

SPRING 2019

ENGLISH 1A: READING AND COMPOSITION

- TUESDAY/THURSDAY, 12:00PM-1:50PM, HUM 62, #51099

ENGLISH 205: STRATEGIC SKILLS FOR SUCCESS IN ENGLISH

- TUESDAY/THURSDAY, 2:00PM-2:50PM, CTL1, #56167



INSTRUCTOR CONTACT:

Eileen Apperson

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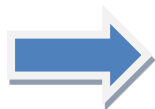
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English 1A Catalog Description: “Reading, analyzing, and composing college-level prose, with emphasis on the expository; studying writing as a process; exploring different composing structures and strategies; editing and revising one’s own writing; conducting research (gathering, organizing, evaluating, integrating, and documenting information,) culminating in a term research paper and annotated bibliography.”

English 205 Catalog Description: “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.”



Further Description: Throughout your college and professional careers you will be called upon to express yourself and your ideas in written form. English 1A is designed to help you develop your reading, writing, and critical thinking skills that are necessary to communicate effectively. Every reading and writing assignment, class activity, and lecture is carefully created with this goal in mind. English 205 is intended to support students with attaining these goals.

With the aforementioned intent and the English 1A/205 Course Outlines of Record as guides, note that we will be covering a **large** amount of reading, writing, and class participation. Be prepared. The suggested rubric for study time outside of class is as follows:

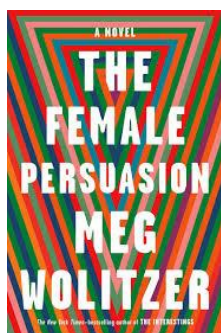
High school level: 1 hour in class = 1 hour out of class studying

College level: 1 hour in class = 2 hours out of class studying

For additional differences between high school and college-level work and the differences in writing for college courses, see the following documents in Course Materials on Canvas:

- Differences Between HS and College Writing
- Essay Requirements HS.ENGL1A
- How is College Different from High School

Required and Optional Text/Materials:



Required: Wolitzer, Meg. *The Female Persuasion*. Riverhead Books: New York, 2018.: *This is the One Book/One College selection for 2018-2019. Meg Wolitzer will be at Reedley College on in March 2019.*



Required: External drive, either flash drive or a cloud: *Keep all your work accessible.*



Required: Examination Bluebook: *For short answer and essay exams on texts.*

NOTE: If course materials are not obtained by the second week of the semester you may be dropped from this course.

What it takes to succeed in this English 1A/205 class:

- Possess curiosity and practice inquiry
- Enter the academic conversations within your major
- Come to office hours and possibly seek tutoring
- Be attentive to writing and reading practices
- Adhere to the following guidelines:

Participation: Class participation is vital. Since regular in-class writing and activities will be collected, your final grade will suffer the consequences of lack of attendance or lack of required materials. Being late to class is disrespectful. You may be urged to drop the class if you are habitually late to class. It is a good idea to check Canvas and email regularly. If you miss class it is your responsibility to find the information on Canvas before the next class session.

Absences: The class will adhere to the Reedley College catalog attendance policy which states: *Students are expected to attend all sessions of classes for which they are enrolled. Excessive absence will jeopardize a student's satisfactory progress in a class. Students may be dropped from a class if they fail to attend the first class session of the semester. As a guide, during the semester up to the final drop date, any student who misses more than two weeks of class meetings may be dropped.*

Reading Assignments: We will be reading a large amount of materials every week. Failure to complete these reading assignments will be detrimental to your final grade.

Peer Response Workshops: Workshops are beneficial to both writer and reader; therefore, you will be workshopping your writing throughout the semester. Failure to submit your writings to the workshopping sessions will result in a lowered final grade. You will be graded on both having material prepared for workshop and the quality of your responses to others' writings.

