# English 1A: College Reading and Composition

# Fall 2019

**Popular Culture and the World Around Us**

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**English-1A 50032**

**English-205 CRN 51032**

Office Hours: (by appointment)

Room: Classroom Complex 1 Room 207

Class time:MWF 8:00-9:50

*The purpose of these courses is to assist you on your journey to becoming a better academic reader and writer. However, in order for these classes and me to assist you in this adventure, you must believe that reading, thinking, and writing well are important and serve a purpose in your life. You have to be willing to put in the time and effort necessary for success.*

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

**Catalog Descriptions**

**English 1A:** 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.

**English 205:** 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.

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The theme of this class is **Popular Culture** and **the World Around Us**. We will discuss technology dependency and techno paranoia. We will discuss social media influencers and positive teen role models. We will discuss how hip-hop/rap artists use their art to discuss social injustices happening in the world around us, and how others use their music to degrade and objectify women. We will discuss social media likability as a form of currency. We will discuss how media is a public pedagogy and influences our ideas of gender norms and gender expectation. We will discuss and examine how gender is a social construct and sex is biological. We will discuss toxic masculinity in relation to media representation. We will discuss weighted topics that will push your consciousness. The texts we use in this course are Tedtalks, documentaries, episodes from *Black Mirror*, and articles from *The Washington Post* and *The* *New York Times.* If you’re uncomfortable engaging in these conversations please consider taking another course. I encourage you stay! However, in order for you to succeed and receive a passing grade, you must participate and have an open mind.

**Required Texts/Materials:**

**Bullock, Richard, Goggin, Daly, Maureen, *The Norton Field Guide to Writing 4th edition* ISBN#**  **978-0393617375**

**Gay, Roxane *Bad Feminist* ISBN# 9780393264388**

**Optional: Hacker, Diana and Nancy Sommers. A Pocket Style Manual 7th. Edition. ISBN# 9781319083526**



**Course Content**

This course will focus on analyzing readings from the textbook, a longer work, and your own research. The course will be divided into two major writing projects and a final essay exam. There will also be lots of in-class activities; such as group work and projects. The focus for this course will be analysis of the rhetorical framework of both visuals and texts. Each final paper will be preceded by drafts, and all writing assignments must be completed to pass the class. You will be expected to participate in a workshop for each essay. Also, you will need to contribute to class discussions in the classroom*.* Growth comes from practice; therefore, all assignments are used to calculate the final grade.

**Student Learning Outcomes:**

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

1. Write a documented research paper that includes at least 1500 words:
* 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 other mechanic problems
* Controlled and sophisticated word choice
* An avoidance of logical fallacies
* Demonstrating 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
1. Complete a timed essay independently in class
2. Summarize and comprehend college level prose (will include a full reading)

**English 205**

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

1. Utilize the skills required to successfully complete English 1A.

**Course Objectives**

**English 1A**

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 2. Indicate an arguable thesis 3.Gather, analyze, and synthesize peer-reviewed sources and/or original research, such as interview, survey, or observation 4. Employ MLA formatting; 5.Reduce dependence on the instructor’s guidance; students will ultimately independently and accurately recognize and self-correct errors in sentence construction, punctuation, and mechanics 6.Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice 7. Practice sound choices in identifying and avoiding logical fallacies 8. Employ appropriate use of third person universal 9. Identify appropriate audiences for their compositions 10. Employ quotations, discriminating among sources for accuracy and validity 11. Employ MLA formatting guidelines for Work Cited Page and in-text citations 12. Develop an annotated bibliography from sources for a research paper. 13. Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism 14. Write an organized essay with thesis and adequate support independently within a class period. 15. Read and understand college level prose, including: Identifying the model, summarizing the thesis, and locating supporting information. 16. Naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author’s intent, both explicit and implicit. 17. Answering questions from assigned reading differentiating between an author’s intent and personal reaction. 18. Describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings.

**English 205**

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.

