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Office Hours:	by appointment

English 1A (#56276)

Social Science Rm 35
T, TH 11am - 12:50pm
Syllabus (Fall 2016)

Course Description From the catalog: *In this course, students will read, analyze, and compose college-level prose, with emphasis on the expository, study writing as a process, explore different composing structures and strategies, edit and revise their own writing, and conduct research (gather, organize, evaluate, integrate, and document information), culminating in a term research paper and annotated bibliography. Students will write a minimum of 6,000 words in formal academic language.*

NOTE: *PREREQUISITES: English 125 and 126 or English 130 and English 126 or placement through college assessment process. 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.*

4 units = 4 lecture hours/ week. This class includes a significant amount of reading, writing and class participation. You are advised to come prepared. Understand that study time is SIGNIFICANT. For each hour in class you are expected to spend 2-3 hours outside of class studying the course content. (This means up to 12 hours of reading and writing per week outside of the classroom).

Course Objectives and Learning Outcomes

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

- A. Write a documented research paper of at least 1000 words that includes:
 - a sophisticated introduction, multiple body paragraphs, and conclusion
 - a clearly defined, arguable thesis
 - 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

Learning Strategies

In this class we will use multiple strategies to practice and improve reading and writing skills. We will read about many writing strategies and techniques the “how to” of academic writing. We will look at and discuss models of academic writing and decide together what makes “effective writing” versus “ineffective writing”. We will discuss writing strategies in class and practice using them in multiple drafts of multiple essays, working together in workshops with the goal of recursive revision throughout the writing process. Students will keep a “Guide to Effective Writing Journal”. At the end of the semester students will use this journal to reflect on writing strategies they have practiced, as well as the writing process they have used, and write about those strategies and processes to create their own “Guide to Effective Writing”.

In addition to reading about how to become a better writer, students will also practice reading and writing skills by reading, writing, revising, and researching about different topics. Students will practice using the writing strategies they learn as they write about those topics.

For these learning strategies to be effective, a few things are required beyond doing the assigned work. 1) Students are expected to take risks in their writing (both in using new techniques and also in the topics they write about 2) Students must share what they have written with their peers and be open to different ideas and revision 3) Students should be willing to see writing and learning as a process which does not happen quickly

Course Content

- A. Expository Essays and a Narrative-Descriptive Essay
 - 1. Reading, discussion of models
 - 2. The writing process
 - 3. Thesis and support
 - 4. Paragraphing, topic sentence
 - 5. Introductions and conclusions
 - 6. Use of showing details to support assertions
 - 7. Editing for grammar, punctuation, and usage
- B. Planning, Developing, and Writing the Research Paper
 - 1. Library and Internet research
 - 2. Evaluation of sources for accuracy and reliability
 - 3. Evaluating and selecting evidence which supports a defensible thesis
 - 4. Summarizing with accuracy and academic respect
 - 5. Paraphrasing with attribution
 - 6. Use of quotation to develop, support, or refute an idea
 - 7. Planning, organizing, and outlining information and ideas
 - 8. Correct MLA documentation
 - 9. Completion of an annotated bibliography
 - 10. Reading discussions of arguments
 - 11. Reasoning, refuting opposition
 - 12. Avoiding fallacies
- C. Full-length work: *The Tortilla Curtain*
- D. Writing responses and large class discussions.
- F. In-class timed essay
 - 1. Planning and organizing ideas under pressure
 - 2. Composing quickly

3. Editing independently and within given time

G. College-level reading skills

1. Analyzing/synthesizing
2. Interpretation
3. Evaluation
4. Compare/contrast
5. Drawing conclusions
6. Distinguishing fact from inference
7. Summarizing/paraphrasing

**Required
Texts/Supplies**

From Inquiry To Academic Writing: Text & Reader Stuart Greene and April Lidinsky 3rd edition. **MUST HAVE THIS BY THE END OF WEEK ONE**

The Tortilla Curtain T.C Boyle

Notebook, pen, Flash Drive

Canvas Course Site

Follow the directions for logging in to Canvas from the Reedley College Website. You can find Canvas under quicklinks as well as RC Online. You will need to be officially enrolled before you will be allowed to enter the site.

Students on the wait list will not have access to the course site until they have been given an authorization code and their enrollment in the class is verified.

Necessary Programs

In order to do work from home, you should have the following programs (all of which are installed on computers on campus): Internet browser (such as Chrome, Internet Explorer or Firefox); district e-mail account (my.scccd.edu); word processor (MS Word preferably, see Paper Format below); Adobe Acrobat Reader for research materials.

Attendance

Roll is taken every day generally within the first five minutes of class.

I do not distinguish between excused and unexcused absences. All appointments, interviews, meetings with counselors must be scheduled outside of class time. If you work, inform your employer of your class schedule. Being unprepared, unengaged, or absent will affect your participation grade. It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc... This means that being absent is not an excuse for not knowing what is happening in class. Always come to class prepared—even after an absence. (Check Canvas or check with a classmate).

⇒ If you are absent the first day of the semester, you will be dropped.

⇒ If you attend the first class of the semester but are absent the second class—and you do not contact me prior to class—you will be dropped.

⇒ If you miss any classes for the first four weeks of the semester, you will be dropped.

⇒ If you have four absences by the end of the ninth week, you will be dropped

Important Dates

from the course at my discretion.

⇒ When you miss class you **cannot** make up that day's in class work, quizzes, etc.

If you do not complete all of the assignments for day one AND weeks one, two, three, and four, you will be dropped from the class.

