

ENGLISH 1A: READING AND COMPOSITION
9:00AM-10:50AM TUESDAY/THURSDAY, FEM 12
SCHEDULE #51467
SPRING 2016



Instructor Contact

Office: HUM 61

Office hours: MWF 10:00-11:00 and by appt.

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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.*

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. The theme for this course is *The Environment and Our Place In It*.

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

The English 1A Course Outline of Record contains the following Student Learning Outcomes:

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 mechanics
- controlled and sophisticated word choice
- writing in third person/universal
- an avoidance of logical fallacies
- demonstration of 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

2. Complete a timed essay independently in class

3. Summarize and comprehend college level prose (will include a full reading)

In the process of completing this course, students will:

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.

Reduce dependence on the instructor's guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics.

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.

Employ MLA formatting guidelines for Work Cited Page and in-text citations.

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.

naming 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

Required Text/Materials:

- Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing: A Practical Guide*. Bedford St. Martins: Boston, 2012. 2nd edition
- Anderson, Lorraine, Scott Slovic and John P. O'Grady. *Literature and the Environment: A Reader on Nature and Culture* (2nd edition). Boston: Pearson, 2013.
- Egan, Timothy. *Big Burn*. Houghton Mifflin Harcourt: New York, 2009.
- External drive
- Examination Bluebook

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

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.*

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.*****

Late Assignment/ Paper Policy: In order to receive potential full credit, assignments and papers are due at the beginning of the class session on the due date. Assignments and papers may be submitted within one week of the initial due date for a reduced grade of at least 10%. No assignments/papers are accepted after one week passed the due date.

Revisions of written work: Much of your written work is revisable for a possible increased grade. In order to revise, you must first meet with Ms. Apperson regarding the paper. You may then submit a revision along with the required Revision Checklist (obtained from Ms. Apperson during your meeting) and previously graded work. Any revisions turned in without substantial revision of content will not be accepted and will not be accepted again. **Each revisable paper may be revised only once.**

Plagiarism/Cheating: 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.

Writing Center (HUM 58): You are STRONGLY encouraged to enroll in the Writing Center's English 272 course, a ½ unit tutorial class. The importance of this service to your success in English 1A cannot be stressed enough.

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).

Grading: You will be graded on a point system scale. These points will vary on the assignment and weight of the assignment. Grades will not be available on Blackboard. However, you may ask to see the culmination of your scores at any time. If you are failing the course at mid-term, you may be dropped from the class.

Accommodations: 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.

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.

Percentages are as follows:

Essays/research papers* grade=60%

20+ pgs. (number, length, and revising varies)

General writing assignments grade=30%

6+pgs. Annotated Bibliographies* (revisable once)

6+pgs. Prospectuses for various assignments (not revisable)

10+pgs. Book responses/notes (not revisable)

10+pgs. Timed essay exams on reading assignments (not revisable)

20+pgs. Various writing activities (not revisable)

Participation in class discussion/workshopping, etc.=10%

10+pgs. Workshop responses (not revisable)

20+pgs. In-class writings/activities (not revisable)

Additional assignments may be added at any time.

*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.

100% - 90% = A, 89% - 80% = B, 79% - 70% = C, 69% - 60% = D, 59%-50% = F

“Ninety-nine percent of failures come from people who have the habit of making excuses.”

–George Washington Carver

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

Week 1	Syllabus; Introductions; Writing Center enrollment; Buy textbooks	In-class preparation and assignments
Week 2	Bring all assigned books to class; Chapter 1 <i>From Inquiry to Academic Writing</i> response due; Class activity/in-class writing	Class activity/in-class writing; Chapter 4 selections of <i>Literature and the Environment</i> --Timed essay exam and notes due
Week 3	Chapter 2 <i>From Inquiry to Academic Writing</i> response due; Class activity/in-class writing;	Class activity/in-class writing; drop deadline, 1/29
Week 4	Chapter 4 <i>From Inquiry to Academic Writing</i> response due; Essay 1 workshop	Essay 1 due; Chapters 1-2 of <i>Big Burn</i> due; <i>Big Burn</i> notes due; Class activity/in-class writing
Week 5	Chapter 5 <i>From Inquiry to Academic Writing</i> response due;	Chapters 3-5 of <i>Big Burn</i> due; <i>Big Burn</i> notes due; Class activity/in-class writing
Week 6	Chapter 9 <i>From Inquiry to Academic Writing</i> response due; Essay 2 due for workshop	Essay 2 due; Class activity/in-class writing
Week 7	Chapter 7 <i>From Inquiry to Academic Writing</i> response due; Chapters 6-10 of <i>Big Burn</i> due; <i>Big Burn</i> notes due; Class activity/in-class writing	Essay 3 due for workshop
Week 8	Essay 3 due; Chapters 11-16 of <i>Big Burn</i> due; <i>Big Burn</i> notes due	Chapter 8 <i>From Inquiry to Academic Writing</i> response due; Class activity/in-class writing
Week 9	Class activity/in-class writing	Chapters 17-19 of <i>Big Burn</i> due; <i>Big Burn</i> notes due; Mid-term exam on rhetoric; last day to drop a class, 3/11
Week 10	Class activity/in-class writing	Annotated Bibliography 1 workshop
Week 11	Annotated Bibliography 1 due; Class activity/in-class writing	Prospectus 1 workshop/due
Week 12	Class activity/in-class writing	Research Paper 1 workshop
Week 13	Research Paper 1 due; Class activity/in-class writing	Class activity/in-class writing
Week 14	Class activity/in-class writing	Annotated Bibliography 2 due; Class activity/in-class writing
Week 15	Class activity/in-class writing	Prospectus 2 workshop/due
Week 16	Conferences	Class activity/in-class writing
Week 17	Research Paper 2 workshop	Research Paper 2 due; Revisions due
Week 18	Final Exam, 5/17	