**Homework:**

All assignments are due on canvas. Your homework will consist of writing assignments that will improve your skills as a writer. Most homework assignments, unless specified, will be uploaded to Canvas and will be due at a designated time before class. **All assignments must be turned in on time for credit. Late assignments will not be accepted, and the canvas thread will close at 11:59pm the night before an assignment is due.** I will only accept late assignments if your extenuating circumstance was approved by me.

**Small Groups, Class Discussions, Workshops:**

Class participation is mandatory and will be a necessary part of your success in this class.Therefore**,** you will need to come to class prepared with homework done and ideas to share – everyday. Graded class participation will include small group activities, small group work shopping, and large group discussions. You will be placed in groups that you will work with all semester. However, from time to time I will have you work in new groups to gain new insight and perspective. **I reserve the right to do random book checks and surprise quizzes.**

MLA required for all writing assignments:

 All writing projects must be formatted with one-inch margins with 12-point, Times New Roman font. The length of these writing projects will vary from 4 to 8 pages. Work will be turned in on Canvas and class. **\*\*A Works Cited page is mandatory for all essays and an annotated bibliography will be required for the research essay. All writing must adhere to MLA guidelines. If your paper does not have a work cited page it will be marked as incomplete and you will not receive credit.**

**Breakdown of assignments**

**Participation/attendance 10%**

**Journals 10%**

**Projects 10%**

**Reading Responses 30%**

**Essays 40%**

**=100 %**

**Grading Scale**

90-100% A

80-89% B

70-79% C

60-69% D

 0 -59% F

**Warning:**

**\*You will need a “C” to pass this course and to count as transfer credit.**

You must complete all required writing to receive credit for the course. Completing all the major essays, short writings, drafts, and peer responses to the best of your ability will help improve your writing—and therefore your final grade. There may be opportunities for revisions for extra credit. As with any college class, grades can change significantly due to a single missed assignment or project. \*\***Do not presume if you are receiving a certain letter grade on most your assignments that it will be reflected in your final grade for the class.** The point system and your overall performance in-class will be strictly enforced.

**\*\*Rules for late Essays: I do not accept late papers. If I decide to accept your paper this will be determined by your credibility with me as a student and depending on your extenuating circumstance. If I decide to accept your paper you have two days to turn your paper into me and you will receive a 20-point deduction on top of your determined grade.**

**\*\*Attendance:** Attendance is highly important and if you fall behind in the daily assignments you **cannot** make them up. The canvas thread is closed and I do not re-open. Attendance is part of your participation grade and is worth 10% of your grade. **If you are on your phones and not participating in-class, I will only warn you once to put your phone away. If your behavior persists, I will mark you absent for that day and not notify you.**

**ABSENCES**

Students absent the first day of class will be dropped, unless prior arrangements have been made. Students who miss two classes the first week will also be dropped, no exceptions.

You are allowed **three excused absences** **for our Fall session.** Use these absences wisely and sparingly. If you are absent beyond your allotted excused absences your overall grade will drop by one letter grade. Keep in mind that I will not tally up your absences until the end of the session. It is up to you to keep track. For example if you have a solid “C” grade in this course by the end of the session, and have exceeded your number of absences, your grade will still drop and you will not pass this course. In addition you will also receive **participation points.** If you are absent, disruptive, on your phone you will not receive these points. These points will be added to your overall grade at the end of the semester.

**To note:** If you decide to use your “excused absences” on a workshop day or a day when a major project or essay is due you are **not exempted** from the work. You still have to turn in on time or make arrangements to turn in the work beforehand.

**Attendance is participation:**

Attendance and participation is worth 10% of your grade. Participation doesn’t mean *just* showing up for class as a body in the room, but being present and engaging in-classroom activities and discussion. If you’re on your phone, tablet, laptop, talking in-class, or doing anything that is distracting to my lectures and your learning, you will be warned once, and if the behavior persists you will not receive participation points for that day (meaning you will be marked absent).

**Absences regarding unexpected illness or personal matter outside of class:**

If you fall ill, death in the family, or a personal matter that takes you away from class, please consider dropping and taking the course at a later time. I understand life happens, but because this is an expedited course, we are limited on time, and there is no time to backtrack. A doctor’s note or work note does not excuse you from class. Please use your excused absences wisely, and sparingly.

