

# Syllabus (Spring 2017)

English 1A (#59166)  
Instructor: Carrie Miller  
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Social Science Rm 35  
M, W 8-9:50am  
Office hours: by appointment

## Welcome to English 1A!

I look forward to guiding you into improving your writing skills this semester. Writing is a skill that takes lots of practice, for both experienced writers, as well as those who struggle to communicate in writing. Together as a class, we will discover what makes writing effective. We will practice methods that will prepare you and your classmates to communicate important ideas effectively in writing. You will discover that learning the process it takes to produce a piece of writing, is just as important and the final product you create. Learning and practicing the writing process will take time and effort, and I am here to help you along the way.

## Catalog Course Description:

*In this course, 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.*

## Important Dates:

January 9 (M) First day of class  
January 16(M) Martin Luther King, Jr. Day no classes held, campus closed  
January 20(F) Last day to drop a Spring 2017 full-term class for full refund  
January 27(F) Last day to drop to avoid a "W" in person  
January 29(SU) Last day to drop to avoid a "W" on WebAdvisor  
February 17(F) Lincoln Day observance (no classes held, campus closed)  
February 20(M) Washington Day observance (no classes held, campus closed)  
April 10-13 (M-Th) Spring recess (no classes held, campus open)

April 14 (F) Good Friday observance (no classes held, campus closed) (classes reconvene April 17)

May 15-19 (M-F) Spring 2017 final exams week – only go to class during your assigned final time.

May 17 (W) Our class final exam period (8am-9:50)

May 19(F) End of Spring 2017 semester/commencement

## What will I learn?

In this class we will read a large number of texts written in academic language (the kind of language you use throughout your college career). We will practice strategies that will help you:

- understand these texts
- make important observations about these texts
- ask questions of these texts
- responding in writing to these texts

As you respond to these texts in writing, you will use the writing process to practice and learn:

- critical thinking skills (because you have important ideas and perspectives to write about)
- how to give your writing purpose and direction
- organizational strategies to communicate effectively
- writing as an academic conversation (how to use other people's ideas in your writing)
- research strategies
- revision and editing strategies

## Resources:

You will receive extra credit for using either of the first two resources! Up to 50 extra credit points can be earned throughout the semester. You will earn 1 point for every verified visit.

Reading and Writing Center

Hum 58

559-638-0300 x3619

Tutorial Center

Library Building, Room LRC 111 559-638-0358

My office hours

contact me to set up a time

## How to use course textbooks and supplies:

1. *From Inquiry To Academic Writing: Text & Reader* Stuart Greene and April Lidinsky 3<sup>rd</sup> edition.

This is the main text we will use throughout the semester. It is important that you **rent or buy this book as soon as possible (within the first week)**. The text is also on reserve at the library. This means they have 1 copy available for use within the library, but you cannot take it out of the library. The library does have a scanner you can use to scan the book for free. (I will point this out on our library tour). You will be asked to take thorough notes (annotations) of the many readings we will do in this book). **You are expected to write in your book and bring it to class daily**. It is okay to write within a rented book. Books can also be resold at the end of the semester even if you have written in them. If you are using a library copy, you still must come to class with a printed out version with you notes on it.

2. *The Tortilla Curtain* T.C. Boyle

This text also needs to be purchased or rented by the second week of class. On the days we read, discuss, and respond to this book – you will be expected to bring it to class. I also recommend buying it instead of renting it because you will have a unique opportunity to meet the author and have him sign your copy! The author of *The Tortilla Curtain*, T.C. Boyle will visit Reedley College this Spring. There will be many activities associated with this event which come with extra credit opportunities.

