Syllabus English 1A

Instructor: Heather Paul

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Office: Annex 6 (Please see map for location of office, etc.)

# Office Hours:

Monday: 9-11:50 (Annex 6)

Tuesday: 9-9:50 (Tutorial Center)

Thursday: 9-9:50 (Annex 6)

# Classes:

Section 50025 Tuesday (LRC 104) Thursday (SS 35) 10:00-11:50

Section 50034 Monday Wednesday (CCI 207) 12:00-1:50

Section 50027 Tuesday (Portable 2) Thursday (SS 35)1:00-2:50

# General 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 bibliography. Students will write a minimum of 6,000 words in formal academic language.

# Required Materials:

## Books:

##  *Lexicon* by Max Barry

## Other Stuff:

You need a **stapler** please. I don’t carry one. So you need to staple your pages together before turning them in. I will not accept papers with multiple pages that haven’t been stapled.

**Blue or Black Pen or Pencil for everyday work**

**Pen of a different color.** Something other than what you usually use for when we grade in class.

**Paper:** You’re going to be printing quite a bit for this class. So you are going to need some spare change, or a ream of paper for your printer. The Library and the Reading/Writing Center both offer copying services.

**Sticky notes.** They are the greatest thing ever invented. Invest in some.

**Microsoft Word or the ability to export your document into Word**. I can only accept documents submitted to Canvas in Word format. Word is available for free to students. I have posted instructions on how to download Word on our Canvas page.

# Grading Scale:

 Assessments: 10%

 Participation: 10%

 Written Assignments: 10%

Essays: 70% (Including at least one research paper and annotated bibliography.)

## Assessments:

These will include reading quizzes, and various other quizzes designed to assess student’s ability to apply the various strategies being taught.

## Participation:

Participation in class is required. This includes doing your part during group, partner, and individual assignments. It also means participating in class discussions, etc. Cell phone use during class is absolutely prohibited (except under special circumstances) and will result in a loss of all participation credit for the day. In the event that the usage becomes distracting, and/or persistent, the student may be reported to the Behavior Intervention Team.

## Written Assignments:

Written assignments will include many day-to-day assignments including reading responses, discussion board posts, etc.

## Essays:

There will be four essays written over the course of the semester, in addition to the annotated bibliography.

## Revision Guidelines:

You are allowed to revise the two essays that are turned in through Canvas if you receive less than 70% and you have met the initial page/word requirement for. However, in order to revise, you must follow these steps:

### 1) No more than one week after **receiving your grade** you must print a copy of your essay, give it to me in class, and make an appointment to see me in my office.

###  2) Meet with me in my office to discuss the revisions needed.

###  3) Turn in a hardcopy of your revised essay and a copy of the essay with my markings no more than two weeks after **receiving your grade.**

## An Important Word on Grading…

One of the tenants I hold high is the idea of effort.  Sometimes I will ask you to do things that are hard, or confusing, or time consuming and what I ask is that you try.  You put in the effort, visible effort, to try and finish the assignment to the best of your ability.  That being said, I grade most assignments for **thoughtful completion**.  This means that I am looking to see if you did, at the very least, the minimum that was asked of you.  For example: if you are asked to post on a discussion board five times, then that is what I am looking for. **Five posts for consideration of points, not full points.**  Another example: if you are asked to complete annotations for a chapter, then I will look to see that you finished the chapter.  One sentence for every paragraph.  If you have done that, then I will consider the**quality of the posts** for the awarding of points.

If you do less than the minimum i.e. less than five posts (or however many I have assigned), have not read to the end of the chapter, or have written less than the required number of pages for an essay, I will give you a zero.  You have not done thoughtful completion.  As far as essays go, I don't even read them if they are less than the required number of pages.

Due Dates and Late Work:

Work is due on the date listed on Canvas. However, if the work is due on a day we meet then the work is due in class. (Despite Canvas saying that the work is due at midnight, or some other time.) If the work is due on a day that we do not meet, then the work is due at midnight (because you’re submitting it online).