**Absences continued:**

If you are absent it is your job to touch base with someone from class and collect the notes from that day. It is not my job to give a second lecture via email because you decided not to come to class. More importantly, this is your education and your responsibility.

**\*\*If you are absent from class, it is your responsibility to check on announcements and changes made to the schedule.**

**Rules on Tardiness:**

Tardiness/Leaving Early: Arriving more than 10 minutes late or leaving more than 10 minutes before the end of class will constitute an absence.

Additionally, every three tardies (lateness less than 10 minutes) will constitute an absence. You are to write a “T” for tardy next to your name when you sign in. Please be honest and make sure to do so. I will take attendance at the start of class.

**Writing Assignments**

**Low-Stake: 50 points each**

**Create Community project:** In your assigned groups you will develop three ideas to cultivate community in our classroom. Your ideas must be creative and a collaborative effort.

**Book Critique:** You will write a 1-2 page critique on your leisure book. In the critique you will summarize, quote passages, and bring in multiple conversations that speaks to your larger conversation.

**Meme Project:** In groups you will create a satirical social commentary about gender expectations or technology dependency. This is a group collaborative effort.

**High stake: 100 points each**

**Essay One: Pop Culture Argument:** You will write a 4-5 page essay about how popular culture influences the world around you. You must use a minimum of three credible sources from the Reedley academic databases. **(Electronic submission only)**

**Research Essay:** You willwrite a 5-6-page essay about the negative influence of celebrity teen role models or the negative influences of technology dependency. Including 4-5 credible sources from the Reedley academic databases.

(**Electronic submission)**

**Facilitating the conversation:** With a partner of your choice you will select an essay from Bad Feminist and facilitate a lecture to the entire class.

**Journals:** You will purchase a journal to catalogue your critical thinking skills and turn in your journal at the end of the semester.

**Final:** Timed Essay on “Bad Feminist” Open Book. (Blue book)

**Peer Workshop: 50x2=100 points** Twice this summer session, you will bring a typed copy of a draft of your essay to peer review with your group. The draft must be a minimum of 2 pages. You will also read your group’s drafts and give them feedback. Learning how to ask for feedback and learning how to give feedback are essential tools for college writing, so participation in these workshops should be taken very seriously. You will receive 25 points for the draft and 25 points for participating. If you cannot make it to the workshop date, **you may give your group your paper prior to the workshop date. However, I will need to see the copies before they are distributed and you will not receive the participation points.**

(Quintana, Monique 2018).

**Assignments continued…**

**Reading responses: You will write takeaways and responses from your assigned readings and post to canvas. Reading responses are 10 points each and worth 10% of your final grade.**

**Subject Material:**

During the semester, you will be required to read and watch material that is “R” rated. We will discuss public and social injustices. We will discuss marginalized communities, racism, and feminist texts. We will discuss, at times, issues that will push your thinking and challenge your belief systems. I strongly encourage you to have an open mind and to enter these discussions with sensitivity and awareness. If you have a problem with this, and do not follow my guidelines please consider dropping.

**A guide to emailing your professor**



A successful student exhibits professionalism. Many of the answers to your questions can be found from this syllabus, Canvas, and your Student Success Groups. If you need further explanation, please feel free to email me. If you are going to be absent once or twice during the semester, than no email is necessary. If you will be absent more than this, due to an emergency or other circumstance, please keep in contact and keep me aware of your situation. **You will address me as Dear Ms. Huertaz, or Prof. Huertaz.**

**You should include the following in the subject line of your email:**

Full Name, Class Title, Section Number, Subject of Email.

**Example:** Brent Staples, ENGL-1A-29864, Office Hours Appointment

Remember that your approach to emails is a **reflection** on you as a student. Please use a **professional tone of voice** in your email and **proofread** before sending. I want to be able to fully understand what you are saying, so I can help you as best as I can. Keep in mind I will only respond to professionalism.