3. Student writing as text. Believe it or not – your own writing will be used like a textbook in this class. Please keep in mind that you will be asked to print multiple copies of your writing regularly. We will use student writing to make observations about effective and ineffective writing. Many students feel nervous when they hear that their writing will be read by other students. Over the years though, I have found that workshops become one of the favorite learning experience students engage with in my class. We will use your writing, and that of your peers, for many activities in class including regular writing workshops. These workshops are not just for editing your paper (actually that is what we do the least), there are many purposes for these workshops:

- To realize different perspectives about a text or topic
- To observe different approaches to responding to prompts
- To help peers develop their ideas

- To identify writing techniques, and make suggestions about how to improve those techniques
- To talk about and write about writing

**Other important supplies:**

- Notebook and pen/pencil – take notes during class
- Colored pencils, highlighters, or colored pens (you will need at least 3 colors to color code writing)
- Flash Drive and/or a google account to access google docs (you will need to save your writing on a flash drive or google docs. We will regularly use the classroom computer to write during class and you must save your work.

## **What will be expected in this class?**

**Reading and Writing Time:** This class is worth 4 units. It is a little bit like if you go to work and expect to get paid. Your boss has a level of expectation of the amount of work you will do for the amount s/he is paying you. Say you work hard and earn \$100, and then you go to the store and spend \$100 dollars. Just like your boss had expectations for you to work hard to earn that money, now you have expectations that what you buy will have value. You have an expectation of getting something that is worth \$100 – right? Not something that will break in a week, or even a month – something that will last. Well it is similar with college units. 4 units has an equivalence in the time you will spend in class and studying outside of class. A college degree is also worth a lot once you spend all that time working towards it. (Kind of like if you save up a lot of \$100 paychecks) **So what does 4 units equal? 4 units is worth a lot and takes a lot of work! Be prepared for 8-12 hours a week of homework in this class. 4 units = 4 hours of in-class work per week. For every hour in-class, it is expected that you will study 2-3 hours outside of class. That means 8-12 hours of reading, writing and studying per week for 18 weeks.**

**Attendance:** In this class you will depend on your peers, and they will depend on you. In class we will work through developing your understanding of key course concepts. The main method of learning is through group activities, discussions and writing workshops. This kind of collaborative learning cannot work if you do not come to class.

Come to class! Since these group activities depend on participation, you will regularly earn participation points in class.

With that said, complications can arise during the semester that can impede making it to class on time, or even attending, whether it is due to a traffic delay, a family illness, or missing the bus. If you miss class, before you do anything else, contact me by email. The second thing you should do is contact a peer from class and ask them to fill you in about what you missed. You should also check canvas for any information given during class. Regular class attendance is expected. I do not distinguish between excused and unexcused absences. All appointments, interviews, meetings with counselors must be scheduled outside of class time. If you work, inform your employer of your class schedule. Being unprepared, unengaged, or absent will affect your participation grade. It is your **responsibility** to stay informed concerning any changes of assignment due dates, readings, etc... This means that being absent is not an excuse for not knowing what is happening in class. Always come to class prepared—even after an absence. (Check Canvas or check with a classmate).

**Please be aware:** this class has a large waiting list every semester. A few students also decide to drop every semester when they see how time consuming this course is. Therefore:

- ❖ If you are absent the first day of the semester, you will be dropped.
- ❖ If you attend the first class of the semester but are absent the second class—and you do not contact me prior to class—you will be dropped.
- ❖ If you miss any classes for the first four weeks of the semester, you will be dropped.
- ❖ If you have four absences by the end of the ninth week, you will be dropped from the course at my discretion.

**Academic Integrity:** You are expected to be honest. This means you should never turn in work that is not your own. This does not mean you are not allowed to work with other students, I encourage group work and peer review. This also does not mean you are not allowed to use published writing within your writing. You are expected to do so but to do it correctly (and will be taught how to do so correctly). What this does mean is the writing you turn in should be your writing, with correctly cited sources. For group work, all contributor's names should be included.

Use of another's work as though it were your own will not be tolerated. In the current Reedley College Catalog, plagiarism is defined as follows:

***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.***

There are a few important things to consider about plagiarism in this course.

- We will cover what plagiarism is and isn't so you can feel confident about the work your turn in.
- You will be taught how to cite sources and expected to do so correctly
- Plagiarism on any assignment will result in a zero on that assignment
- 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.

### **Classroom Behavior:**

Responsibility and respect are expected in a college classroom setting. You are not expected to come into this classroom knowing everything about being a college student or about writing. You are, however, expected to come to class willing to learn and with a responsible and respectful attitude.

