Fall, 2019: English 1A-English 205

Fall Semester: August 12-December 13

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| **Mrs. Thurber’s E-mail:** julie.thurber@reedleycollege.edu**Mrs. Thurber’s Office Phone:** 559-638-3641, extension 3297 Note: Give your first and last name and section number; leave a voicemail with phone number if you would like a return call. Please speak slowly and clearly; sometimes cell phone reception makes it difficult for me to understand the information.**Mrs. Thurber’s Office Hours:** Tuesday 1:00-1:50pm (Virtual Office Hour); Thursday 11:00-1:00pm (HUM 52)Friday 12:00-12:50pm (By Appointment) |

**Welcome!** My name is Mrs. Thurber and I will be your instructor for this transfer-level English class at Reedley College. This course is designed to help you strengthen your ability as a reader and writer to successfully understand, analyze, and respond to college-level reading material. Various reading and writing strategies are developed and improved for different styles of academic writing. Instruction emphasizes reading with multiple levels of inquiry and expressing those ideas within the framework and process of writing. We will read, analyze, and write about concepts related to three full-length texts, as well as articles, short stories and several forms of media.

I am a full-time instructor on the RC campus and I invite you to communicate with me outside of class during my office hours. If you feel confused regarding a reading or an assignment, don’t wait—share your concern. It is very likely that you are not alone in those thoughts and I may be able to help. There are three main ways to communicate with me: visiting my office hours, sending me an email, or leaving a detailed voicemail. I have several scheduled office hours, both in person on the RC campus and via email, as listed below. I am also available by appointment. My office is located in the Humanities (HUM) wing, next to the Reading & Writing Center. There are four offices located in the same area and mine is HUM 52.

**These specific sections of English 1A and English 205 are linked. Assignments will be interconnected between the courses; therefore, enrollment in both classes is required.**

Find your section from the list of ENGL 1A-205 courses that I am teaching this semester:

ENGL 1A: **95009: Reading & Composition** MW 10:00am-11:50am Room: CCI 207

ENGL 205: **95010: Strategic Skills for Success in English** F 10:00am-11:50am Room: CCI 207

ENGL 1A: **50017: Reading & Composition** M 1:00pm-2:50pm Room: POR 2

 W 1:00pm-2:50pm Room: SOC 35

ENGL 205: **51074: Strategic Skills for Success in English** M 12:00pm-12:50pm Room: POR 2

 W 12:00pm-12:50pm Room: SOC 35

Sometimes it is helpful to connect with a student in the class if you want to double-check an assignment, clarify an idea discussed in class or form a study group.

Reliable **Classmate Contact** Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (optional)

There are three **Academic Support Centers** (*ASC*-get it?!) on the Reedley College campus to assist students with a range of learning resources and I strongly encourage you to consider using their services. Stop by and tell them Mrs. Thurber says, “Hi!”

# Write down the center hours, visit the first week of class then *ASC* for a signature!

1. Learning Center for Tutoring and Supplemental Instruction: located in the library, also known as the Learning Resource Center (LRC 111) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Math Center: Forestry, Engineering & Math (FEM 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Reading and Writing Center: Humanities (HUM 58) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Success in college involves planning and preparation. Knowing *what* is happening throughout the semester and *when,* is vital to successful completion of this and all of your courses. Below is a general Reedley College calendar with the specific date for your section’s final, as stated on the Final Exam Week Schedule found on the last page of the RC Schedule of Classes.

## Important Dates on the Academic Calendar

August 12 Fall, 2019: First day of instruction

August 30 Last day to register for a fall class

August 30 Last day to drop to avoid a “W” in person (9/2 on WebAdvisor)

September 2 Labor Day Holiday (M: *no class*, campus closed)

October 11 Last day to drop a fall class (letter grades assigned after this date)

November 11 Veterans Day Observed (M: *no class*, campus open)

Nov 28-29 Thanksgiving Holiday (Th-F: *no classes*, campus closed)

Dec 19-13 Final Exam Week

Dec 9 ENGL 1A **(50017)** FINAL EXAM: Monday, 1:00-2:50pm, POR 2

Dec 11 ENGL 1A-205 **(95009/95010)** FINAL EXAM: Wednesday, 10:00-11:50pm, CCI 207