**Be Prepared to Print**

A successful student comes to class prepared. Please make arrangements to print your drafts and other assignments before they are due. I expect everyone to arrive with printed copies of their essays on workshop day. If you have to leave class to print your rough drafts you will docked immensely because you are disrupting workshop and have not come to class prepared. With that being said keep in mind of due dates and make sure to have funds available on your card to print. I will not accept rough drafts via email for credit.

**What is the Cellphone and Electronic Policy?**



A successful student is mindful of their peers and professor. You should not be texting or using cellphones, laptops or other e-devices, unless I give you permission to use them for in-class research purposes. You should save texting and phone calls for our designated break-times. If you must text or make a call, you should quietly step outside of class. If you use your phone or other devices excessively in class, I will give you a warning, the second time you will take an absence for that class. After the warning, I will not tell you again I will simply mark you absent. Checking your phones or being on your phones is disruptive and rude and will affect your participation points in my class. If your leisure book is located on a tablet or phone application this must be cleared by me.

**Computer Access is REQUIRED!**



**Keep in mind: the majority of our work will be done on Canvas.**

* **If you’re not familiar with canvas, please make the time to familiarize yourself. If you’re having trouble and cannot view the course on canvas you will have to enable the class in the settings option. It is your responsibility to call canvas and fix this problem. Call Canvas or the SCCCD Helpdesk first before contacting me.**
* Reedley Canvas Support

(844) 629-6837

* [SCCCD Helpdesk](http://scccd.edu/studentlogin%22%20%5Ct%20%22_blank)

(559) 499-6070

You are required to have a regular computer, Internet access, and ability to print documents for this class.  **Do not attempt to do your assignments on a phone or tablet without a keyboard.** You will have readings uploaded to Canvas that I will require you to read, print, and bring to class. Accessing assignments via Canvas is a requirement, and it is important that you are able to print the assignments that I do not print for you.  If you do not have a home computer or the ability to print, **you can do both in the library**

Be Present and Not *Just* a Body in the Room.



A successful student is a present student. If you come to class and do not make an effort to actively engage in-classroom activities and discussion you are not participating and you will not receive participation points for that day; meaning you will be marked absent. If you come to class unprepared, play on your phone, or fall asleep you are not participating and you will be marked absent. If you come to class to chat with friends and be disruptive you will be marked absent and I will ask you to leave my class.

Please note: Even if English is not your major, I encourage you to enter this class with an open mind and to make an effort to make connections to the different texts that are presented in this course. What you learn in English is used across all disciplines and will be beneficial to you throughout the entirety of your academic career.

Don’t be a Jerk



A successful student is a respectful student. You need to be respectful to myself and to your fellow classmates. Be mindful of your tone and sensitive to your peers. Do not talk over people or undermine their experiences. Do not laugh when students share their experiences. Bullying will not be tolerated. Passive aggressive behavior such as negative comments will not be tolerated. Intimidation and creating a hostile environment because you disagree with a larger conversation or with your peers’ personal experience will not be tolerated. You are to act professional in my classroom. If you do not follow these rules, I will ask to leave. If your negative behavior persists I will dismiss you from class and request your immediate removal. In addition, if any students feel uncomfortable and are having problems with other students, please see me immediately so we can access the situation. We can speak before or after class. Remember I’m here for you and ultimately my job is to see you succeed at the end of the day.

 Be aware. Be mindful. Be courteous. Be professional.

Have an Open Mind



A successful student has an open mind. As I stated previously we will be reading, discussing, analyzing, and deconstructing texts that are weighted—meaning the larger conservations of a story, poem, news article, advertisement or contemporary issue may disagree with your personal and social political beliefs. For example: we will discuss feminism, racism, rape culture, gender expectation, sexism, misogyny, sexual assault, and marginalized communities (to name a few). In order to thoroughly analyze a text we must discuss these larger conversations and how they are connected. In addition, this is how you will begin to think critically about a text. Which is one of the main goals for this course. I encourage you to have an **open mind** and to enter into these discussions with an unbiased viewpoint. Remember this is a college course and I expect everyone to have an open mind, even if you do not agree, **leave your prejudices at home.** **Leave your ego at the door.** You are **students of academia** now, and I expect you to act accordingly. If you fail to comply, you will be removed from this course.

