Spring 2019 English 1A-English 205

English 1A-54049: Reading and Composition 🖉 MW 10:00-11:50 (Hum 62)

English 205-56166: Strategic Skills for Success in English 🖉 F 10:00-11:50 (CC1 207)

**Instructor**: Deborah Lyons

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**Office Hours:**  Mon (1:00-3:00), Tue (10:00-11:00), Wed (12:00-1:00), Thur: Virtual (10:00-11:00) Virtual office hour held through Canvas- Conferences

**Welcome!**

**What you can expect:** Many of the texts we will read this semester raise questions about belonging, home, displacement, and how a community responds to those seen as outsiders. We will hear stories from refugees, poets, novelists, scholars, and more. In response, you will write four essays that articulate your own ideas as well as draw on research from a variety of sources.

Class sessions will involve lectures, discussions, group activities, and writing workshops.  In addition to class time, you should allow for 12-18 hours per week for independent study. While reading our novel, *What Is the What,* you will read roughly 150 pages per week. 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.

Growing as a writer and a reader takes time and effort. It also takes your belief that it is worth that time and effort. Determine now if you are committed to this goal. I am here to cheer you on through every step.

**Required Texts**

* Eggers, Dave. *What is the What.* Vintage Books, 2007. ISBN: 978-0307385901
* Shakespeare, William. *The Merchant of Venice.* Simon & Schuster, 2009. ISBN: 9780743477567
* Hacker, Diana. *A Pocket Style Manuel*, 8th ed. Bedford / St. Martin’s, 2018. ISBN: 978-1-319-05740-4
* Additional readings provided in class and available on Canvas.

**Catalog Descriptions**

*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*

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| **English 1A** | **English 205** |
| 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. |

**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. |

**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. |

**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 |

**Required Course Work**

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| **English 1A** | | **English 205** | |
| Categories | Percentages | Categories | Percentages |
| 1. Class Participation 2. Essay 1: Timed Exam 3. Essay 2: Analysis 4. Annotated Works Cited\* 5. Essay 3: Research Paper\* 6. Essay 4: Timed Exam | Required  10%  20%  20%  30%  10% | 1. Class Participation 2. Quizzes 3. Homework, writing, etc. 4. Research Paper 5. Final Exam | Required  30%  30%  20%  20% |
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| **Grading Scale for English 1A and English 205**  90 - 100% = A, 80 -  89% = B, 70 -  79% = C,60  - 69% = D, 0 -  59% = F | | | |

*\*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****.*

**Assessment**

**Class participation.** To be successful in this class, come prepared by completing assigned readings and homework before class begins. Ask questions. Contribute to group activities. In other words, take an active role in your learning.

**Essays and Annotated Works Cited.**  Your grade will be based on four essays and the annotated works cited. Essay 1 is an in-class, timed essay based on “Leave Your Name at the Border” by Manuel Muñoz, “Home at Last” by Dinaw Mengestu, or “My Two Lives” by Jhumpa Lahiri. Essay 2 is an analysis of *What is the What*, by Dave Eggers. Essay 3 is a synthesis research paper based on course themes. (Note: Although it is listed twice, you will only write one research paper for English 1A and 205. The research paper will count towards your final grade for both courses). In preparation for the research paper you will compile an Annotated Works Cited. Finally, Essay 4 will be an in-class timed essay based on *The Merchant of Venice,* by William Shakespeare.

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. Timed essay exams will be completed in class. All other essays are due at the start of class on the due date, as a paper copy and uploaded through Canvas to Turnitin.com, a plagiarism checking website. **Both the electronic and paper copies must be submitted on time to be accepted.**

**Quizzes.**Quizzes will be based on readings, grammar, and other key topics such as revision strategies. Quizzes are a mixture of multiple choice and short answer questions. 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.

**Homework.** Homework activities include contributing to Canvas discussion forum posts, writing and revising essay drafts, reading and annotating texts, researching, and quite a bit more. Be sure that you know what homework is required before leaving class each day. Group presentations will also be included in this category as they require preparation outside of class.

**Final Exam.** This will cover grammar and key concepts worked on throughout the semester such as sentence style, reading strategies, the writing process, MLA format, etc. Questions will be a combination of short answer and multiple choice.

