

Course: ENGL 1A - Reading and Composition, Fall 2016

Instructor: Daniel Rice (daniel.rice@reedleycollege.edu)

Class: CRN 56280, MW 8-9:50am (Hum 62)

Required Texts

From Inquiry to Academic Writing: Text & Reader. Lidinsky, April and Stuart Greene.

Brave New World by Huxley, Aldous.

A Modest Proposal and Other Satirical Works by Swift, Jonathan.

Other Materials

Regular access to a computer (with Microsoft Word and a Google.com account) and printer

Alternate Format Accommodations

Disabled Students Programs & Services (DSP&S) is designed to provide specialized services and accommodations that assist students with documented physical, psychological and learning disabilities reach their maximum potential while achieving their educational goals. Disabled Students Programs & Services takes a personal interest in meeting the special needs of students with disabilities. Phone (559) 638-0332

Course Description

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.

Course Objectives

1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation. Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary. Indicate an arguable thesis. Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or observation. Employ MLA formatting guidelines. Increase independence and confidence as a writer. Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice. Practice sound choices in identifying and avoiding logical fallacies. Employ appropriate use of third person universal. Identify appropriate audiences for their compositions. Employ quotations, discriminating among sources for accuracy and validity. Develop an annotated bibliography from sources for a research paper. Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism.

2. Write an organized essay(s) with thesis and adequate support independently within a class period.
3. Read and understand college level prose, including: identifying the model, summarizing the thesis, and locating supporting information. Name rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author's intent, both explicit and implicit. answering questions from assigned reading, differentiating between an author's intent and personal reaction describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings

Student Learning Outcomes

1. Write a documented research paper of at least 1,500 words that includes: A) a sophisticated introduction, multiple body paragraphs, and conclusion B) a clearly defined, arguable thesis sentence C) supporting details that exhibit critical thinking and use credible secondary sources D) 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 C) controlled and sophisticated word choice D) writing in third person/universall F) an avoidance of logical fallacies G) demonstration of an awareness of purpose and audience H) appropriate and purposeful use of quotations I) correct in-text citations J) an annotated bibliography of multiple sources K) an avoidance of intentional and unintentional plagiarism
2. Complete a timed essay independently in class
3. Summarize and comprehend college level prose (will include a full reading)

Class Expectations

COME TO CLASS: Attendance is mandatory and amounts to approximately 10% of a student's overall grade – this could be the difference of an entire letter grade for some students! **More than 4 absences per semester will result in a drop from the course.**

BRING ALL BOOKS: We will be using these resources daily.

BRING NECESSARY MATERIALS: College rule paper + pens/pencils are a must in college, even if you have a laptop or tablet with you.

ATTEMPT **AND** TURN IN **ALL** ASSIGNMENTS: Effort matters, especially if I have to decide a borderline grade!

RESPECT EVERYONE: Disrespectful behavior will result in removal from the course.

Assignments

Reading – students are expected to take notes for all readings - most of these readings will also include a reading check (quiz on the reading) at the subsequent class meeting.

Peer Work – students are expected to collaborate daily; students are also expected to actively participate in peer review as a significant component of their grade - this means that you must read other students' work and provide constructive feedback.

Notes – all PowerPoint, lecture, and reading information is to be recorded in a bound notebook for student reference. This is a daily activity for the purpose of gathering and recalling information. This is NOT a graded assignment, but an essential study skill that must be practiced diligently.

Essays - proper spelling and grammar are a must as these are graded on a college level. Expectations for quality will increase as the course progresses. The Research Paper is intended to be the pinnacle of your academic achievement in this course.

Assessment - including, but not limited to, short answer, multiple choice, matching, paper markup demonstrations, and a timed in-class essay.

Grading

Students' grades are based on accumulated points weighted in the following manner:

10% Reading Checks - Students are expected to read 10-20 pages between each lecture. Reading checks will count toward assessment in this area

30% 1,200-1,500 Word Papers - MLA Format, proper citation mandatory - these are essays used to assess/practice skills necessary for Final Paper assessment

30% 2,000 Word Final Research Paper – MLA Format, thorough research with minimum sources met, proper citation mandatory

20% Peer Review Work – Students are expected to engage with class discussions and participate in all group projects and peer reviews

10% Tests, Quizzes, In-Class Essays

Assessment of student work and final grades are based on the following scale: "A" = 90-100%, "B" = 80-89%, "C" = 70-79%, "D" = 60-69%

Due Dates and Absences

- Please contact me via my email if you are unable to attend class so that arrangements can be made for the work that you miss.
- **ALL COMPLETED WORK must be turned in at the subsequent class meeting or due date otherwise specified.** If you cannot attend class on that date, please find a way to get the assignment to me on that date (electronic submission, my mailbox, or other means).
- All attendance will be calculated and added to your final grade at the end of the semester. More than 15 minutes late to class or leaving more than 15 minutes early is an absence.

Paper Submission

Unless otherwise specified:

- Typed hard copy
- Times New Roman
- 12 point font
- 1-inch margins on all sides
- Double spaced
- MLA heading, header, and citation
- TurnItIn.com

Class Contact

Remind.com - Dial "81010" and text "@62ea9" to enroll

TurnItIn.com - Enroll with ID "13200218" and password "iloveenglish"

Important Dates and Prospective Schedule - Class Theme: "The Influence of Technology on Society"

Week 1-3: The Writing Process + "The Effects of Digital Media" + Paper #1 (Guided Essay)

Drop with single absence - 8/15-8/24

Week 4-6: Source Evaluation + "Net Neutrality, Privacy, and Freedom of Digital Speech" + Paper #2

Week 7-12ish: Critical Analysis of Literature + "Critical Analysis of *Brave New World*" + Paper #3

Drop with "W" - 10/21

Week 12ish -15: "The Influence of Technology on Society" + Final Research Paper (#4)

Final - 12/12