October 14	LAST DAY TO WITHDRAW; after this date a letter grade will be entered
November 24	Thanksgiving Holiday, no classes held on campus
Dec 15	Final Exam Period 11am - 12:50

Late Papers/Missed Exams

I will not accept late papers nor will I schedule make-up exams unless you have contacted me prior to the deadline posted for the assignment.

There will be no make-ups of homework, quizzes, weekly writing assignments, or in-class assignments for any reason, no matter how compelling.

Grades

Grading policy is thoroughly described at the end of this document.

Assignments and Due dates

Weekly schedules will be given out on a unit basis. Check Canvas regularly.

Plagiarism

Because cheating, plagiarism and collusion of in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honesty effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

Use of another's work as though it were your own will not be tolerated. In the current Reedley College Catalogue, plagiarism is defined as follows:

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.

Paper Format

All work must be typed, double-spaced and in 12-point type of a standard typeface (Times Roman, preferably). You must submit your work via the turnitin.com on canvas. You must submit files in one of the following formats: Word documents (*.doc or *.docx) or Rich Text Format files (*.rtf).

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.

1. Homework	250 points
2. In class: Workshops, assignments, Participation, Journaling, Quizzes	250 points
3. Drafts 1,2 and 3 and participation in workshops for project 1	100 points
4. Final Draft Project 1: The Influence of Media	300 points
5. Revised Personal Writing History Narrative	150 points
6. Midterm Reflection	50 points
7. Annotated Bibliography	200 points
8. Focused Topic Project	100 points
9. Drafts 1,2, and 3 and participation in workshops for project 2	100 points
10. Project 2: Research Paper – Inquiry about Race and...	300 points
11. Guide to effective writing	100 points
12. Final Exam – timed essay <i>The Tortilla Curtain</i>	100 points

*#1-#2: students will have a chance to earn more than 250 points. Any points above the 250 = extra credit.

**If you receive a failing grade (D or F) on #4, #5, #7, or #8 you will be required to attend the Reading & Writing Center, Tutorial Center, and/or use the online Reading & Writing Center at least once a week for the rest of the semester. You will not receive extra credit for this unless you sign up at the very beginning of the semester. (Sign up at the beginning of the semester and complete regular tutoring for 50 extra credit points).

*** You will be allowed to revise your writing for Project 1 and Project 2 to improve your grade. Dates will be announced in class.

**** Projects 1 and 2 will both be graded based on a rubric we develop AS A CLASS. We will develop these rubrics together based directly on what you are learning about effective writing in class. You will be expected to implement these methods within these projects.

Final Course Grade based on the following points scale (2,000 points possible):

A	1800 or higher
B	1600-1799

C	1400-1599
D	1200-1399
F	1199 or lower

Explanation of the points you receive on in class and homework assignments:

Typically, homework and classwork is worth 10 points – no late or make up assignments will be accepted.

8-10 points	<ul style="list-style-type: none"> • Student obviously put thought and effort into trying their best to do this homework • For in-class work – student was present physically and mentally and was also on time not tardy. Student’s attention was towards what they were supposed to be doing and not split between the task and using their cell phone or anything else that could distract them or others during class. Student put their best effort into the work 	<ul style="list-style-type: none"> • Responses with <u>thought</u> put into it. (sometimes this is portrayed through length of writing – sometimes it is portrayed through depth of thought, sometimes both). • Student begins to understand topic and is able to make important observations about it • Uses writing conventions portraying seriousness about learning and communicating • Follows ALL assignment directions
5-7 points	<ul style="list-style-type: none"> • Some effort but not best effort into homework • For in-class assignments including group work – not putting in full effort can include not giving the work full attention and having attention elsewhere. If student’s cell phone is out (visibly indiscreetly) during class time (even briefly) the most points they will possibly receive on that 	<ul style="list-style-type: none"> • Less thought and more repetition of text • Obvious that student does not understand text or instructions • Does not use writing conventions (grammar, spelling) • Does not follow all instructions

	<p>day's assignment is 5 points.</p> <ul style="list-style-type: none"> • If student is more than 5 minutes tardy they will lose participation points • If directions ask for printed writing to be brought to class and the writing is not printed – the most a student can receive is 5 points (if posted and not printed) – do NOT ask to use the printer in the classroom 	
<p>0-4 points 0= not turned in</p>	<p>Little to no thought or effort</p>	<ul style="list-style-type: none"> • All of the above + little or no effort put into assignment

*Late and make -up assignments are not accepted. It may seem harsh if you miss an assignment, or you miss class (even with an excused absence) and are not allowed to make it up. This may or may not be true, but if you consider that we will have in-class and homework assignments for almost every class, missing a few assignments WILL NOT affect your grade. (There is also a curve on the total points possible for this reason). It will, however, seriously affect your grade if you regularly miss class and/or miss homework assignments. Students who are serious about their education come to class, and do their work on time. Essays and the final must be turned in on time AND submitted to the correct canvas location according to given instructions. Failure to do so may result in failing the class. (Part of your job as a college student is learning to be responsible and to follow instructions). While there is a curve on homework and in class work to allow you a cushion for missing a few classes or homework assignments for whatever reason, there is no curve on the essays and final. In order to pass the class, students must pass these essays according to the rubric that will be covered in class. If English is a tough subject for you, I highly, highly recommend attending every class and giving every piece of homework your very best effort. You will of course learn more this way and improve your writing skills, and you might also go above the 250 mark in points which will help your overall grade in the class. You can also earn 50 extra credit points by signing up at the beginning of the semester for regular tutoring in the writing center and completing that tutoring throughout the semester.