**English 1A- College Reading & Composition**

Course #73578

Instructor: B. Nakamura

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Office Hours: M-TH 11:30-12:30, 3:30-4:30

*Important Dates*

Drop Deadline without a W on transcript: 6/27/2016

Drop Deadline with a W on transcript: 7/7/2016

Final Exam Date: 7/28/2016

**Course Materials**

Steven Levitt & Stephen Dubner, *Freakonomics* (Required, paper copy)

Notebook, Pens/Pencils, 1-2 bluebooks of any size, lined paper, ~$10.00 for printing costs, Cloud Storage Account (Google Drive, Dropbox, etc.)

**Course Content**

*Student Learning Outcomes:* At the end of the course, Students will be able to:

1. Write a documented research paper of at least 1,500 words that includes:
   1. a sophisticated introduction, multiple body paragraphs, and conclusion
   2. a clearly defined, arguable thesis sentence
   3. supporting details that exhibit critical thinking and use credible secondary sources
   4. correct usage of MLA format, including a works cited page
   5. sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics
   6. controlled and sophisticated word choice
   7. writing in third person/universal
   8. an avoidance of logical fallacies
   9. demonstration of an awareness of purpose and audience
   10. appropriate and purposeful use of quotations
   11. correct in-text citations
   12. an annotated bibliography of multiple sources
   13. an avoidance of intentional and unintentional plagiarism
2. Complete a timed essay independently in class
3. Summarize and comprehend college level prose

*Objectives:* 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.
   1. Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary. Indicate an arguable thesis.
   2. Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or observation.
   3. Employ MLA formatting guidelines.
   4. Reduce dependence on the instructor’s guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics.
   5. Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice.
   6. Practice sound choices in identifying and avoiding logical fallacies.
   7. Employ appropriate use of third person universal.
   8. Identify appropriate audiences for their compositions.
   9. Employ quotations, discriminating among sources for accuracy and validity.
   10. Employ MLA formatting guidelines for Work Cited Page and in-text citations.
   11. Develop an annotated bibliography from sources for a research paper.
   12. 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:
   1. identifying the model, summarizing the thesis, and locating supporting information.
   2. naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author’s intent, both explicit and implicit.
   3. answering questions from assigned reading, differentiating between an author’s intent and personal reaction
   4. describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings

**Course Conduct**

*Homework*: meworkntss: by appointment onlyedunHomework will mainly consist of reading the assigned texts and posting to the discussion boards/assignments on Blackboard, along with various other assignments. Please make sure you are keeping up with the homework. Homework will be due at the start of class, unless I give specific instructions.

*Warm-Ups & Quizzes*: Warm-ups will typically be an informal response, graded on a credit/no credit basis. Quizzes will serve as a way for me to check if everyone is completing the reading assignments. I do not allow quiz make-ups.

*General Writing Assignments*: This is a writing class; as a result, you can expect to do a lot of writing. We will write essays, short responses, and other assignments. The main goal of this class is to accomplish a research paper totaling no less than 8 pages.

*Digital Submissions of Assignments:* Many assignments will be submitted to Blackboard or an online database such as Turnitin. For this reason, I **strongly** recommend that you use Microsoft Word to write your papers. It is your responsibility to make sure that you have a file format that will be accepted by the database. If you need access to a computer to complete assignments, they are provided for you on campus in the library or the writing center. If you are having issues submitting assignments to electronic databases or are not sure if something was submitted properly, the best alternative is **to email me the assignment before the deadline** so that it is not late. Technical difficulties are not something that I have any degree of control over, and are not a valid excuse for not submitting work when there are a number of options available to you. If you need access to a computer, there are a number of computer labs available on campus in the library, writing center, etc. Please save all your work to a cloud drive to avoid losing assignments or coming to class unprepared. It is your responsibility to make sure you have access to online platforms that we will use (Blackboard, etc). If you are having problems logging in, contact the help desk.

*Reading Assignments*: You will be expected to read and be prepared to discuss the materials in class, as well as perform on quizzes. Failure to keep up with the reading will affect your performance in class and ultimately your final grade. If I get the sense that the majority of students are not reading, quizzes will increase in frequency and difficulty.

*Home Groups*: Students will be placed into permanent groups of 5-6 for projects and class activities. These are your allies in class; get to know them, exchange contact info to keep up on assignments, etc. Groups may be formed by students or by the instructor. Throughout the semester, you will have an opportunity to evaluate your group members’ contributions to projects and assignments, and I may intervene or reassign groups as necessary.

*Focus Groups:* After each class, I will ask 2-3 students to remain behind for a few minutes for mini-conferences. This give students an opportunity to chat about assignments and ask questions in a less formal setting, since my office hours on campus are limited. These will continue throughout the semester.

*Peer Response & Workshops*: Throughout the semester, we will use class time to read and suggest revisions on peer drafts. We will look at student submissions, assignments and drafts together from time to time. This gives you a chance to get feedback on your paper before submitting it for grading, as well as helping to keep you on track with assignments. You must have a draft that meets the minimum page requirements to participate in the workshop. If you do not have a completed draft, you may attend the workshop to work on your draft for partial credit.

