

995 N. Reed Ave.

Reedley, CA 93654

reedleycollege.edu

## English 1A - Reading and Composition

**Course Syllabus**

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| **Semester/Year:** Spring 2016**Section:** 51455**Credits:** 4.0 | **Instructor**: Deborah Lyons **Office Hours:** Please contact me to arrange a time**Phone number:** (559) 326-4640**Email**: deborah.lyons@reedleycollege.edu  |
| **Dates:** (Jan 11 – May 20)**Time:** Fri 8:00-9:50 & Online**Room:** CCI 207 |  |
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**Course 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.

**Hybrid Format**

This is a hybrid class, where there is a carefully planned blend of both traditional classroom instruction and online learning activities. Half of the class instruction will be conducted online using Blackboard. You must participate online weekly, completing requirements such as listening to lectures or contributing to discussion forums to maintain attendance. You must also come to class on Fridays. Both forms of attendance and participation are required.

**Required Text**

*The Blair Reader*, edited by Laurie Kirszner and Stephen Mandell (7th edition)

**Recommended Text**

*The Everyday Writer*, by Andrea Lunsford (4th edition)

**Student Learning Outcomes:**

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| *Upon completion of this course, students will be able to:*  |
| 1. *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 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*
2. *Complete a timed essay independently in class*
3. *Summarize and comprehend college level prose (will include a full reading)*
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| **Student Learning Objectives***In the process of completing this course, students will:*  |

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| 1. *Write several revised essays, including at least one documented research paper.*
	* *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 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*
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**Assessment**

**Class Participation – 150 pts.** Your participation includes your contribution to general class discussion and small group activities. In addition there are frequent in-class assignments, such as drafting and revision workshops and writing responses. Lack of attendance or arriving late to class will impact your final participation grade. Missed in-class activities cannot be made up.

**Quizzes – 150pts.**There will fifteen quizzes online. These will be multiple choice questions based on readings from *The Blair Reader* and content on Blackboard. Your quiz scores (each worth 10pts) will be added to calculate your final quiz grade. Missed quizzes cannot be made up.

**Online Discussion Forums – 150pts.** Each week you will post on the discussion forum in response to a prompt given. There will be a variety of topics including responses to readings, personal reflections on your own writing process, tentative thesis statements, and drafts of essays. You can earn up to 10 points for each post and 5 points for a response to a classmate. Your posts will be graded on the thoroughness of your response and attention to detail including correct grammar and spelling.

Essays – 500pts. The majority of your grade will be based on four essays: a personal narrative essay (100pts), an argumentative essay (150pts), a research paper, (200pts), and the final exam, a timed in-class essay, (50pts). Essays will be graded on the thesis statement, organization, development of ideas, use of sources, and clarity based on correct grammar and appropriate style. Apart from the final in-class essay, all essays will be submitted to Turnitin.com, a plagiarism checking website, via a link in Bboard.

*Family & Memory Essay – 150pts* This narrative essay (3-5 pages) will draw on your experience and provide a focused and descriptive analysis of one particular memory, experience or influential person in your life. You will refer to at least one essay in *The Blair Reader*.

*Media & Society Essay – 150pts* This argumentative essay (4-6 pages) will focus on an aspect of technology such as social media or texting and form an argument based on topics raised inUnit 2. Your essay will refer to at least two essays in *The Blair Reader* and include a Works Cited page.

*Research Paper – 200pts.* For the research paper (8-10 pages) you will choose from a list of current issues and find a narrow focus within the topic. After investigating the issue, through a variety of credible sources, you will provide a clear thesis and then develop your opinion by using at least 7 sources to support all main aspects of your paper. This assignment will be in MLA format and it will include in-text citations and a Works Cited page. Your sources should be reliable, authoritative and varied.

*Timed In-Class Essay* (Final Exam) - *50pts.* You will write one in-class essay during finals week. There is no length requirement but it should be a fully developed essay with an introduction, thesis, supporting body paragraphs and a conclusion. You will be given two prompts to choose from and will have 50 minutes to complete the essay.Bring a blue-book to the final exam.