Dec 11 ENGL 205 **(51074)** FINAL EXAM: Wednesday, 12:00-1:50pm, SOC 35

Dec 13 End of fall semester

**Catalog Description**

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| **English 1A: Reading & Composition** | **English 205: Strategic Skills for Success** |
| 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. | This course will be taught in conjunction with English 1A College Reading and Writing so that students can further their critical reading and writing skills for their English 1A course. Course will include assignments linked to and building on the English 1A coursework. |

**Course materials** have been carefully selected to assist you in the pursuit of academic success. There is *no course textbook* to purchase, but there will be several readings, articles, and other documents to print from Canvas. Three books are required. Locate and purchase these texts right away. Bring them to class.

# Required Materials:

## A. Three Required Readings:

1. Moore, Wes. *The Other Wes Moore: One Name, Two Fates*. Spiegel & Grau, 2011.

2. Orlean, Susan. *The Library Book*. Simon & Schuster, 2018.

3. Westover, Tara. *Educated: A Memoir*. Random House, 2018.

 

## B. Flash Drive: Bring to each class period.

## C. Three-ring loose leaf binder with 4 dividers; pens/pencils, highlighters, paper

 Keep printed readings accessible in your binder and bring with you to class.

**Student Learning Outcomes**

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| **English 1A** | **English 205** |
| 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)
 | Upon completion of this course, students will be able to: 1. Utilize the skills required to successfully complete English 1A.
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**Course Objectives**

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| English 1A | English 205 |
| 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
	* 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 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.
 | In the process of completing this course, students will: 1. Further utilize appropriate pre and post reading strategies to analyze patterns of organization within a variety of texts.
2. Further demonstrate awareness of rhetorical situations: audience, purpose, and voice.
3. Further practice the writing process in support of students writing essays in English 1A.
4. Practice finding and evaluating sources for their credibility.
5. Improve in writing grammatically correct sentences that adhere to conventions of written English.
6. Revise essay drafts to improve, focus, and strengthen ideas.
7. Proofread and edit essays for clarity and use of academic language.
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**Lecture Content**

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| English 1A | English 205 |
| 1. Expository Essays and a Narrative-Descriptive Essay (at the instructor’s discretion)
	* Reading, discussion of models
	* The writing process
	* Thesis and support
	* Paragraphing, topic sentence
	* Introductions and conclusions
	* Use of showing details to support assertions
	* Editing for grammar, punctuation, and usage
2. Planning, Developing, and Writing the Research Paper
	* Library and Internet research
	* Evaluation of sources for accuracy and reliability
	* Evaluating and selecting evidence which supports a defendable thesis
	* Summarizing with accuracy and academic respect
	* Paraphrasing with attribution
	* Use of quotation to develop, support, or refute an idea
	* Planning, organizing, and outlining information and ideas
	* Correct MLA documentation
	* Completion of an annotated bibliography
	* Reading discussions of arguments
	* Reasoning, refuting opposition
	* Avoiding fallacies
3. Full-length work: most instructors will include reading a full-length novel, book, short stories or poems
4. Assignments based on the work will vary
5. In-class timed essay
	* Planning and organizing ideas under pressure
	* Composing quickly
	* Editing independently and within given time
6. College-level reading skills
	* Analyzing/synthesizing
	* Interpretation
	* Evaluation
	* Compare/contrast
	* Drawing conclusions
	* Distinguishing fact from inference
	* Summarizing/paraphrasing
 | 1. Reading strategies
* Annotation
* Patterns of organization
* Vocabulary
* Rhetorical Situation: Audience, purpose, and voice
1. Writing strategies
* Generating ideas
* Outlining
* Creating drafts
* Revising essays to improve, focus, and strengthen ideas
* Editing essays for clarity and use of academic language
1. Finding and Evaluating Sources
* Databases
* Primary and secondary sources
* Summarize, Quote, and paraphrase sources
* Evaluate sources for credibility and currency
* MLA format and guidelines
* MLA Citation
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**Your success in this class depends on your understanding that there are three elements required for successful completion of this course.**

These are described below: Attendance, Assignments, and Exams.