General Writing Assignments: This class requires the completion of various graded writing assignments. All assignments must be completed within the timeframe provided and in an appropriate MS Word document (no PDF, Pages, Wordpad etc. formats). Written assignments must be in MLA format and **on time**. Please keep all of your prewriting and drafts of each out-of-class paper--I may ask to see your writing processes before accepting assignments.

Papers with careless proofreading and/or sufficient revision will be returned ungraded or receive a failing grade.

English Department Student Error Statement: Your instructors at Reedley College want you to be successful in your classes and therefore request you submit your best work. Successful students in reading and writing classes make sure that they carefully address the prompt, proofread their writing, and follow MLA guidelines.

Please note that an instructor may choose to read only the first page or less of an assignment and return it to you with little or no feedback if the paper demonstrates lack of attention to correctness. This paper is also likely to receive a failing grade.

Successful students do the following:

- Follow their instructor's instructions and pay close attention to the rubric requirements.
- Seek assistance from the Reading and Writing Center, Tutorial Center, or Smarthinking
- Ask their instructor for guidance during his/her office hours
- Look for answers in their MLA handbook or online at the PurdueOWL website

(<https://owl.english.purdue.edu/owl/>) DAYS BEFORE their paper is due.

Paper Due Date Policy: All assignments and papers are due on the due date at the beginning of class unless otherwise instructed. If submitting online, **papers are due by 9:00 am on the due date.** Assignments and papers may be submitted within one week of the due date for a reduced grade of at least 20%. No assignments/papers are accepted after one week passed the due date. Why a strict late assignment policy? To reinforce responsibility and time management skills needed in academics and the real world.

Revisions of written work: Some of your written work is revisable for a possible increased grade. In order to revise, you must first meet with me regarding the paper. You may then submit a revision along with the required Revision Checklist (obtained from me during your meeting) and previously graded work. Any revisions turned in without substantial revision of content will not be accepted. **Each revisable paper may be revised only once.** Why only once? So you make smart, critical decisions on the content of your work after coming to office hours and/or attending tutorials.

Plagiarism/Cheating: Plagiarism is the act of using another person's words OR IDEAS as your own with no citation for their work. Cheating includes having anyone else complete your work for you or turning in a paper you have written for another class. You will be caught, receive no credit on the assignment, and reported to the administration. If plagiarism and/or cheating are suspected, you may be asked to provide drafts of your written work and submit your paper to turnitin.com, a plagiarism-checking service. Keep all drafts of your writing assignments for these purposes.

The following is taken from page 49 of the Reedley College Catalog:

Academic Dishonesty

Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. 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.

Cheating

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. 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, or

failing to disclose research results completely.

Plagiarism

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. 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 in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may 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 and depending on the severity and frequency of the incidents.

In short, don't cheat or plagiarize.

Respectful Learning Environment: Be considerate of others. Come to class prepared to share equally and respect the opinions of others. Read, listen, and participate attentively. **Do not use your phone during class. Do not use the computers for anything other than instructed.** Why? Because we all need to practice extending our attention spans and preparing for the professional world. Failure to comply will result in being asked to leave the class.

Instructor Contact: Academia is a professional environment. When addressing your instructors, refer to them as Mr., Mrs., Ms., or Dr. unless they have asked to be referred to by their first names. Be sure that all correspondence is professional (no text-language emails) and follows all conventions of proper English usage (correct punctuation and grammar). Again, we are reinforcing real-world skills.

Grading: You will be graded on a point system scale. These points will vary on the assignment and weight of the assignment. Grades will be available on Canvas. If you are failing the course at mid-term, you may be dropped from the class.

Accommodations: Please inform me of any special circumstances you might have. If you have special needs as addressed by the Americans with Disabilities Act (ADA), including alternate media requests, please notify me immediately. Reasonable efforts will be made to accommodate your needs.

Policies are subject to change in order to create a positive learning environment. All assignments are subject to change. The weight of graded materials may be modified at any time.