Annotated Bibliography – 50pts.

An annotated bibliography is a useful tool in the research process. In preparation for writing your research paper, you will locate at least 7 credible sources and provide a brief annotation for each. This should be typed and follow MLA format. Instructions and examples will be provided.

**Grades**

*\*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.*

*Final Grades*

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

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| --- | --- |
| Class Participation | 150pts  |
| Online discussion forums | 150pts |
| Quizzes | 150pts |
| Essays | 500pts |
| Annotated Bibliography |  50pts |
| **Total** | 1,000pts |

**Class Policies**

*Late Assignment/ Paper Policy:*Certain missed assignments, such as in-class activities and online quizzes, cannot be made up. To receive full credit, essays are due at the beginning of the class session on the due date (both as a hard copy and uploaded to Turnitin via Bboard). Each day late will result in a 5% loss in the essay grade.

*Absences:* 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. Any student who misses more than 3 class sessions may be dropped.

*Plagiarism:* **All projects must be your own work**; any work containing *any* material that you take directly from the internet or any other source without proper documentation will receive a zero.

*Respectful Learning Environment:* Students will not be allowed to use their cell phones in class. Be sure to turn them off or keep them on silent and stored in your bag. Use of computers is reserved for English 1A class work. If it is found that you are doing anything else (Facebook, email, work for another class, etc.) you will be asked to leave.

**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.

**Important Dates**

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| Jan 11 | Spring instruction begins |
| Jan 29 | Last day to drop a class to avoid a “W” |
| Feb 12 | Lincoln Day – no classes, campus closed |
| Mar 11 | Last day to drop a class |
| March 25 | Spring Recess – no classes, campus closed |
| May 16-20 | Final Exams Week  |

**REEDLEY COLLEGE POLICIES**

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.*

***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.*

#### Course Schedule

All page numbers refer to *The Blair Reader*

**Unit 1: Family & Memory Essay**

## January 15 Introduction to the course and discussion of first assignment.

 Online Work - See Blackboard Contents Folder

## January 22 E.B. White: “Once More to the Lake” (18)

## Maxine Hong Kingston: “No Name Woman” (23)

 Alice Walker: “Beauty: When the Other Dancer is the Self” (34)

 Online Work - See Blackboard Contents Folder

January 29 Gary Shteyngart: “Sixty-Nine Cents” (41)

## David Jacobsen: “Reflections: Growing-Up Grown” (44)

## Sandra Cisneros: “The Storyteller” (46)

 Online Work - See Blackboard Contents Folder

Feb 5 Draft workshop. Bring your title, introduction and thesis.

 Online Work - See Blackboard Contents Folder

Feb 12 Lincoln Day - No Class **Identity Essay Due (Upload to Bboard)**

 Online Work - See Blackboard Contents Folder

**Unit 2: Media & Society Essay**

February 19 Introduction to Media and Technology assignment

 Peter Funt: “So Much Media, So Little News” (197)

Salman Rushdie: “Reality TV: A Dearth of Talent and the

Death of Morality” (199)

Jonathan V. Last: “TV for Tots: Not What You Remember” (202)

 Online Work - See Blackboard Contents Folder

February 26 Mary Eberstadt: “Eminem is Right” (223)

Max Brooks: “The Movies That Rose from the Grave” (211)

Eli Pariser: “When the internet Thinks It Knows You” (214)

 Online Work - See Blackboard Contents Folder

Mar 4 Nicholas Carr: “Does the Internet Make You Dumber?” (216)

Steven Pinker: “Mind over Mass Media” (220)

Jane McGonigal: “Reality Is Broken” (222)

 Online Work - See Blackboard Contents Folder

Mar 11 Alice Mathias: “The Fakebook Generation” (229)

 David Carr: “Why Twitter Will Endure” (231

 Sherry Turkle: “Connectivity and Its Discontents” (235)

 Online Work - See Blackboard Contents Folder

Mar 18 Draft Workshop**.** Bring your title, introduction and thesis.