**Grading**

I use a program/website called EnGrade to monitor and calculate grades & attendance. You can check your grades 24/7 via web or the Engrade app. If you notice a discrepancy, please notify me.

Grading will be based on percentages in the following categories:

Research Paper: 30%

Essays & Related Assignments: 40%

Everything Else (Quizzes, Homework, etc): 30%

100-90% A 89-80% B 79-70% C 69-60% D 59-0% F

**Course Policies**

*Instructor Contact*: It’s important to communicate with me in and out of class. I'm always willing to meet with students to discuss assignments and answer any questions in person or via email. Please use your student email to contact me to avoid getting blocked by a spam filter. Please properly format emails to me; one-line emails may be ignored. I may respond immediately or it may be several hours before you hear from me. E-mail and Blackboard Announcements (sent to your email) will be the two primary ways in which I contact you. If you have not set up your student email account and/or are not checking it regularly, you may miss important announcements that I send outside of class time.

*Lateness*: Being late to class is as unacceptable in the academic world as it is in the workplace. Some assignments (quizzes, warm-up writing, etc) will be given at the start of class. If you are late to class, you will not be able receive credit for these assignments. Similarly, you may lose points by leaving early. In addition to this, 2 tardies will count as one absence in calculating your attendance, and 2 instances in which you leave class early will count as an absence. A combination of leaving early and arriving late on the same or separate days will also count as an absence. If you are not present for at least half of the class time, you will be marked absent. Failure to arrive on time may result in being dropped from the class and/or ineligible for passing.

*Absences*: You are allowed to miss 2 classes, for any reason that you choose. In the interest of fairness and consistency to all students, I do not excuse absences for any reason. If you are having problems attending class, come speak with me privately as soon as you are aware of the issue and I will counsel you on the best course of action. For each absence that you accrue beyond the allotted 2 absences, I may deduct 5% from your final grade, which may deem you ineligible for passing the class. If you miss any classes before the “no W” deadline without clearing it with me prior to the absence, you will be dropped from the class. If you accrue 3 absences before the “W” deadline, you will be dropped for non-attendance. I will take attendance every day; if you are curious about how many absences you have, please contact me and I will inform you.

*Use of Electronic Devices and Other Non-Attendance Issues:* Unauthorized use of electronic devices in class is a form of non-attendance, and can result in accruing one absence. I may not inform you of the absence. This policy is a matter of fostering an inclusive environment; I do not use my cell phone when you require my attention to ask a question, look at an essay, etc, and I hold you to the same standard. Other examples of non-attendance include sleeping, excessive chatter, or discussing matters not pertaining to the course material during group discussion; as non-attendance, any of these can result in being marked absent (and I will not necessarily inform you about the absence).Please do not take pictures of lecture notes on the board; studies show that you best retain information when you are articulating it for yourself (i.e. writing or speaking). If I see students taking pictures of notes on the board rather than writing them down, I will use any and all methods to encourage you to take notes, including additional in-class assignments, homework, quizzes on the material, etc.

*Revising Your Work*: Any essay that receives less than a passing grade (meaning a D or F) will be eligible for a revision. All other assignments are final. To revise an essay, you will meet with me outside of class time to discuss a revision plan no later than one week after the essay is handed back to you.

*Late Work:* I do not accept late work. Please use any and all methods to keep organized for this class. If you have an extenuating circumstance that would prohibit you from submitting an assignment on time, I may make arrangements for you at my discretion. You will need to clear it with me no less than one week before the due date. At my discretion, I may allow an extension on the assignment on an individual basis for serious and compelling reasons.

*About this Class & Me:* Some of my former students would say that I am a tough instructor, but many students would also say that I reward hard work generously. I wholeheartedly want students to pass my course, and I am always looking for ways to increase the pass rate in my class without compromising on standards and quality of student work. If you are willing to work hard, I am willing to help you in any way that I can. Please take advantage of every tool for success that is offered: come to my office hours, email me, ask questions in class, visit the writing center, and take charge of your education.

College is not like high school; it is supposed to be challenging and rewarding, and students who think it will be easy are misguided in their expectations. Your definition of hard work from high school may be very different from my definition. We are here to challenge ourselves and grow intellectually, like a gym for the mind. We will watch R rated films; we will discuss topics that people can only whisper about in other countries; we will talk about religion, politics, social issues, the economy, and a number of other things that you would not want to bring up on a first date. Some of these things may make you uncomfortable because you disagree with it on a fundamental level; that is good for you. Being outside your comfort zone is how you grow and learn. If something makes you uncomfortable because you feel it is inappropriate for an academic environment, then that is something entirely different, and I would encourage you to speak with me privately about the matter. In this classroom, you will meet many new people who will often have a radically different way of thinking than you do (I am probably one of them). While discussing issues in this classroom, you will be respectful, agree to disagree, and move on; anything less than this will result in your immediate removal from class.

*Accommodations*: If you have any need of special accommodations or materials in alternate media, per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act please notify me immediately. Reasonable efforts will be made to accommodate your needs.

*Plagiarism:* 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 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 contributors to work done in collaboration, submitting duplicated 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. For more information, contact the Vice President of Student Services’ Office or the Vice President of Instruction’s Office.