**ENGL 1A: College Reading and Composition - Spring 2018**

**Instructor**: Gilliann Hensley **Email**: gilliann.hensley@reedleycollege.edu

ENGL 1A (56432) ENGL 1A (56418)

**Room**: CCI-202 **Room**: CCI-207

**Time**: TTH 2:00 - 3:50 PM **Time**: TTH 6:00 - 7:50PM

**Course Overview**

 English 1A is designed to engage students in the kind of critical thinking and analysis that is required at the college/university level. As noted in the course catalogue, you 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. Over the course of the semester you will write a minimum total of 6,000 words in formal academic language.

**Required Texts and Materials**

*The Norton Field Guide to Writing with Readings*, 4th Edition - Bullock and Goggin

 *The Immortal Life of Henrietta Lacks -* Rebecca Skloot

 *The Little Seagull Handbook* - Bullock, Brody, and Weinberg

 A notebook for in-class writing/journaling/note taking

 Access to a computer and the internet

**Course Content**

 Since this course is designed to cultivate critical thinking and analysis through reading and writing, emphasis will be placed on exposition: studying writing as a process, exploring different composing strategies and structures, editing and revising, conducting research, and learning to critique peer writing.

 Writing is not simply a demonstration of one’s ability to write. Writing is a tool: a strategy for generating ideas, for analyzing information, for inventing responses, critiquing your own thoughts (or the thoughts of others), or for creating a record of your thinking. In this class, writing will serve many purposes. Because of this, you will be asked to write for many different reasons, and so your writing will not simply be a reflection of your competence—it will be a representation of your engagement with the class. Using research strategies, you will also be expected to incorporate material from outside sources to support your own position in a persuasive argument essay.

 Reading and writing are very similar meaning-making performances. Class discussions about the reading will enhance your ability to write responses to what you read. Through the reading assignments, you will learn to model your approach to writing and develop a better understanding about form, rhetorical framework, and the use of evidence in writing. I will expect that when you read an assignment, you will have read the text actively, making notes in the margins and/or highlighting the main points. Therefore, it is not recommended that you rent your books for this course.

**Course Objectives**

 Upon completion of this course, students will be able to:

 A. 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

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

 B. Complete a timed essay independently in class

 C. Summarize and comprehend college-level prose (will include a full reading)

**Course Requirements**

Below you’ll find the main requirements of the class that make up the work that you will be assessed on over the semester. As we go, I’ll explain more about each assignment and how that assignment will be graded, but here are some of the things that you can expect.

Writing Projects

 Since this is a class about composition, Writing Projects will make up a major portion of the work that you do over the semester. You’ll write a total of three major essay projects—a Rhetorical Analysis (100 pts), a Synthesis (100 pts), and a longer Researched Argument (200 pts)—as well as a major revision of one writing project (200 pts). Each of these projects will require revision across multiple drafts and participation in workshops.

 The writing that I ask you to do across these projects will emerge from the concepts, processes, and issues that we read and discuss as a class. All of these projects will encourage you to choose topics that are important to you and that connect with the theme of the class: Issues of Race, Class, Medicine and Ethics in America. I will provide prompts at the beginning of each project so that you have a clear idea about what you are required to do in these papers. Keep in mind that as we move through the semester, each writing project will challenge you to add more knowledge, skills, and practices of writing to what you already know from the previous project.

Annotated Bibliography

 In connection with the researched argument paper, I will ask you to complete an annotated bibliography, which is a kind of tool used within the research process to help you keep track of sources and think about how they will be useful to you for the purposes of your essay. You will be given a prompt with more details later in the semester when we start talking about that particular project.

Reading Responses

 Reading and writing go hand in hand. The reading that we do in class will be necessary for our topics of class discussion, for modeling approaches to writing, and for developing a better understanding about form, rhetorical approach, and the use of evidence in writing. As a result, over the semester I will assign a number of reading responses (in the form of a triple entry journal). I expect that when a reading assignment is due, that you will have read the text actively. That means that you have annotated your text, will have questions to ask, and will be ready to engage in discussion with others about the reading. You are required to participate every day when readings are assigned. Generally, you will be expected to read between 50 and 70 pages a week.

Quizzes

 Throughout the semester, I will assign in-class quizzes on the reading that we do together. These quizzes will be unannounced—so make sure you are always prepared by doing the assigned readings. These quizzes will be in the form of short answer questions and will allow me to gauge how well you understand the reading and concepts, how you respond to them, and also if you are keeping up with the reading in general.