 Online Work - See Blackboard Contents Folder

March 25 Spring Break – No Class

 **Media & Society****Essay Due (Upload to Bboard)**

**Unit 3: Research Paper**

April 1 Introduction to assignment and signing up for topics.

Judith Ortiz Cofer: “The Myth of the Latin Woman: I Just Met a

Girl Named Maria” (308)

 Kiran Desi: “Fatherland” (360)

Martin Luther King, Jr.: “I Have a Dream” (370)

 Online Work - See Blackboard Contents Folder

April 8 Jose Antonio Vargas: “Outlaw: My Life in America as an Undocumented

Immigrant” (377)

 Rory O’Connor: “Jose Anotonio Vargas is an American Hero” (387)

 Esther Cepeda: “Jose Antonio Vargas’s Lies Deserve No Sympathy” (389)

Online Work - See Blackboard Contents Folder

April 15 George Orwell: “Shooting an Elephant” (457)

Martin Luther King, Jr.: “Letter from Birmingham Jail” (464)

 Claire McCarthy: “Dog Lab” (479)

 Online Work - See Blackboard Contents Folder

April 22 **Annotated Bibliography Due**

 Online Work - See Blackboard Contents Folder

April 29 Peer Review Workshop Bring a 5-page draft with Works Cited.

 Online Work - See Blackboard Contents Folder

May 6

 Online Work - See Blackboard Contents Folder

May 13 **Research Essay Due** Preparing for final exam. Course wrap-up.

 Online Work - See Blackboard Contents Folder

## May 16-20 Final Exam (TBD)

**Family & Memory Essay Assignment**

This narrative essay (3-5 pages) will draw on your experience and provide a focused and descriptive analysis of one particular memory, experience or influential person in your life. You will refer to at least one essay in *The Blair Reader*. We will read how others describe meaningful places, relationships and events and how these helped to create a sense of identity. You will do the same by focusing on just one major influence in your life. For example, this could be a family member, a cultural tradition, religion, or life changing event.

Possible Topics

A Specific Family Member

Faith and Church

Bonding Activities (Vacations, Sports)

Food and Meals

Holiday Traditions

Gender Roles

Money and Social Class

Racial, Cultural, Ethnic Traditions

Immigration or Travel

Attitude Toward Education

Work Ethic

Parents’ Authority and Discipline

Expectations About Appearance

Political Beliefs or Debates

Extended Family and Neighborhood

Communication (or Lack Thereof)

Divorce and/or Remarriage

Illness, Disability, or Death

After some reflection on these issues, choose one topic and create a one-sentence thesis statement about how this influence has shaped you. To help you connect your ideas to others, you must quote from at least one of the assigned essays in Unit 1. See the sample papers in the contents folder on Blackboard, which are quoting from different textbooks for the same assignment.

**Media and TechnologyEssay Assignment**

The growing use of media and technology in our society is a topic for serious debate. Cell phones, the internet, and social networking have made drastic changes in the way we communicate and access information.

In this 4-6 page essay, choose one topic like those listed below, ideally one that you have personal experiences with and some strong feelings about. In this essay, you will provide your own argument about this topic, in which you quote from at least two essays from *The Blair Reader* and cite them correctly. You may quote from these essays either to support your point or to show an opposing perspective, but keep your tone respectful.

Possible Topics

Facebook and Privacy

Smart Phones

Influence of Music

Video Games and Violence

Television and the Family

Blending Internet and Television

Generational Gaps in Use of Technology

Reality TV

Twitter

Social Networking and Literacy

Texting and Language

Texting and Driving

Technology in the Classroom

Decline of Newspapers

Social Networking and Friendships

The Cost of Technology

**Research Paper**

For this 8-10 page research paper, you will be picking from a list of current issues. Once you have chosen a topic, you will be providing a clear thesis (stance) on this topic and then develop your argument by using at least 7 sources to support your own argument and the opposing viewpoints. This assignment will be in MLA format and it will include a Works Cited page and in-text citations. Your sources can be a mixture of books, interviews, newspaper, magazine, and/or journal articles. Additional guidelines and examples will be provided.