

**ENGLISH 1A: READING AND COMPOSITION  
FOR  
FORESTRY AND NATURAL RESOURCES MAJORS**

**SPRING 2017: SCHEDULE #59165**

**TUESDAY/THURSDAY, 9:00AM-10:50AM, FEM 12**



**INSTRUCTOR CONTACT:**

Eileen Apperson

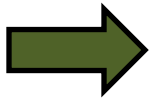
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English 1A Catalog Description: “Reading, analyzing, and composing college-level prose, with emphasis on the expository; studying writing as a process; exploring different composing structures and strategies; editing and revising one’s own writing; conducting research (gathering, organizing, evaluating, integrating, and documenting information,) culminating in a term research paper and annotated bibliography.”



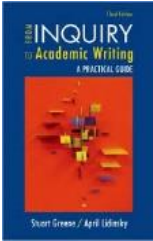
*Further Description: Throughout your college and professional careers you will be called upon to express yourself and your ideas in written form. This course is designed to help you develop your reading, writing, and critical thinking skills that are necessary to communicate effectively. Every reading and writing assignment, class activity, and lecture is carefully created with this goal in mind. Additionally, this class is specifically themed for Forestry and Natural Resources majors.*

With the aforementioned intent and the English 1A Course Outline of Record as guides, note that 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:

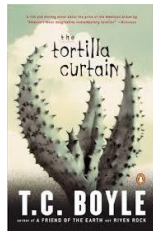
High school level: 1 hour in class = 1 hour out of class studying

College level: 1 hour in class = 2 hours out of class studying

### Required Text/Materials:



Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing: A Practical Guide*. Bedford St. Martins: Boston, 2012. 2<sup>nd</sup> edition: *One of the best rhetorics currently on the market. Most English 1A instructors use this textbook.*



Boyle, T. C. *The Tortilla Curtain*. Viking Press: New York, 1995.: *This is the One Book/One College selection for 2016-2017. TC Boyle will be at Reedley College on March 16. One of Boyle's themes in this book concerns land use.*



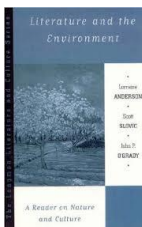
Book-length work, TBD: *You will be deciding this title from a list of possibilities.*



External drive: *Keep all your work accessible.*



Examination Bluebook: *For short answer and essay exams on texts.*



### Recommended Text:

Anderson, Lorraine, Scott Slovic and John P. O'Grady. *Literature and the Environment: A Reader on Nature and Culture* (2nd edition). Boston: Pearson, 2013.: *This anthology has been used in this class many times. Although we will be reading other work this semester, a few essays from the book may still be provided for you. This is still an important resource that you may be able to pick up cheaply and enjoy throughout your academics and career.*

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

**What it takes to succeed in this English 1A class:**

- ✓ Possess curiosity and practice inquiry
- ✓ Enter the academic conversations within your major
- ✓ Come to office hours and possibly seek tutoring
- ✓ Be attentive to writing and reading practices
- ✓ Adhere to the following guidelines:

- **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 Canvas and email regularly. If you miss class it is your responsibility to find the information on Canvas 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:** Workshops are beneficial to both writer and reader; therefore, 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 accepting 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 on the due date. Assignments and papers may be submitted within one week of the due date for a reduced grade of at least 10%. No assignments/papers are accepted after one week passed the due date. Why a strict late assignment policy? To reinforce responsibility and time management skills needed in academics and the real world.
- **Revisions of written work:** Some of your written work is revisable for a possible increased grade. In order to revise, you must first meet with me regarding the paper. You may then submit a revision along with the required Revision Checklist (obtained from me during your meeting) and previously graded work. Any revisions turned in without substantial revision of content will not be accepted. **Each revisable paper may be revised only once.** Why only once? So you make smart, critical decisions on the content of your work after coming to office hours and/or attending tutorials.
- **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.*

**In short, don't cheat or plagiarize.**

- **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 phone during class. Do not use the computers for anything other than instructed. Why? Because we all need to practice extending our attention spans and preparing for the professional world. 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). Again, we are reinforcing real-world skills.
- **Grading:** You will be graded on a point system scale. These points will vary on the assignment and weight of the assignment. Grades will be available on Canvas. 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=65%

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

General writing assignments grade=25%

9+pgs. Annotated Bibliographies\* (revisable once)

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

10+pgs. Other various writing assignments (not revisable)

5+pgs. Timed Essay Exams/Final

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

12+pgs. Workshop responses (not revisable)

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

10+pgs. Timed essay exams on reading assignments (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

**A final, important note:** Keep in mind that in this class, and for your entire academic future as well, your education is dependent upon you. Your instructors are resources and facilitators. It is you who is responsible for the learning that takes place. And as George Washington Carver once said, “Ninety-nine percent of failures come from people who have the habit of making excuses.” Be open to learn.

**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

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

Week 1	Syllabus; Introductions; Reading & Writing Center enrollment; Buy textbooks; In-class preparation and assignments	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; Part One: “Arroyo Blanco” pp. 3-142 of <i>The Tortilla Curtain</i> ; Timed essay exam and book notes due
Week 3	Chapter 2 <i>From Inquiry to Academic Writing</i> response due; Class activity/in-class writing	Part Two: “El Tenksgeevie” pp. 145-257 of <i>The Tortilla Curtain</i> due; Timed essay exam and book notes due; Class activity/in-class writing; drop deadline, 1/27
Week 4	Chapter 4 <i>From Inquiry to Academic Writing</i> response due; Class activity/in-class writing	Part Three: “Socorro” pp. 261-355 of <i>The Tortilla Curtain</i> due; Timed essay exam and book notes due; Class activity/in-class writing;
Week 5	Chapter 5 <i>From Inquiry to Academic Writing</i> response due; Class activity/in-class writing	Paper 1 due for workshop; Class activity/in-class writing
Week 6	Chapter 7 <i>From Inquiry to Academic Writing</i> response due; Paper 1 due; Class activity/in-class writing	Class activity/in-class writing
Week 7	Chapter 9 <i>From Inquiry to Academic Writing</i> response due; Class activity/in-class writing	1/3 of book 2 due; Timed essay exam and book notes due; Class activity/in-class writing
Week 8	Chapter 8 <i>From Inquiry to Academic Writing</i> response due; Class activity/in-class writing	Class activity/in-class writing
Week 9	2nd 3rd of book 2 due; Timed essay exam and book notes due; Class activity/in-class writing	Class activity/in-class writing; Mid-term exam on rhetoric; last day to drop a class, 3/11
Week 10	Library Instruction; Class activity/in-class writing	Last 3rd of book 2 due; Timed essay exam and book notes due; Class activity/in-class writing; TC Boyle Reading, Cafeteria 7:00
Week 11	Class activity/in-class writing	Annotated Bibliography and Prospectus (paper 2) due for workshop
Week 12	Annotated Bibliography and Prospectus (paper 2) due; Class activity/in-class writing	Conferences
Week 13	Paper 2 due for workshop	Paper 2 due; Class activity/in-class writing
	SPRING	BREAK
Week 14	Class activity/in-class writing	Class activity/in-class writing
Week 15	Class activity/in-class writing	Annotated Bibliography (paper 3) due; Prospectus (paper 3) due
Week 16	Conferences	Class activity/in-class writing
Week 17	Paper 3 due for workshop	Paper 3 due; Revisions due
Week 18	Final: Timed Essay Exam, 5/16	