Participation

 Participation in the class is mandatory and will be a necessary part of your success in this class. As such, you will need to come to class everyday prepared with homework done and ideas to share. Graded class participation will include small group work, small group workshopping, online workshops/assignments, student conferences, and large group discussions.

 Workshopping is an important part of this class. It gives you the opportunity to get audience feedback on your writing. They are also an opportunity to get ideas for approaching various writing tasks, to understand the range of rhetorical components—beyond grammar—that are available for revision, and to assess a piece of writing for its rhetorical effectiveness. Participating in these workshops will help you to read and revise your own work with more fluency and expertise.

 You will also be required to visit the Reading and Writing Center at least once during the semester. This visit will be worth a portion of your participation grade for the course.

Final Exam

 At the end of the semester, I’ll ask that you complete a final exam in the form of an essay in which you talk about your learning over the semester, referencing strategies and concepts, as well as talking about what the work you’ve done reflects about your understanding of what you’ve learned. When the time comes, on the day of the final, I’ll hand out a prompt that will explain your task further.

**Grading and Evaluation**

 Since our course is focused so heavily on academic writing, the majority of your class grade will revolve around the longer essays that you will produce over the semester. As such it is vital that you do not ignore these writing projects, or else your grade will be impacted severely. The breakdown below explains how your letter grade will be calculated. Percentages are based on a total of 1000 points possible.

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| --- | --- |
| **Category** | **Percentage of Grade** |
| Writing Projects | 60% |
| Reading Responses | 5% |
| Quizzes | 5% |
| Participation | 20% |
| Final Exam | 10% |

**100-90% = A 89-80% = B 79-70% = C 69-60% = D 59% and below = F**

\*\*Remember that it is important to turn assignments in on time, whether you are in class that day or not. Sometimes assignments will be due on Canvas, but unless stated, please be sure to bring all completed work to class. If you miss an assignment for any reason, you have one week to turn it in late for half credit.

**Course Policies**

Attendance

 Participation (in class discussions/activities, workshops and other group work, etc.), and thus regular attendance, is important to your success in this course. This means not only showing up to class, but also being prepared each day by completing the writing and reading assignments assigned for homework—as much of what we learn and do takes place in the classroom. **As such, students missing more than 4 days (a total of two weeks of class) will not be eligible for a passing grade.** Please keep in mind that there are no excused absences—so make sure that you reserve your absences and use them wisely. If you are absent, it is your responsibility to check the schedule (as well as any announcements or adjustments to the schedule) and make sure that you keep up with the work that you missed.

 It is also important that you show up to class on time. While I know that being places on time isn’t always easy, it’s a good idea to avoid making a habit of it, as it is often disruptive to class. For that reason, you will receive a tardy each time you are 15 minutes late, with three tardies equating to an absence. Remember, too, that each day you receive Participation points for work that we do in class, and so regularly missing large portions of the class 30+ minutes) will begin to seriously affect your grade in that category.

Disruptive Behavior

 Do not use class time to prepare for or complete assignments for your other classes. Do not talk about things irrelevant to the subject matter of this course when you are assigned for group activities in class. When working in groups, while I understand that the urge to socialize and get off topic is always there, this can be distracting to other groups trying to get work done, and so staying on track and on task is important. Also, we will be having a number of class discussions, and while we all have different opinions and beliefs, it is important to always treat each other respectfully. Please avoid talking during lectures or allotted reading time. For more on appropriate classroom behavior, please see the Student Code of Conduct.

Use of Technology/Personal Electronics

 We live in a digital age, where smartphones, tablets, and other personal electronic devices have become a common feature in our daily lives. However, these electronics often end up being a distraction—with text messages and notifications, and the ever-present temptation of browsing social media or the internet. As a courtesy to myself and your fellow classmates, please turn off your phones and other devices. And please do not use your computer during class time to browse internet for things irrelevant to the course readings and writings. For the most part, there won’t be a need for use of such devices in the classroom environment anyway, though there may be times over the course of the semester when there will be exceptions to this—such as the LAB component of the course, for example. Additionally, it is important to note that you will need access to a computer, the internet, and a Reedley College email outside of the classroom environment, for the purpose of completing assignments (in .DOCX format, please), or for communicating with me and your fellow classmates.

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.

Plagiarism and Cheating

 Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit, which can include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. This includes plagiarism—the misuse (whether intentional or accidental) of the published and/or unpublished works of others by misrepresenting the material (their intellectual property) used as one's own work. Please be sure that you use MLA format when citing the words and ideas of others, and if you aren’t sure, ask—either in person or by email.

