# English 1A: College Reading and Composition

# Spring 2015: Into the “Wild”

Instructor: Jackie Williams Email: [jacqueline.williams@reedleycollege.edu](mailto:jacqueline.williams@reedleycollege.edu)

English 1A, CRN: 55051

Room: CCI-207 and Blackboard

Class time: F8:00-9:50 am in class, 2 hours online instruction

Prerequisites: Successful completion of English 125 and 126 with a “C” or better or an equivalent college course; or eligibility determined by the Reedley College Placement Procedures.

**Course Overview**

This course is designed to cultivate critical thinking skills through reading, writing, and analyzing rhetorical compositions at the college level. Emphasis will be placed on exposition: studying writing as a process, exploring different composing structures and strategies, editing and revising, conducting research, and learning to critique peer writing.

Writing is not just a demonstration of one’s ability to write. Writing is a tool, a strategy for generating ideas, for analyzing information, for inventing responses, critiquing your own thoughts, or creating a record of your thinking. In this class writing will serve many purposes. Consequently, you will be asked to write for many different reasons; thus, your writing will not simply be a reflection of your competence, it will be a representation of your engagement in the class. Using research strategies, you will also be expected to incorporate material from outside sources to support your own position in a persuasive argument essay.

Writing and reading are very similar meaning-making performances. Class discussions about the reading will enhance your ability to write responses to what you read. From the reading assignments you will learn to model your approach to writing and develop a better understanding about form, rhetorical framework, and the use of evidence in writing. I will expect that when you read an assignment, you will have read the text actively, making notes in the margins and/or highlighting the main points, so if you rent your textbooks you’ll need to come up with creative ways to annotate your texts.

Because this is a hybrid course, we will have only 50% of the face-to-face instruction that a traditional writing class has. This means you will be responsible for completing 50% of the classwork online in addition to homework (which averages to about 8 hours per week) so you will be doing about 10 hours of work outside the classroom for every 2 hours we spend together. Most lectures will be posted online and you will be responsible for keeping up with that material so that you can do the activities that we will complete in the classroom. If you have extremely limited access to internet, this is NOT the class for you.

Our theme this semester is Into the “Wild” – we will explore our relationship to nature, and the various themes that are connected to the American wilderness: healing, redemption, romance, danger, disconnect, civil disobedience, and more.

**Required Texts/Materials:**

***From Inquiry to Academic Writing: A Practical Guide* 2nd Edition (Greene et al)**

ISBN 978-0-312-60140-9

***Wild (Strayed)***

ISBN 978-0-307-47607-4

***Into the Wild (Krakauer)***

ISBN 978-0-385-48680-4

**Money set aside to copy individual writing projects for workshopping**

**Flash/jump/thumb drive for saving assignments during lab hours**

**Access to Blackboard and SCCCD email account**

**Course Content**

This course will focus on analyzing readings from the textbook, the longer works, and your own research. The course will be divided into four writing projects and a final essay exam. The focus for this course will be analysis of the rhetorical framework of both visuals and texts. Each final paper will be preceded by two drafts, and all writing assignments must be completed in order to pass the class. Students will write a minimum of 6,000 words in formal academic language over the course of the semester. You will be expected to read each week and complete corresponding journal entries for all reading assignments. You will be expected to participate in a workshop for each essay. Also, you will need to contribute to class discussions on Blackboard and in the classroom*.* Growth comes from practice, therefore all assignments are used to calculate the final grade (see grading below).

**Course Objectives**

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

1. 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 other mechanic problems
* Controlled and sophisticated word choice
* 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

1. Complete a timed essay independently in class
2. Summarize and comprehend college level prose (will include a full reading)

**Course Requirements**

Small Groups, Class Discussions, Workshops

Class participation is mandatory and will be a necessary part of your success in this class.Therefore**,** you will need to come to class prepared with homework done and ideas to share – every week. Graded class participation will include content quizzes, small group activities, small group and online workshopping, online journals and other activities, and large group discussions.

Workshopping is an important component to this class. Workshopping gives you the opportunity to get audience feedback on your writing; workshops are also an opportunity to get ideas for approaching various writing tasks, to understand the range of rhetorical components – besides grammar – that are available for revision, and finally to assess a piece of writing for it’s rhetorical effectiveness. Participating in these workshops will help you to read and revise your own work with more fluency and expertise.

Writing Assignments

Writing is not just a demonstration of one’s ability to write. Writing is about thinking on paper. It is about learning something new. It is about expressing important ideas and making your own meaning from the ideas expressed by others. It is about connecting to an audience. The writing I will ask you to do will emerge from the concepts, processes, and issues that we will read and discuss in this class. All of these writing projects will encourage you to choose topics that are important to you; that connect with the theme of the class: “Into the ‘Wild’.” This semester you will write four major papers. Each of these papers will involve multiple drafts and writing workshops. I will give you writing prompts at the beginning of each project so that you have a clear idea about what you are required to do in these papers.

As we move through the course, each writing project will challenge you to add more knowledge, skills, and practices of writing **to what you already know from the assignment before**.

***Specifications:*** All writing projects (essays) must be formatted with one-inch margins with a twelve-point font. The length of these writing projects will vary from 2 to 10 pages. All work will be turned in on Blackboard. A Works Cited page is mandatory for all essays unless otherwise instructed, and an annotated bibliography will be required for the research essay. All writing must adhere to MLA guidelines.