1. **Attendance is required.** Students are expected to attend class, arriving on time and not leaving until the end of the class. Do not schedule appointments or work-related activities during this time. YOU are in control of your daily schedule and if you are enrolled in this class, then you have decided that you have enough TIME in your life to attend every single class period. If a conflict arises, however, I should be notified *prior* to class (the day before or via e-mail or voice mail). Communication is *essential*, although notifying me does not excuse the absence. There is no such thing as an “excused absence” in college. A student is either *in* class or not. I understand that sometimes “life happens” and you may not be able to attend class once or twice during the semester. Research shows that there is a direct correlation between daily attendance and those who receive a C or better at the end of the term. This is SO important to your success that I choose to reward all students who attend **every** class. *Students who maintain perfect attendance (in on-time, out on-time) receive* *10 additional points added to their total score, after completing the final exam.*

If you are absent, you should still come to class *prepared*. It is the student’s responsibility to turn in assigned work on time, regardless of an absence. You can submit your work before the due date if you know you will be absent. Late work is generally not accepted. The state of California requires that students expecting to receive college credit attend class. This is the reason that I take a daily record of attendance that is submitted to Admissions & Records at the end of the semester. Any student who misses a total of 8 class hours before the drop date will be dropped, and first day of class “no shows” will be dropped immediately. Keep in mind that each class period is two “hours” long. Please note that if you have decided to stop attending class, it is still your responsibility to drop officially in order to avoid an “F” in the course. I cannot drop any student after the ninth week; therefore any student no longer attending would earn an “F” in the class, so pay attention to these important dates on the academic calendar.

If for any reason class has been cancelled, a notice will be posted on the classroom door and on the Reedley College website. **Canvas,** Reedley College’s online management system, is updated weekly with course information, new “home pages,” assignment links, grades, and attendance. All of this information is available to you, so Check Canvas regularly for current information. Research shows that student success increases with significant time spent in preparation and study beyond the classroom. The standard expectation for college coursework is that students will spend at least two hours “outside” of class time for every hour spent “in” the classroom.

**As a community of learners, our choices impact others, so we all need to be *fully* present:**

**a.** Cell phones can be a serious distraction to the thinking process required for this course and are not allowed, even before class. **TURN OFF AND PUT AWAY CELL PHONES BEFORE YOU ENTER THE CLASSROOM.** Texting or other phone use, unless specified, is not permitted.Since one’s mind is not actually present when distracted, students earn a 0 on “work” attempted during this type of *mental absence*.

**b.** T-shirts with INAPPROPRIATE GRAPHICS or LANGUAGE should be reconsidered in this professional environment.

**c.** PLAGIARISM and CHEATING of any kind will NOT be tolerated. See below.

**2. Completion of Assignments are required**. **Reading and writing assignments are expected to be completed before the beginning of each class in order to participate in class discussions.** It will be considered late after this time, and may not be accepted, except at the discretion of the instructor. Students are expected to come to class prepared. Throughout the semester students will keep all work organized in a three-ring binder along with class notes and this syllabus, forming the framework for a portfolio.

Assignments should be typed in MLA format, using a font such as Times New Roman or Palatino; size 12 and double-spaced. Include your name, course title, instructor’s name, and due date in the upper left hand corner. Type the assignment title, centered, below this information. Use the spell check tool and **proofread all work carefully** before submission. Students are expected to use correct grammar, punctuation and spelling in this college course. Excessive errors will result in the deduction of points *if* the assignment is accepted, bcuz us teachers dont hafta except ur work if u chews not two take the thyme to proofread. ☺ *(Did you find 10 errors?)*

Prepare your own work: the instructor utilizes both *turnitin.com* and professional judgment to determine **originality**. The term *originality* means that any work on which you have put your name is fully your own unique thought. Assignments suspected to have been plagiarized in *any* way including the *copying of words or ideas* from any website, in collusion with or completed by anyone other than the enrolled student automatically earn 0 points and may face disciplinary action within the guidelines of the campus plagiarism policy as stated below.

Academic Dishonesty Statement

**“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.” (RC Catalog)**

**3. Reading Quizzes, Timed Essays and the Final Reflection are required**. If you are absent the day a timed essay is scheduled, you may be allowed to take it (or a different version) during the next office hour, at the discretion of the instructor. A missed quiz will automatically earn a 0 in the grade book; it is the students’ responsibility to contact me and make up the test within two days of the absence. Be prepared for the occasional “pop quiz” which cannot be made up by those absent. The Final Reflectionis **required** to receive credit for this course. Except in a rare circumstance of severe illness or family emergency, alternate arrangements for rescheduling the final will not be allowed.