Percentages are as follows for English 1A:

Academic papers* grade=70%

20+ pgs. (Number, length, and revising varies)

General writing assignments grade=25%

8+pgs. Annotated Bibliographies* (revisable once)

9+pgs. Prospectuses for various assignments (not revisable)

10+pgs. Other various writing assignments (not revisable)

8+pgs. Timed Essay Exams/Final (not revisable)

Participation and preparation for in class discussion/workshopping, etc.=5%

12+pgs. Workshop responses (not revisable)

20+pgs. Book responses/notes (not revisable)

20+pgs. In-class writings/activities (not revisable)

Percentages are as follows for English 205:

Preparation/Participation=30%

In-class quizzes/activities=30%

Out-of-class homework/writing=30%
Written final=10%

Additional assignments may be added at any time.

*As per the English 1A Course Outline of Record and English 1A rubric criteria, you must write a passing research paper and annotated bibliography to be eligible to pass this class.

100% - 90% = A, 89% - 80% = B, 79% - 70% = C, 69% - 60% = D, 59%-50% =

A final, important note: Keep in mind that in this class, and for your entire academic future as well, your education is dependent upon you. Your instructors are resources and facilitators. It is you who is responsible for the learning that takes place. And as George Washington Carver once said, “Ninety-nine percent of failures come from people who have the habit of making excuses.” Be open to learn.

The English 1A Course Outline of Record contains the following Student Learning Outcomes:

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)

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 guidelines.
 - 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(s) 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

The English 205 Course Outline of Record contains the following Student Learning Outcomes:

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

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

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.

ENGLISH 1A/205 SCHEDULE—SPRING 2019

This overview does NOT include all assignments. All assignments and due dates subject to change. Updates will be given in class and on Canvas.

| | | |
|---------|---|--|
| Week 1 | Syllabus; Introductions; Reading & Writing Center enrollment; Buy textbooks; In-class preparation and assignments | In-class preparation and assignments |
| Week 2 | Bring all assigned books to class; class activity/in-class writing | Part One of <i>The Female Persuasion</i> due; Timed essay exam and book notes due; Class activity/in-class writing Class activity/in-class writing; |
| Week 3 | Class activity/in-class writing | Additional assigned reading due. Timed essay exam and notes due; Class activity/in-class writing; drop deadline this Friday |
| Week 4 | Class activity/in-class writing | Part Two of <i>The Female Persuasion</i> due; Timed essay exam and book notes due; Class activity/in-class writing |
| Week 5 | Class activity/in-class writing; Paper 1 due for workshop | Paper 1 due; Class activity/in-class writing |
| Week 6 | Paper 1 due for workshop; Class activity/in-class writing | Part Three of <i>The Female Persuasion</i> due; Timed essay exam and book notes due; Class activity/in-class writing; Class activity/in-class writing; Class activity/in-class writing |
| Week 7 | Class activity/in-class writing; | Class activity/in-class writing |
| Week 8 | Class activity/in-class writing | Part Four of <i>The Female Persuasion</i> due; Timed Essay Exam. Library Instruction; Class activity/in-class writing |
| Week 9 | Class activity/in-class writing | Class activity/in-class writing; Mid-term exam on rhetoric; last day to drop a class this Friday |
| Week 10 | Class activity/in-class writing | Class activity/in-class writing |
| Week 11 | Class activity/in-class writing | Annotated Bibliography and Prospectus (paper 2) due for workshop |
| Week 12 | Annotated Bibliography and Prospectus (paper 2) due; Class activity/in-class writing | Conferences |
| Week 13 | Paper 2 due for workshop | Paper 2 due; Class activity/in-class writing |
| Week 14 | Class activity/in-class writing | Class activity/in-class writing |
| Week 15 | Class activity/in-class writing | Annotated Bibliography (paper 3) due; Prospectus (paper 3) due |
| Week 16 | Conferences | Class activity/in-class writing |
| Week 17 | Paper 3 due for workshop | Paper 3 due; Revisions due |
| Week 18 | Final: Timed Essay Exam | |

