English 1A: College Reading and Composition Syllabus

Instructor

Emily Basiletti

Email

Emily.basiletti@reedleycollege.edu

Office Hours

By appointment only

# Catalog Description

**4 units, 4 lecture hours**

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

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. (A, CSU-GE, UC, I) (C-ED ENGL 100)

\*If you have not successfully completed English 125, you have not met the prerequisites

to take this course.

\*\*Written communication skills are highly important and affect many areas of your life. It’s important to be able to communicate your thoughts effectively, both verbally and in writing. The skills you learn in this course will help you in all other areas of study and in your future profession.

**Time Commitment**

This class meets every week for four unit hours. The average amount of homework for a unit hour is two-three hours. This means that the time needed outside of class is about eight to twelve hours per week. It is important to understand the commitment necessary to be successful in this or any course.

# 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 conclusions**
* **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**

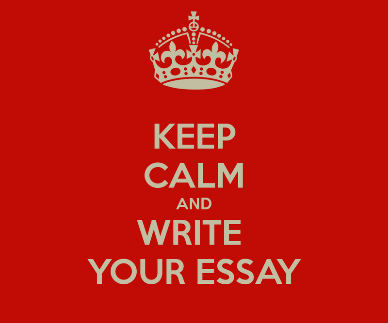
1. **Complete a timed essay independently in class**
2. **Summarize and comprehend college level prose (will include a full reading)**

# Course Materials

* *From Inquiry to Academic Writing: Practical Guide –* Stuart Greene and April Lidinsky -ISBN: *978–1–4576-6169-3,* Bedford/St.Martin’s **(required)**

### They Say/I Say: Moves That Matter in Academic Writing with readings – Gerald Graff, Cathy Berkenstein, and Russell Durst - ISBN: 978-0-393-93751-0, Norton **(Required)**

* *The Empathy Exams* – Leslie Jamison - ISBN: 978-1-55597-671-2, Greywolf Press **(Required)**

 Other required materials:

* A Notebook specifically for this course
* Access to the internet – Blackboard and your school email
* The ability to print assignments
* A stapler
* Something on which to electronically save your work (USB drive)

# Change to the Syllabus/Calendar

This instructor reserves the right to make changes to the syllabus and/or calendar. Missing class and/or not checking Blackboard is not an excuse for being unaware of policy changes.

# Participation:

Participation is immensely important, which means you must be prepared and willing to participate in our class discussions and activities. I expect that you will 1) have completed the homework for the day, 2) have thought about the homework and be prepared to discuss the readings, and 3) be willing to take risks by discussing things you may not completely understand or by bringing new topics and ideas to our discussions. In-class writing and activities will be collected, so lack of participation will result in a lower overall course grade.

# Attendance:

This is a fast-paced class, so each class session is vital. We learn important skills in each class session, thus, when you miss one class, you miss a lot. This class will follow the Reedley College Catalog attendance policy, which is as follows: “Students are expected to attend all sessions of classes in which they are enrolled. Excessive absence will jeopardize a student’s satisfactory progress in a class. Students may be dropped from class if they fail to attend the first class session of the semester.”

You are allowed **2 weeks (4 missed class sessions)** throughout the course of the semester. **Any student who misses over 2 weeks (4 class sessions) within the first 9 weeks of the semester will be dropped from the class. Any student who is absent more than 5 times will not receive a passing grade,** regardless of the amount of points he/she may have in the class. **3 tardies or early departures of 5 minutes or more equals 1 absence. Additionally, any student who misses a class during the first week of the semester will be dropped.**

\*If you must miss class for whatever reason, it is your responsibility to obtain missed assignments and handouts and to make sure they are turned in on time.

# Assignments:

**Reading Assignments –** You will have a number of reading assignments throughout the course of the semester. Along with each reading assignment, there will be a short, informal writing assignment. Classroom discussions will be based on the readings and homework assignments, so failure to complete homework will be detrimental to your final grade.

**In-Class Writing** – You will have two timed in-class wiring assignments

#### Small Group Workshops

In this class, peer workshops are an integral part of the revision process. Feedback from peers is invaluable, so each student will be expected to share their writing with peers in order to get feedback that will assist them during the revision process. In addition to being expected to share your writing, you are also expected to strive to be a good reader on your peers’ drafts and to provide them with useful, focused feedback. In peer workshops, comments must be directed at your peers’ writing. These workshops are meant to be free of judgment. Any derogatory comments made about a peer or an opinion they have expressed **will result in a zero for the workshop.**

# Formal Writing Assignments

There will be three formal essay assignments this semester. These essays are meant to get you to read, write, and respond as both a student and as a public citizen. For each, you will be expected to participate in each stage of the writing process, ranging from preliminary freewriting to peer workshops. We will be doing various in-class activities for each essay. For these essay, you will be required to turn in a rough draft, as well as a revised final draft. Keep all material relating to these essay assignments. I’d advise having a folder specifically for this class. You will receive additional instructions on each essay prompt.

