|  |
| --- |
| English 1A - Reading & Composition |

**Instructor**: Deborah Lyons

**Office / phone:** Annex 3 / 638-3641, ext. 3423

**Email**: deborah.lyons@reedleycollege.edu

**Office Hours:**  Mon (1:00-2:00), Tue (11:00-12:00), Thur (11:00-12:00), Fri (9:00-10:00)

**Course Description**
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 works cited. Students will write a minimum of 6,000 words in formal academic language. The theme for this course is “home and displacement.” We will study and respond to a variety of texts that explore this theme, including essays, poems, and a novel, as a means of practicing critical reading and academic writing.

**Instructional Methodology/ Mode of Delivery**

This is a fully online course. In addition to reading, researching, and writing assignments, you will do about four hours of work on Canvas every week. Canvas work will include studying presentations, watching videos, taking quizzes, and participating in group discussions and writing workshops. Get into the habit of checking Canvas daily. Consider changing your notifications settings to receive messages and announcements directly to your phone or email. The total time commitment is about 12 hours per week, so this cannot be accomplished in one sitting! Plan wisely. Each week’s work will be due on Sunday at 8pm. Deadlines are strict for all assignments.

**Required Texts**

* *What is the What,* Dave Eggers
* Readings on Canvas

**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:
	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 works cited 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 (will include a full reading)
 |
|   | **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.
	* 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 works cited 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
 |

**Grades**

*Final Grades\**

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

|  |  |
| --- | --- |
| Class Participation | 15% |
| Quizzes | 15% |
| Essays | 70% |
| **Total** | 100% |

*\*As per the English 1A Course Outline of Record and English 1A rubric criteria,* ***you must write a passing research paper and annotated works cited*** *to be eligible* ***to pass this class****.*

**Assessment**

**Class Participation – 15%.** Your participation includes your contribution to discussion forums and writing workshops. Missed in-class activities cannot be made up.

**Quizzes – 15%.**There are quizzes based on all reading assignments. Quizzes are 3-5 open ended questions. The questions are not meant to “trick” you but to encourage close reading and deep thinking. You may refer to each text as you write. However, all quizzes are timed and you will do best to read the content carefully before beginning. All quizzes will be submitted to Turnitin.com, a plagiarism checking website.

**Essays – 70%.**  The majority of your grade will be based on five essays. Essay 1 is a timed essay based on “Leave Your Name at the Border” by Manuel Muñoz, “Home at Last” by Dinaw Mengestu, or “My Two Lives” by Jhumpa Lahiri. Essay 2 is an analysis of *What is the What*, by Dave Eggers. In Essay 3 you will use Susan Sontag’s “Regarding the Pain of Others” to analyze an image. Essay 4 is an argumentative research paper investigating problems faced by a specific refugee group. In preparation for the research paper you will compile **an annotated works cited**. Essay 5 will be a timed essay based on poetry by Sasha Pimentel and Warsan Shire.

Essays will be graded on the thesis statement, organization, development of ideas, use of sources, and clarity based on correct grammar and appropriate style. See rubric for additional criteria. All essays will be uploaded through Canvas to Turnitin.com, a plagiarism checking website. **Essays must be submitted on time to be accepted.**

**Class Policies**

*Late Assignment Policy:* **Late work is not accepted.** Missed in-class assignments, such as group presentations, revision workshops, writing activities, and quizzes, cannot be made up for any reason. Work submitted to Canvas after the due date will receive a zero.

*Essay Policy***:** Submit essays on time. **No essays will be accepted after the due date.** If you have extenuating circumstances that you can document, I may consider giving you a brief extension. In this case, you must contact me as soon as possible (before the due date is best). Computer failure, lost USB drives, or other technology “glitches” will not be accepted as a legitimate excuse for late papers. Get into the habit of saving all work online (or emailing it to yourself) as a safeguard. If you know that you will have limited access to the internet before an assignment is due, use a computer on campus or a public library. You can also email an essay directly to me if Canvas is unavailable to ensure that it your work is not counted as late. **Take responsibility for your timely completion of all assignments.**

*Absences:* Your attendance in this online class will be through your participation in weekly assignments and discussion posts. If a student does not log into the course during week one, they will be dropped. If you do not show any activity during a week, you will be considered absent. **Any student who has missed two or more weeks by October 12, 2018 will be dropped**.