**Required Course Work**

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| **English 1A** | **English 205** |
| Categories | Percentages | Categories | Percentages |
| 1. Class Participation
2. Timed Essay Exams
3. Annotated Works Cited
4. Papers
5. Research Paper
 | Required10%20%50%20% | 1. Class Participation
2. Quizzes\*
3. Homework, writing, etc.
4. Research Paper
5. Final Reflection
 | Required30%30%20%20% |
|  |  | \*For English 205: The lowest two quiz scores are dropped and the remaining scores are averaged. A missed quiz is equal to a zero, and no make-ups are allowed. |
| **Grading Scale**90 - 100% = A80 -  89% = B70 -  79% = C60  - 69% = D0 -  59% = F | **Grading Scale**90 - 100% = A80 -  89% = B70 -  79% = C60  - 69% = D0 -  59% = F |

  **Please Note: If you have a verified need for an academic accommodation or materials in alternate media, as addressed by the American Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, notify your instructor, and immediate, reasonable efforts will be made to accommodate your situation. Some accommodations take time to prepare; it is important that you inform the instructor and/or appropriate department with enough time to comply.**

**Tentative Schedule of Course Content**

**Week 1 (8/12) Introduction and Discussion of Syllabus**

 **“Start with Why” Simon Sinek**

**Prior Knowledge, Comprehension & the Active Reading Process**

* Metacognition and Reading-Writing History

**Introduce Book #1: *The Other Wes Moore*, by Wes Moore**

**Diagnostic Reading & Writing Timed Assessment**

**Week 2 (8/19)**  **Introduction to Mindset Theory: Carol Dweck**

**Growth Mindset & Grit: Angela Duckworth**

* **“The Grittiest College Students” by Angela Duckworth**

**Week 3 (8/26)** Notetaking with Audiovisual Media: Identify Subject, Main Idea, Details “If you want to change the world…” by Admiral William McRaven

**Week 4 (9/2)** Annotated Works Cited 1 Due

Labor Day Holiday: No classes held on September 2, 2019

**Week 5 (9/9) Paper 1 Outline & Rough Draft Due**

**Week 6 (9/16) “Have Smartphones Destroyed a Generation?”**

 **Paper 1 Final Draft Due**

**Week 7 (9/23) Introduce *The* *Library* *Book*, by Susan Orlean**

**Week 8 (9/30) Begin Observational Research**

**Week 9 (10/7) Discussion**

**Week 10 (10/14**) **Implicit Main Idea**

Two by Frost—“Fire & Ice” and “Nothing Gold Can Stay”

“The Most Dangerous Game” by Richard Connell

**Week 11 (10/21) Paper 2 Due**

 **Introduce *Educated*: *A* *Memoir*, by Tara Westover**

 “The Monkey’s Paw” by W. W. Jacobs

**Week 12 (10/28) Inferences: Making VALID Inferences**

**Transitions and Patterns of Organization**

**Week 13 (11/4)** Discussion

Sir Ken Robinson Reading/Media Graphic on Educational Change

**Week 14 (11/11)** Veterans Day Observed: No classes held on November 11, 2019

Research

**Week 15** **(11/18) (Unbiased) Logical Argument**

* Identify the Author’s *Claim* and *Supports*
* Decide if the author’s support is *relevant* and *adequate*.

###### Annotated Works Cited 2 Due: Mon 11/18

**Week 16 (11/25) Sharing of Research**

**Week 17 (12/2)** Research Paper Final Draft Due on Canvas: Mon. December 2, 2019

 Meta-Cognitive Self-Assessment and Reflection

**Week 18 (12/9) Final Exam Week**

ENGL 1A **(50017)** FINAL EXAM: Monday, Dec. 9, 1:00-2:50pm, POR 2

ENGL 205 **(51074)** FINAL EXAM: Wednesday, Dec. 11, 12:00-1:50pm, SOC 35

ENGL 1A **(95009/95010)** FINAL EXAM: Wednesday, Dec. 11, 10:00-11:50pm, CCI 207