Create Community



A successful student is a helpful human in the classroom. As students of academia your job is to cultivate community in the classroom. What I mean by cultivate community is to be the best version of yourself. To ask question, to listen to your peers, to be helpful and kind. Don’t be afraid to speak to the person behind you, in front of you, or next to you. Spark a conversation, help a fellow classmate, stick up for someone, create a study group. Utilize the people and resources around you. If someone hasn’t purchased a book because of financial reasons perhaps share, or make copies for them. Be positive. Give someone props, a high five, a smile, for a good idea. Don’t be afraid to be speak up to people that are mistreating other students in class. More importantly, just be aware and kind, and think of ways to bring peace and solidarity to our classroom.

This is a Safe Space



 *“You don't get to turn someone's sanctuary into an unsafe space.”
―*[***Darnell Lamont Walker***](https://www.goodreads.com/author/show/6475018.Darnell_Lamont_Walker)

In my classroom you are students of academia. You are community builders. You are the best version of yourself. I want to express, and more importantly emphasize, that our classroom is a **safe space for learning.** Our classroom is a safe space for innovation, ideas, and inquiries. Our classroom is a safe haven and a peaceful environment. Anyone that disrupts our peace and creates unsafe spaces for students will be removed from this course. If anyone is disrespectful to his or her peers or myself, I will ask you to leave and drop you from my course. **\*\*In addition, homophobic and misogynistic rhetoric will not be tolerated. I take this very seriously—if I hear a student entering into these discourses, you will be removed from my class.** If our larger conversations challenges your belief systems, and ideologies, in way, where you can’t be open minded, and sensitive to the community around you, this class may not be the class for you. I encourage all students to stay, but remember in order for you to succeed, you must engage with the conversation. Failure to do so will affect your participation grade.

Your Education—Your responsibility



A successful student is a responsible student. Lastly, I want to emphasize that this is your education, thus your responsibility. I am the facilitator of information, your mentor, instructor, and guide guru through this course. It is up to you, to check announcements, to do the work, turn it in on time, take notes, ask questions, and be punctual and aware throughout the duration of this course. You are responsible for your grade, not me.

**College Policies**

**Plagiarism**

By enrolling in this course, you join a community requiring academic 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.

Remember to always quote and cite your sources appropriately, even if they are unpublished or from friends or classmates. An unacknowledged paraphrase, a patchwork from several sources, as well as the submission of someone else’s work (published or not), all constitute plagiarism in the eyes of the college, and **will result in a** **failure of this course**. Please ask questions if you’re ever unsure BEFORE you turn in work. **Ignorance IS NOT an acceptable excuse.** Scholars would agree that “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” (excerpt from CSUF’s Policies). You will automatically receive zero points on the assignment and the incident will be noted on your academic record if you are caught plagiarizing.

**Authority and Disciplinary Actions**

Instructors shall be in charge of their classes and students are under obligation to respect the authority of each instructor. Reedley College seeks to develop responsible, democratic citizenship among the students enrolled. Students are responsible for their conduct. Failure to adhere to the college’s standards will result in disciplinary action. The college reserves the right to exclude at any time a student who violates student conduct standards and/or is not taking proper advantage of the opportunities offered. (See Student Right to Know on page 10). Reedley College reserves the right to exclude at any time a student who, in the judgment of the administration, is not taking proper advantage of the opportunities offered.

**Important:**

In accordance with student conduct policy, if you are disruptive, and disrespectful, to myself, and to the atmosphere of my class, I will ask you to leave and not return for the following class session. **Your removal from class will count as absences against you. I will fill out a disruptive behavior report and recommend suspension or removal of my class depending on the severity of the situation. If you are caught cheating such as plagiarizing information on a paper I will fill out an academic dishonesty grievance against you. The end result may be removal, fail from class, or expulsion from school depending on the severity of what occurred.**

Accommodation: 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.



**A respectful student is a successful student.**

**\*\*Syllabus is subject to change at my discretion.**