*Respectful Learning Environment:* In this class, we will discuss a range of topics and hear a variety of opinions. Your participation is expected and encouraged. Your kindness and respect towards others is also expected. Rudeness towards the instructor or other students will not be tolerated. Maintain a professional and respectful tone in the discussion forums and writing workshops, as well as in any online communication with the instructor or other classmates.

**Resources**

*Instructor Support:* If you have any concerns about the class, assignments, or your progress, please contact me as soon as possible. I am available during my office hours but also willing to meet at another time that is mutually convenient.

*Reading & Writing Center:* Sign up for semester long group tutoring or drop in for help with a particular assignment at the [Reading and Writing Center](http://www.reedleycollege.edu/academics/tutoring-services/reading-and-writing-center/index.html). It is located in HUM 58. Students who sign up for tutoring, schedule time each week to work with a tutor and have shown a greater pass rate in English 1A classes.

*Students with Disabilities/Special Accommodations:* [Disabled Students Programs and Services](http://www.reedleycollege.edu/student-services/disabled-student-programs-and-services/index.html) provide specialized counseling, support services, and resources to students with temporary or permanent disabilities. For more information, contact Disabled Students Programs and Services at (559) 638-0332. If you are in need of an accommodation due to a disability please provide me with your notification of authorized services form from DSP&S so that arrangements can be made

*Other Resources:* There are MANY resources available to students on campus. To name a few: [Emergency Services](http://www.reedleycollege.edu/campus-life/911-emergency-services-and-safety.html), [Health & Psychological Services](http://www.reedleycollege.edu/campus-life/health-services/index.html), [Career & Employment Center](http://www.reedleycollege.edu/campus-life/career-services.html), the [Reedley College Library](http://www.reedleycollege.edu/campus-life/library/index.html), [Information for Dreamers](http://www.reedleycollege.edu/admissions-aid/financial-aid/financial-aid-programs/dream-act.html), and  [Counseling](http://www.reedleycollege.edu/academics/counseling/index.html). Please let me know if you have a question or need and I will do my best to put you in contact with the appropriate service.

**Student Rights & Responsibilities**

*Plagiarism:* **All projects must be entirely your own work**. You may not submit work you have written for another class. All essays will be uploaded to Turnitin.com a plagiarism checking website. Any work containing *any* material that you take directly from the internet or any other source (including your own work for another class) without proper documentation will receive a zero. Depending on the severity of the plagiarized material you may also be reported to the Dean of Instruction. To avoid this situation, speak with me as soon as possible if you are having difficulty completing an assignment.

**Reedley College Policies on Plagiarism:**

*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.

*Administrative Policies:* For a complete list of Student Conduct, Rights and Responsibilities, as well as the Grievance Policy, please refer to the Administrative Policies beginning on page 46 of the 2018-19 Reedley College Catalog.

**Changes to the Syllabus/Schedule**

The instructor reserves the right to make changes as necessary for the benefit of the class to change policies on the syllabus or dates on the schedule.  Missing class or not checking Canvas is not an excuse for not being aware of any changes that are made to the schedule or the syllabus.

**Important Dates**

|  |  |
| --- | --- |
| August 13 (M) | Start of Fall 2018 semester |
| August 24 (F) | Last day to drop a Fall 2018 full-term class for full refund |
| August 31 (F) | Last day to drop a Fall 2018 full-term class to avoid a “W” in person |
| September 2 (SU) | Last day to drop a Fall 2018 full-term class to avoid a “W” on WebAdvisor |
| September 3 (M) | Labor Day Holiday (no classes held, campus closed) |
| October 12 (F) | Last Day to drop a full-term class (letter grades assigned after this date) |
| November 12 (M) | Veterans Day observed (no classes held, campus open) |
| November 22-23 (Th-F) | Thanksgiving holiday (no classes held, campus closed) |
| December 10-14 (M-F) | Fall 2018 final exams week |
| December 14 (F) | End of Fall 2018 semester |
| December 17 (M) | Final grades posted |