Late work is not accepted. There are no exceptions. I am not organized enough to take your work after the day that it is due. The only case where this may not apply is if you have contacted me in advance (before you have actually missed the class in question) and I have said that you can bring your work late.

Again, late work is not accepted. This includes work that is late because of some problem with Canvas or the internet. You need to plan for all disasters. In other words, do not wait until the last minute to turn in work online, because chances are something is going to go wrong and prevent you from turning it in.

Attendance**:** Please attend class on time and prepared. If you are absent that will not be an excuse for not completing work. **There are no excused absences.** I make every attempt to keep Canvas up to date with assignments. Please check there if you are absent and wanting to make up work. If there is nothing there, please feel free to contact me. If you are absent four hours from class by the end of the ninth week, you will be dropped from the course.

Tardiness is distracting to all. If you are tardy, meaning you arrive at any point after the class’s set start time, more than three times, you will not be allowed to stay. You will not be allowed to turn in any of the work due for the day, and it will count as an absence. If there are special circumstances contributing to your tardiness, please let me know.

Students with Disabilities:I am happy to help all of my students successfully complete my class. Students with disabilities are no exception. Students with physical or learning disabilities will receive reasonable accommodations for learning and evaluation. Students with such disabilities should identify themselves to the college and to the instructor as soon as possible so that reasonable accommodations can be made within the course. To be most successful, students with learning disabilities should arrange for learning accommodations in this course before instruction begins. If you have a verified need for an academic accommodation or materials in alternate media (e.g., 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. For more information, contact the Reedley College Disabled Student Services (DSS) Program in the DSS building (ext. 3332).

Cheating and Plagiarism:Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also 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. 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, of failing to disclose research results completely.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one’s own work. 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 indifferent courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and copyrights.

All incidents of cheating and plagiarism will be regarded very seriously and will 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.

PLAGIARIZED ASSIGNMENTS OR ASSIGNMENTS ON WHICH A STUDENT HAS CHEATED WILL RECEIVE ZERO CREDIT.

# Course Outline

A. Expository Essays and a Narrative-Descriptive Essay (at the instructor’s discretion)
1. Reading, discussion of models
2. The writing process
3. Thesis and support
4. Paragraphing, topic sentence
5. Introductions and conclusions
6. Use of showing details to support assertions
7. Editing for grammar, punctuation, and usage

B. Planning, Developing, and Writing the Research Paper
1. Library and Internet research
2. Evaluation of sources for accuracy and reliability
3. Evaluating and selecting evidence which supports a defendable thesis
4. Summarizing with accuracy and academic respect
5. Paraphrasing with attribution
6. Use of quotation to develop, support, or refute an idea
7. Planning, organizing, and outlining information and ideas
8. Correct MLA documentation
9. Completion of an annotated bibliography
10.Reading discussions of arguments
11.Reasoning, refuting opposition
12.Avoiding fallacies

C. Full-length work: most instructors will include reading a full-length novel, book, short stories or poems.

D. Assignments based on the work will vary.

F. In-class timed essay
1. Planning and organizing ideas under pressure
2. Composing quickly
3. Editing independently and within given time

G. College-level reading skills
1. Analyzing/synthesizing
2. Interpretation
3. Evaluation
4. Compare/contrast
5. Drawing conclusions
6. Distinguishing fact from inference
7. Summarizing/paraphrasing

# Course Objectives

1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation.

a. Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary.

b. Indicate an arguable thesis.

c. Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or observation.

d. Employ MLA formatting guidelines.

e. Reduce dependence on the instructor’s guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics.

f. Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice.

g. Practice sound choices in identifying and avoiding logical fallacies.

h. Employ appropriate use of third person universal.

i. Identify appropriate audiences for their compositions.

j. Employ quotations, discriminating among sources for accuracy and validity.

k. Employ MLA formatting guidelines for Work Cited Page and in-text citations.

l. Develop an annotated bibliography from sources for a research paper.

m. 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:

a. identifying the model, summarizing the thesis, and locating supporting information.

b. naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author’s intent, both explicit and implicit.

c. answering questions from assigned reading, differentiating between an author’s intent and personal reaction

d. describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings

**Syllabus is subject to change.**