Examples of responsibility and respect within our classroom:

- Do your best and desire to learn
- Do not look at, or touch your phone during class –this is disrespectful and distracting to your learning, and the learning of students around you
- Stay on task and do not distract others
- When we are using computers for writing or other class assignments, you are expected to be on task – not on other websites – not even checking your grades
- Treat RC property (including computers, desks, and chairs) with respect
- When others are talking, you are listening
- Ask for help if you are confused about an assignment or a lesson
- If you must use the restroom, exit quickly and quietly without disturbing the class
- Come to class on time and stay until the end
- Treat others the way you would like to be treated
- Check with peers and canvas before emailing your instructor questions

(These are just examples – there are many more I could list). In a college environment, you are expected to act as a responsible adult. When students behave in a manner that is not responsible or respectful, they may lose participation points on that day's assignment because their behavior has distracted them from learning.

## **What kind of work will I do, and how will I be graded?**

**Almost all assignments will be assigned and turned in on canvas. You must have access to a computer and internet source (whether on campus or at home) to turn in your work. Late work is not accepted. If you have a technical problem, you have a few options: 1) print it or handwrite it, and show it to me in class 2) email it to me from your phone 3) any other method of showing me the work was done on time. PLEASE NOTE: I will not actually grade the assignment until it is posted to the correct location on canvas. Emailing me, etc is only to show me it was done on time until you are able to post it to the correct location.**

**5% of Final Grade - Class participation:** As mentioned above, be on task, ready to learn, responsible and respectful in class and you will earn these “easy” points

**10% of Final Grade - Small Assignments and Quizzes:** You will be assigned homework and in-class assignments daily. These small assignments are important for you to complete and will not be accepted late, even for excused absences. (If you miss class, you may still post the homework to canvas). There are a few reasons for the policy of no late work accepted, but one important reason is because we move through material rather quickly, and doing work after the assigned time becomes irrelevant. It is better for your learning to move on to the next assignment. Because of this policy, at the end of this semester, I will drop your two lowest small homework assignment grades. This means if you have two 0 grades because of missing homework, they will both be dropped. If you miss more than two, your grade will begin to lower. I highly recommend saving these for emergencies. **Most** small assignments are graded on effort. If you put thought and effort into these assignments, you will earn full credit. (Show me you are trying, even if you don’t completely understand the work). Occasional reading quizzes are taken within the first 10 minutes of class. If you have completed the reading, the questions will be simple. If you are late or absent, you cannot make up the quiz. You will also have your lowest quiz score dropped, and your lowest in-class assignment grade dropped because there are no make-ups for missing in-class assignments and quizzes.

**85% of Final Grade: Projects and Large Assignments:** Most of the small assignments mentioned above will build towards larger projects. For example, you may have a 6-7 page paper due in 3 weeks. In the three weeks leading up to this project, you will have many small assignments, in class and for homework, such as reading responses, freewrites, drafts, revisions and workshops. The large assignments that these small assignments build towards make up a large percentage of your grade (85%), but the small assignments will help you create the project in smaller steps – and will also help you earn “easier” points. The large projects and large assignments will be graded with a department rubric which we will discuss in class. Therefore, while most of the project and large assignment grade is given based on the final product, and must pass according to the rubric, you will also earn points for the small assignments that give you the opportunity to practice the writing process.



**Weekly schedules and due dates will be given out on a unit basis. Check Canvas regularly. As stated above, 15% of your grade is participation and small assignments, the following projects and large assignments will be required for the final 85% of your grade:**

Project 1 (30%) revisable

Timed essay: Revised Personal Literacy Narrative (5%) not revisable

Timed essay: Midterm Reflection (5%) not revisable

\*Annotated Bibliography and Focused Topic Project (5%) revisable (not graded without conference)

\*Project 2 Research Project (35%) not revisable

Final Reflective Project (5%) not revisable

**\*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**

## **What if I need accommodations?**

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 contact me as soon as possible.

## **Course Objectives and Learning Outcomes:**

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