**Class Policies**

*Late Assignment Policy:* **Late work is not accepted.** Missed in-class assignments, such as group presentations, revision workshops, writing activities, and quizzes, cannot be made up for any reason. Homework submitted to Canvas after the due date will receive a zero.

*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 a public library. You can also email an essay directly to me if Canvas is unavailable to ensure that it 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, March 15, 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 / 205 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](http://www.reedleycollege.edu/admissions-aid/Catalogs/Catalog_2017_2018.pdf)).

*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 2018-19 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](http://www.reedleycollege.edu/academics/tutoring-services/reading-and-writing-center/index.html). 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:* [Disabled Students Programs and Services](http://www.reedleycollege.edu/student-services/disabled-student-programs-and-services/index.html) provide specialized counseling, support services, and resources to students with temporary or permanent disabilities. For more information, contact Disabled Students Programs and Services at (559) 638-0332. If you are in need of an accommodation due to a disability please provide me with your notification of authorized services form from DSP&S so that arrangements can be made

*Other Resources:* There are MANY resources available to students on campus. To name a few: [Emergency Services](http://www.reedleycollege.edu/campus-life/911-emergency-services-and-safety.html), [Health & Psychological Services](http://www.reedleycollege.edu/campus-life/health-services/index.html), [Career & Employment Center](http://www.reedleycollege.edu/campus-life/career-services.html), the [Reedley College Library](http://www.reedleycollege.edu/campus-life/library/index.html), [Information for Dreamers](http://www.reedleycollege.edu/admissions-aid/financial-aid/financial-aid-programs/dream-act.html), and  [Counseling](http://www.reedleycollege.edu/academics/counseling/index.html). 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 to change policies on the syllabus or dates on the schedule.  Missing class or not checking Canvas is not an excuse for not being aware of any changes that are made to the schedule or the syllabus.

**Important Dates**

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| Jan 14 | Start of Spring 2019 semester |
| Jan 21 | Martin Luther King, Jr. Day observed (no classes, campus closed) |
| Feb 15 | Lincoln Day observed (no classes, campus closed) |
| Feb 18 | Washington Day observed (no classes, campus closed) |
| Mar 8 | Last Day to drop a full-term class (letter grades assigned after this date) |
| Apr 15-18 | Spring recess (no classes held, campus open) |
| Apr 19 | Good Friday observed (no classes held, campus closed) |
| May 20-24 | Spring 2019 final exams week |
| May 24 | End of Spring 2019 semester / commencement |
| May 27 | Final grades posted |

**Semester Overview**

The schedule below is an overview of assignments and due dates for the semester. All assignments and due dates are subject to change. This overview does NOT include all assignments. Pay attention to announcements in class for more, more, and more! Refer to Canvas for a more detailed schedule.

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| Week 1 | Syllabus – Introductions - Purchase Texts  “My Two Lives” – Lahiri, “Leave Your Name At the Border” - Muñoz |
| Week 2 | “Home At Last” – Mengestu |
| Week 3 | **Essay 1: Timed Essay Exam** |
| Week 4 | “Home” – Shire  *What Is the What* - Eggers |
| Week 5 | *“*For Want of Water”  *What Is the What* - Eggers |
| Week 6 | “The Danger of a Single Story” - Adichie  *What Is the What* – Eggers |
| Week 7 | “If a Story Moves You, Act On It” – Msimang  *What Is the What* – Eggers |
| Week 8 | **Essay 2: Due**  Introduction to research paper |
| Week 9 | Research strategies |
| Week 10 | Writing Strategies – Topic proposal due |
| Week 11 | Annotated Works Cited workshop |
| Week 12 | A**nnotated Works Cited Due** |
| Week 13 | Source Inclusion & Synthesis – first draft due |
| Spring Recess | |
| Week 14 | Revision Workshop & Conferences - revised draft due |
| Week 15 | **Essay 3 Due**  *The Merchant of Venice –* Shakespeare |
| Week 16 | *The Merchant of Venice –* Shakespeare |
| Week 17 | *The Merchant of Venice –* Shakespeare |
| Week 18 | **Essay 4: Timed Essay Exam (1A), Final Exam (205)** |