rogerian Argument Essay (Parenting Styles) – DUE M.11.2.15 (150 points)

- During this unit, some authors argue that parents are overinvolved in their children’s lives whereas others believe this is not the case. *The Glass Castle* offers an example of parenting which may be used to argue either of their cases. Use original research and Walls’ memoir to write a Rogerian Argument which conveys understanding of both perspectives and ends with a compromise that takes into consideration the needs, fears, and concerns of both sides. Write no fewer than five pages but no more than seven pages. You will need to cite from:
 - at least two of the articles we read during this unit to frame the argument and demonstrate the topic’s relevance
 - at least two additional scholarly journal articles (one from each parenting perspective) from the RC databases (found on RC’s library homepage)
 - *The Glass Castle* (minimum of five appropriate and relevant quotes from the text)

Essay 4: Argument-based Research Paper – DUE M.12.7.15 (200 points)

- For this assignment, you will construct your own argument based on a combination of your own research and some assigned sources. The final paper will be 1500 words in length, not including the Works Cited page. You will need to cite from:
 - at least two essays from the assigned readings throughout the semester
 - at least three additional scholarly articles from the RC databases

Essay Formatting

For all work you submit, follow MLA formatting:

- Font set for TIMES NEW ROMAN 12.
- Entire essay is DOUBLE line spaced only—no more and no less ANYWHERE.
- The margins are set to 1” on all sides.
- In the PARAGRAPH menu, SPACING BEFORE and AFTER is set for ZERO
- Page numbers have been INSERTED (not typed) into the upper right hand corner beginning with page one. This is formatted into the header, appearing ½ inch from the top of the page.
- Student’s last name appears before the page number—AND there is a space between the name and page number.
- On page one ONLY, in the top left hand corner of the page, the following appears 1 inch below the top of the page:
 - Student’s Name
 - Instructor’s Name
 - Course and Meeting days and time
 - Due Date for Essay
- The above information is double line spaced.
- The essay has an appropriate title, which is centered—USING the computer’s function to center. The title is a creative one, not merely the assignment’s name. The title has every major word capitalized, and there are no quotation marks around the title. The title is the same size font, and it is not italicized or in all capital letters.
- The Work(s) Cited is the last page of the essay—INSERT NEW PAGE. The works cited page is the last formatted page of the essay, so it also follows all of the formatting details listed above.

Please note: Should I discover while reading your essay that you have not followed the above formatting expectations, run spell check, or sufficiently proofread and edited your work, I will discontinue reading and return the essay to you. You will then have until the following week to revise the paper and resubmit it with the first paper you submitted. The highest grade such a “returned” paper can receive is a “C.”