

English 1AH Syllabus Fall 2019

Honors Reading and Composition

“All the things that are wrong in the world seem conquered by a library’s simple unspoken promise: Here I am, please tell me your story; here is my story, please listen.”

— Susan Orlean, *The Library Book*

Instructor: Deborah Lyons

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Email: You may contact me via the Canvas messaging system or by using the following e-mail address: deborah.lyons@reedleycollege.edu

Office Hours: Monday 1:00-2:00 (Virtual - available through Canvas or email), Tuesday 5:00-6:00, Wednesday 8:00-10:00, Thursday 1:00-2:00. Also, arranged as needed. Specific questions may be posted to the discussion board or sent via e-mail or Canvas messaging.

Class Times: Friday 8:00-10:50 (CCI 202)

Welcome!

What you can expect: Class sessions will involve lectures, discussions, group activities, and writing workshops. In addition to class time, you should allow for 8-12 hours per week for independent study. You will read roughly 50-100 pages per week from our assigned texts. Other weeks will include fewer pages from an assigned text, but will require you to locate sources and read and annotate these carefully on your own. Some weeks you will focus primarily on drafting or revising essays. You will use Canvas to submit assignments, find readings, review class presentations, and complete out of class activities. Get into the habit of checking Canvas and your school email daily.

This is a hybrid course, meaning that in addition to our weekly class meeting, you will complete work online through our learning system, Canvas. There you will engage with lectures, readings, and videos and will post reflections, take quizzes, and participate in discussion forums or writing workshops. Generally, online assignments will be due each Thursday at 8:00am.

Required Texts

- Orlean, Susan. [*The Library Book*](#). Simon and Schuster, 2018. ISBN: 978-1476740188
- Additional readings available on Canvas.
- A writing handbook with updated MLA guidelines such as *The Everyday Writer* or *A Pocket Style Manual*. The [Purdue OWL](#) website is also a good resource for all things MLA.

Catalog Descriptions

English 1AH

English 1AH focuses on reading, analyzing, and composing college-level prose, with emphasis on the expository: studying writing as a process; exploring different composing structures and strategies; editing and revising one's own writing; conducting research (gathering, organizing, evaluating, integrating, and documenting information), culminating in a term research paper using both traditional and original research. As an Honors section, this course is organized on a theme with a seminar approach. Students will write a minimum of 8,000 words in formal academic language.

Student Learning Outcomes

English 1AH

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)

Course Objectives

English 1AH

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
 - 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.

Required Course Work

English 1AH	
Categories	Percentages
1. Class participation	5%
2. Quizzes & Reflections	15%
3. Symposium Proposal	5%
4. Essays & Annotated Works Cited*	75%

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.*

Grading Scale for English 1AH

90 - 100% = A; 80 - 89% = B; 70 - 79% = C; 60 - 69% = D; 0 - 59% = F

Assessment

Class participation includes completion of writing and revision workshops as well as your contribution to group discussions. These are designed to help you build the skills needed to complete essay assignments. Ask questions. Contribute to group activities. Respond to your classmates thoughtfully. Take an active role in your learning.

Quizzes & Reflections include multiple choice and open ended questions based on assigned readings and class lectures. All quizzes are open note but you will be most successful if you thoughtfully complete the readings before taking the quiz. Reflections are written responses to assigned readings and will be completed outside of class.

Essays and Annotated Works Cited. Your grade will be based on four essays and the annotated works cited. Essay 1 is a personal narrative focused on your experience and opinions about the importance of reading. Essay 2 is a synthesis research paper based on an aspect of course themes such as the digitization of libraries. Essay 3 is a research paper based on *The Library Book* and the role libraries play in society. You will draw on multiple sources to craft a thoughtful and supported argument. In preparation for the research papers you will compile an Annotated Works Cited for each to demonstrate your close reading of the sources. Finally, Essay 4 will be a timed essay based on fiction with a theme related to libraries. The symposium proposal is based on a research project you will craft based on a topic of your choice.

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 are due at the start of class on the due date as a paper copy. Please print on one side of the page only and staple document in the upper left hand corner. Essays must also 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.** Keeping track of late assignments is more work than I want to do. Turn in assignments on time.