# Research paper and Annotated Bibliography

Your research paper will be 7-10 typed pages and will include a minimum of 5 sources. This is your chance to display the skills you have learned through the semester – your researching skills, your analytical and argumentative skills, your linguistic skills. There are multiple steps to the research paper, all of which will factor into your final grade,

\***Note on Formal Writing Assignments, Research Paper, and Annotated Bibliography: Failure to complete any of these assignments will result in a failing grade.**

# Late Assignment / Paper Policy

Unless stated otherwise, homework assignments will be collected at the beginning of each class session. Late work on general assignments – regardless of the reason – will not be accepted. Formal essay assignments may be turned in **within one week of the initial due date** for reduced credit. Papers over one week late will not be accepted.

# Revising Written Work

You will be given the opportunity to revise one of your essays for a possible increased grade. Revisions must contain substantial revisions of content. See me before you begin so that we may discuss your revision strategy.

# Grading Structure

Grading will be based on percentages as follows:

**Term Research Paper 30%**

**Essays 30%**

## General Writing Assignments 30%

**Participation/Workshop 10%**

**\*Note: 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.**

**Grading Policy: 90-100% = A; 80-89% = B, 70-79% = C; 60-69% = D; 50 and below = F**

# Student Conduct

* You are expected to behave in a manner that is respectful to others and conducive to learning. You are expected to interact with each other respectfully and to work cooperatively and constructively in groups.
* Cell phones should be on silent and out of sight.
* It is not acceptable to listen to music in class.
* You will get out of this class as much as you put into it. My job is to help you improve your written communication skills. I truly want each of you to succeed in this course and will do whatever I can to help you. That said, the final responsibility is yours.

# Classroom Conduct and Disciplinary Actions

Reedley College seeks to develop responsible, democratic citizenship among the students enrolled. Students are responsible for their conduct. Failure to adhere to the college’s standards will result in disciplinary action. The college reserves the right to exclude at any time a student who violates student conduct standards and/or is not taking proper advantage of opportunities offered.

\*Reedley College’s Student Code of Conduct Policy (Board Policy 5520 and Educational Code 76032) authorizes an instructor to remove a disruptive student from his or her class for the day of the removal and the next class meeting. The instructor will immediately report the removal to the Vice President of Student Services. During the period of removal, a student shall not be returned to the class from which he or she was removed without the concurrence of the instructor of the class.

# Extra Credit

Extra credit opportunities will be offered throughout the semester, however, extra credit points cannot move a grade from non-passing to passing. Extra Credit will be offered for the Writing Center tutorial course (more details below).

# Academic Dishonesty - Plagiarism/Cheating

Per Reedley College Catalog (p.45-46)

“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 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 the frequency of the incidents.

# Students with Disabilities

*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 talk to me as soon as possible****. Contact Disabled Student Programs and Services (DSP&S) at (559) 638-0332 or visit their website for more information:* [*http://www.reedleycollege.edu/services/dsp/LD.htm*](http://www.reedleycollege.edu/services/dsp/LD.htm)*.*

# Additional Notes

* Keep all work you do in this class, especially outlines, drafts, workshop notes, and final drafts
* Periodically check your grades. Grades will be recorded through Engrade, an online grading system. You will receive an invitation to create a profile so that you may view your grades.
* **IMPORTANT DATES:** 
  + Monday, January 18 – Martin Luther King Jr. Day – No class
  + Monday, February 15 – Presidents’ Day – No Class
  + Monday, March 21 – 25 – Spring Break

# Additional Resources

* I encourage you all to enroll in the Writing Center’s English 272 course, which is a ½ unit tutorial class. Students who enroll in and complete the English 272 course will receive extra credit.
* The Owl Purdue Writing Lab provides basic and specialized information on writing. This is a good resource to use for formatting.
* http://www.lextutor.ca/conc/eng - this link will take you to a very useful lexicon. This is a database through which you can look up specific words (most any word, really) to see how those words have been used previously. It provides multiple sentences in which the word was used, so you can see the context of its use. This is a great tool for improving your vocabulary. If you are unsure of how to use a certain word, look it up in this lexicon.