Reading

Reading and writing go hand in hand. The reading we will do in this class will be necessary for our topics of class discussion, for modeling approaches to writing, and for developing a better understanding about form, rhetorical approach, and the use of evidence in writing. I will expect that when a reading assignment is due that you will have **read the text actively**; that is, you will have annotated your text, will have questions to ask, and will be ready to engage in conversation with others about the reading. You will participate in small group and whole class discussions of the reading, and track your active reading with homework “journals.”

Attendance:

Attendance is highly important and if you fall behind in the weekly assignments you **cannot** make them up. Because timely participation is necessary to the hybrid class, I will not accept **any** late assignments. You will be required to do writing activities in class and points will be given. You will also participate in online discussions during our online instruction periods. Homework will consist of triple-entry journals from the assigned reading and essay drafts. You will be expected to come to class prepared to discuss the homework assignments.

**Grading and Evaluation**

Homework and Class Participation 400 pts

Project #1: Narrative

800-1000 word paper, drafts, workshops, etc. 100 pts

Project #2: Synthesis

1300-1600 word page paper, drafts, workshops, etc. 150 pts

Project #2: Rhetorical Analysis

1600-2100 word paper, drafts, workshops, etc. 150 pts

Project #3: Researched Argumentative

2100-2500 word paper, drafts, workshops, annotated bibliography 300 pts

Final Exam 100 pts

Total: 1200 pts

Grading Scale

90-100% A

80-89% B

70-79% C

60-69% D

0 -59% F

You must complete a full draft of all four writing projects in order to receive credit for the course. Completing all the major essays, short writings, drafts, and peer responses to the best of your ability will help improve your writing—and therefore your final grade. Each essay may be revised for up to a 10% increase in score, but revisions must be completed by the deadline given in class.

**Failure to turn in any one of the assigned essays or to complete the Final will mean a failing grade in the class. As with any college class, grades can change significantly due to a single missed assignment or project. Do not presume if you are receiving a certain letter grade on most your assignments that it will be reflected in your final grade for the class. The point system will be strictly enforced.**

**ABSENCES:** Because this is a hybrid course, we will have only 16 face-to-face meetings. If you miss more than two (2) of these class meetings, it will be my discretion whether or not you are allowed to continue in the class. The online activities will also be tracked for attendance and failure to complete more than two (2) of these activities may also result in removal from the class. **Advanced notice of planned absences is always appreciated, but will not constitute “excused” absences.**

**Furthermore, due to impaction issues at community colleges across the state**, any student who misses the first day of class without contacting me will be dropped and your spot will be given to the first eligible student on the waitlist. If you miss two classes in the first two weeks without making prior arrangements, this will also result in being dropped from the class.

**Submitting Assignments:** Assignments should be submitted per the directions given in class whenever possible (typically to Bb, or hardcopy, on the date due). However,we live in a digital age, therefore if you cannot attend class you are still responsible for submitting assignments by the due date either via email or on Bb. Each student will be allowed one “missed” homework assignment and one “incomplete” essay assignments without penalty. I will apply this to the first assignment that meets these criteria and all subsequent missed or incomplete assignments will be penalized accordingly.

**Tardiness/Leaving Early: Arriving more than 10 minutes late or leaving more than 10 minutes before the end of class will constitute an absence. Additionally, every three tardies (lateness less than 10 minutes) will constitute an absence.**

Accommodation: 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.

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environments 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 themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

I am in class to teach. You should be in class to learn and contribute in meaningful ways. Any disruptive behavior is unacceptable. Do not take this class if it conflicts with your work schedule, as you will not be excused. Do not use class time to work on outside projects. Do not talk about things irrelevant to the subject matter of this course when you are assigned for group activities in class. Some of our discussions/activities will result in the sharing of personal information. This is a judgment-free space. **Disrespect toward me or the other students will not be tolerated. If your behavior is inappropriate for an academic learning environment, you will be asked to leave the class.**

**Cell Phones/Personal Electronics:** I mentioned earlier that we live in a digital age, but I didn’t say I liked it. There will be no used of cell phones or other personal electronics in class without prior approval from me. At the start of class, phones should be placed out of sight and on silent, and should remain so for the rest of the class period. You will receive one warning; after your first warning, you will be marked absent **and** lose your daily participation points each time you use personal electronics in class. **I will not interrupt class to notify you, I will simply record the absence in the roster.**

Plagiarism: Plagiarism is, as I imagine you know, the copied or undocumented use of another’s work or ideas. The issue of plagiarism goes deeper than “copying,” though, to an issue of academic honesty. In class, you will be encouraged to discuss your work at great length with others, you will consult models of reading and writing and other student work to help you, you may confer with a tutor or writing center technician, and you will do lots of different activities to guide your learning. But it is NEVER permissible- as Dr Tim Hankins, professor at New Mexico Institute of Mining and Technology, so concisely says- “to give or receive answers” or ideas or even words “in a way that bypasses the need to think on your own” about your reading or writing. Help from any source must be acknowledged, and there are accepted ways to do this. If in doubt, please ask me. Violation of the letter or intent of this policy will result in serious harm to your learning, to your grade, to your standing in class, and perhaps to your standing at the college.

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.

By enrolling in this course, you join a community requiring intellectual integrity. When you write your name on an assignment, you take credit for the work contained, whether that be an entire text or only a sentence. Plagiarism, cheating, and other forms of academic dishonesty demonstrate a disrespect of the community and will not be tolerated.