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 in a public library. You can also email an essay directly to me if Canvas is unavailable to ensure that your work is not counted as late. **Take responsibility for your timely completion of all assignments.**

Absences: Students are expected to attend all sessions of classes for which they are enrolled. Students will be dropped from the class if they fail to attend either of the first two class sessions of the semester. Students who come in after attendance has been taken will be considered absent. Students who leave early will be counted as absent. Further, if you fall asleep during class, use your phone, or use a computer for any reason other than what has been assigned for the class period, this will count as an absence. **Any student who has four or more absences by, October 11, 2019 will be dropped.**

Professional Behavior: Maintain a professional and respectful tone during our class discussions as well as in any online communication. No food is allowed in the classroom. Students will not be allowed to use their cell phones in class. Except for a note pad, pen, assigned text and handouts, all items including phones, backpacks, jackets (etc.) must be placed under the desk or on the back of your chair during class time. Use of computers is reserved for English 1A class

work. If it is found that you are doing anything else (web-surfing, email, work for another class, work that should have already been completed for this class, etc.) **you be will counted absent for the day.**

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. Other disruptive behavior includes (but is not limited to) using your phone, falling asleep, talking while the instructor is speaking, and having conversations not relevant to the class. Students who are disruptive will be given one warning and then asked to leave for up to two classes should the poor behavior continue. Students who continue to be disruptive will be reported to the dean of students for further disciplinary action.

Reedley College's Disruptive Student Policy: "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 [...] Reedley College's Student Code of Conduct Policy (Board Policy 5520 and Educational Code 76032) authorizes an instructor to remove a disruptive student from his or her class for the day of the removal and the next class meeting" ([See page 49 in the RC 2017-18 Catalog](#)).

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 2019-20 Reedley College Catalog.

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](#). 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: 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 talk to me as soon as possible. Contact Disabled Student Programs and Services (DSP&S) at (559) 638-0332 or visit their website for more information:
<http://www.reedleycollege.edu/services/dsp/LD.htm>

Other Resources: There are MANY resources available to students on campus. To name a few: [Emergency Services](#), [Health & Psychological Services](#), [Career & Employment Center](#), the [Reedley College Library](#), [Information for Dreamers](#), and [Counseling](#). 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.

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.

Changes to the Syllabus/Schedule

The instructor reserves the right to make changes as necessary for the benefit of the class.

Important Dates

August 12 (M)	Start of Fall 2019 semester
August 23 (F)	Last day to drop a Fall 2019 full-term class for full refund
August 30 (F)	Last day to register for a Fall 2019 full-term class in person
August 30 (F)	Last day to drop a Fall 2019 full-term class to avoid a "W" in person
September 2 (M)	Last day to drop a Fall 2019 full-term class to avoid a "W" on WebAdvisor
September 2 (M)	Labor Day Holiday (no classes held, campus closed)
October 11 (F)	Last Day to drop a full-term class (letter grades assigned after this date)
November 11 (M)	Veterans Day observed (no classes held, campus open)
November 28-29 (Th-F)	Thanksgiving holiday (no classes held, campus closed)
December 9-13 (M-F)	Fall 2019 final exams week
December 13 (F)	End of Fall 2019 semester

Semester Overview

Week 1	Introduction to course, Purchase Text Toni Morrison – “Nobel Lecture”
Week 2	Malcolm X, “Learning to Read” Richard Wright, “The Library Card”
Week 3	Richard Rodriguez, “Aria”
Week 4	Essay 1 Due
Week 5	<i>The Library Book</i>
Week 6	<i>The Library Book</i>
Week 7	<i>The Library Book</i> Symposium Proposal Due
Week 8	Essay 2 due
Week 9	Research strategies
Week 10	Tara Yosso - “Community Cultural Wealth”
Week 11	Annotated Works Cited due
Week 12	Drafts and revisions
Week 13	Essay 3 due
Week 14	Excerpts from <i>Tales from the Arabian Nights</i>
Week 15	Jorge Luis Borges – “The Library of Babel”
Week 16	Alice Munro – “Hard Luck Stories”
Week 17	Essay 4 due
Week 18	Final Exam and course wrap up