 And please remember, as a member of this class, you join a community that requires intellectual integrity. When you write your name on an assignment, you take credit for the work contained, whether that be an entire text or only a sentence. Plagiarism, cheating, and other forms of academic dishonesty demonstrate a disrespect of the community and will not be tolerated. Violation of this policy will result in serious harm to your learning, to your grade, to your standing in class, and perhaps to your standing at the college.

Instructor Comments

One of the main goals of ENGL 1A is to help you to learn to write and revise on your own. For that reason, I will limit my comments on your essays to three drafts this semester. This means that you can and should ask me for written comments three times this semester. After that, you can always ask me to meet up with you in person to discuss your writing. However, you’ll always have a rubric to help you understand where you stand on any given essay, even if you every draft doesn’t get extensive written comments. Also, since we’ll have multiple peer workshops over the semester, you’ll be getting plenty of feedback to work with to help you revise from draft to draft.

 Since we’ll, for the most part, be turning in these essay projects on Canvas, you’ll just have to leave me a note when you submit the essay if you want written comments.

**Tentative Class Schedule**

(This schedule is tentative, and this subject to change. You will be informed if and when changes occur.)

Week 1

**Tues. Jan. 9**: Introductions, Syllabus, Introduction to Canvas, First Day Writing/Discussion

 *Homework*: Read Ch. 1 in *The Norton Field Guide to Writing* (*NFGtW*). Be prepared to

 discuss in class.

**Thurs. Jan. 11**: Group and Class Discussion: Expectations of Academic Writing vs. Writing in H.S., Introduce Triple Entry Journal, Brainstorming/Freewriting: “Who Am I as a Reader and Writer?”

 *Homework*: Using the writing generated during class, please write a short (minimum two

 pages, double-spaced) essay in which you respond to the question: “Who Am I as a

 Writer and Reader?” Please post to Canvas before you come to class on Tuesday. Also,

 read Ch. 2 of *NFGtW* (p. 10 - 19 —stop at “Summarizing”). Be prepared to discuss.

Week 2

**Tues. Jan. 16**: Reading Like a Writer: Activity/Discussion, What Is Annotating?, The Role of Summary (Discussion/Activity)

 *Homework*: Read the rest of Ch. 2 of *NFGtW*. Also, read “Homeless on Campus” in

 *NFGtW* (p. 710-714). Complete a Triple Entry Journal (TEJ) on Canvas before class on

 Thursday.

**Thurs. Jan. 18**: “Shitty First Drafts” w/ C-o-G Activity, More on Summary (Activity/Discussion), Discuss “Homeless on Campus”

 *Homework*: Read Ch. 3 of *NFGtW*. Also, read “Mother Tongue” in *NFGtW* (p. 649-655).

 Complete a TEJ on Canvas. Be prepared to discuss both readings and work with

 concepts.

Week 3

**Tues. Jan. 23**: Introduce Writing Project #1 (Rhetorical Analysis), What Do We Mean By Rhetoric? (Lecture/Discussion/Activity), Discuss Readings

 *Homework*: Read Ch. 5-6 (p.55-60 ) of *NFGtW*. Be prepared to discuss. Also, read “What

 My Bike Has Taught Me About White Privilege” in *NFGtW* (p. 984-988). Complete a

 Triple Entry Journal on Canvas.

**Thurs. Jan. 25**: More Practice w/ Rhetoric, Discuss Readings, Giving Productive Feedback

 *Homework*: Read Ch. 7-9 (p.61-70) in *NFGtW*. And work on your first draft—you will

 turn in a copy to Canvas, as well as bring 2 copies to class Tues. for a workshop activity.

Week 4

**Tues. Jan. 30**: Workshop Draft 1 of WP #1, Discuss Reading

 *Homework*: Read Ch. 4 (p. ) in *NFGtW*. Be prepared to discuss and work with concepts

 in class.

**Thurs. Feb. 1**: Cultivating Academic Habits of Mind (Discussion/Activity), Time to Work on Drafts (?)

 *Homework*: Work on the second draft of WP #1—post a digital copy to Canvas before

 class on Tues. and bring two copies to class for a workshop activity.

Week 5

**Tues. Feb. 6**: Workshop Draft 2 (WP #1), Discuss Reading

 *Homework*: Read “Changing the Face of Poverty” in *NFGtW* (p. 675-685). Complete a

 TEJ on Canvas.

**Thurs. Feb. 8**: Discuss Reading, Time to Work on Drafts (?)

 *Homework*: Work on your final draft of WP #1. They will be due on Canvas by 11:59PM.

 Also, please read the supplemental reading handout (“From Summary to Synthesis”)—be

 prepared to discuss.

(Rest of schedule will be provided in the upcoming week.)