

English 1A– ONLINE: Reading and Composition

Spring 2019—SECTIONS 56052 and 56071

INSTRUCTOR: PROFESSOR CAREY KARLE

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Office Hours * Office CC1 214

Monday-Wednesday-Thursday 11:00-11:50

Friday Virtual Office Hour (Zoom) 10:00-10:50

WELCOME!

The purpose of this course is to assist you on your journey to becoming a better academic reader and writer. However, in order for this class 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.

Catalog 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.

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)

Course Objectives

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
 - Describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings.

Lecture Content

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 defensible 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

Required Texts and Supplies. NO E-Books, please!

1. Atwood, Margaret. *The Handmaid's Tale*. Anchor Books, 1998. ISBN: 978-0385490818
2. Bradbury, Ray. *Fahrenheit 451*. The 60th Anniversary Edition. Simon & Schuster, 2013. ISBN: 978-1-4516-7331-9
3. Ream of Paper. You will need to print the syllabus, schedule, essay guidelines and more.

Required Course Work

Grade Categories and Percentages	Grading Scale
1. Quizzes (5%)	90 - 100% = A
2. Discussion Boards, Journals, Etc. (10%)	80 - 89% = B
3. Timed Essays and Two Annotated Works Cited (10%)	70 - 79% = C
4. Two Essays and Final Annotated Works Cited (55%)	60 - 69% = D
5. Research Synthesis Paper (20%)	0 - 59% = F

Class participation is defined as reading the class assignments; joining in the exchange of opinions in group and/or whole class discussion; starting appropriate new items for discussion; and, perhaps most important of all, asking 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.

I do not accept late work, nor do I allow for make-up work. This means you need to be online and do the work as assigned. The only exception for late work is for the first two essays and the first two annotated works cited as outlined below in the Late Paper Policy.

Remember, I do not allow for make-up work. This means you need to stay focused and check the schedule early each week.

Late Paper Policy

The first two essays and the first two annotated works cited assignments are accepted up to two days late. However, the grade on these essays and works cited assignments is dropped one full letter grade. This means if the essay or annotated works cited earns an A, the grade will be dropped to a B. This policy is only for the first two essays and first two annotated works cited assignments.

Checking Grades

- Grades are available on Canvas. You should check your grade regularly.
- If a grade has not been recorded, first check email and/or weekly announcements to see if the assignment (such as an essay) has been graded. Please, do not email a day or two after an essay has been submitted asking for the grade. It does take a few days to grade essays.
- Also, do not email me asking "what do I need to get on an assignment to pass the class." You can place the "what if / what score" game on your own through Canvas. As long as an assignment has been created in Canvas, through Grades you can play with scores.

Weekly - Semester Schedule

An overview of the semester is found below and can also be downloaded. Each Friday, an email will go out with reminders of the work needed to be completed the following week. All work and due dates noted in this weekly email are the most recent and accurate!

Attendance Policy

- Your online contact will be monitored through the Canvas discussion board, essays, miscellaneous assignments, and e-mail. **You need to make your presence known every week.**
- Failure to post to the discussion board for two weeks and/or complete assignments, without contact with me, will mean that you are no longer participating in the class, which means you may be dropped from the class by week nine.
- **If you do not complete ALL assignments for day one AND for week one, you will be dropped from the class.**

Plagiarism and Cheating

1. If it is discovered that you have cheated or plagiarized on an assignment—at any point during the semester—you will receive a zero on that assignment and perhaps a failing grade in the class. Additionally, a plagiarism report will be filed with the administration. *Plagiarism of the final essay for the semester will result in a failing grade in the class.*
2. *Plagiarism means to pass off the work of others as your own. Plagiarism is dishonest and represents an attempt to obtain the benefits of a college degree without doing the work.*
3. For more information about plagiarism and cheating, refer to the Current Class Schedule (Campus Policies).
4. **Bottom line:** Do not copy someone else's words or ideas without giving him/her credit. Do not use another student's paper as your own. Do not use a paper you wrote from another class in this class. Do not use a paper you wrote for this class in a previous semester. Do not have another person write the paper for you. All of these are forms of cheating. You will receive a zero on the assignment (whether it is

something plagiarized on your papers or on the discussion board) and a report will be filed with the college administration for their review. Please be advised that you will submit the final drafts of your papers through Turnitin.com (through links on Canvas), so if you do plagiarize, you will be caught.

Computer Requirements

Because this is an online class, you **MUST** have reliable internet access. You **MUST** also have a back-up plan for problems with technology. Know where you can go for free Wi-Fi. Know who you can go to for computer use if yours should malfunction. Back up all work in progress and final assignments through email, the Cloud, a flash drive, etc. Review the **COMPUTER REQUIREMENTS** below carefully.

Skills Needed:

- *Know basics of word processing (saving files, using spell check, using grammar check, moving text, inserting page numbers, creating page breaks, using the help function, etc.)*
- Know how to access and navigate the Internet (use a browser, utilize search engines, save and or print from the Internet)
- Know how to send e-mail and attachments

Hardware Needed:

- Pentium (PC) or Mac equivalent
- *Home Internet access is desirable. You can use the computers on campus, but they are not always available. You need to know when each lab is open and available for drop-in use. Also, know if your local library has computers available with Internet access.*
- If your home computer crashes, is in need of repair, or you lose Internet access, you must find an alternative way to complete the required work on time for this class. This means, of course, that you need to constantly back up the work from your hard drive to a flash drive or other source. This also means avoiding completing assignments at the last minute.

Software Needed:

- The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF).
- Adobe Reader. This can be downloaded for free. Essays may be returned to you in PDF form. Most handouts will also be uploaded as PDFs.

DO NOT:

- **DO NOT** send me links to a Google Doc. The only exception is for the first annotated works cited—which is completed in a group. If you use Google Docs, you **MUST** copy/save your file in WORD before uploading the file to TURNITIN.
- **DO NOT** use Pages, Word Pad or Microsoft Works. These programs are not powerful enough **AND** I cannot read these files.
- **DO NOT** submit PDF versions of your work! I need to be able to use the Comments function in Word to respond to your essays and other assignments.

EMAIL

1. **An e-mail address is essential.** The college uses college email accounts. You must use your college account for this and any Reedley College class. You can set your sccd.com email to forward to another email account.
2. **I use e-mail to communicate with the class as a whole, with groups, and with individuals.** Whether you have Internet and e-mail access at home or on campus, you should plan on checking your e-mail at least every other day—once a day is preferred. DO NOT use your cell phone as the primary means of checking/reading email. Phone screens are too small; therefore, you are not easily able to view the whole picture when reading email. Additionally, many phone programs do not allow for spell check on email messages, so refrain from using your phone as a primary means of communication with me.
3. **When you send an email, you must be specific in the message and always sign your name.** Your email address does not necessarily identify who you are unless you are using your sccd account. *I do not read or respond to email if I do not know the sender.*
4. **In the subject line, include the class and section number.** I teach multiple classes as well as serve as department chair, so I received quite a few emails each day. In order to respond quickly, I need to match you to the correct class—which means you need to add the section number as well (i.e., English 1A-56052 or 56071).
5. **In addition, remember, when you email me, your instructor—your English instructor—you are not text messaging or emailing a friend. You need to run spell check and think about the way you are writing, for example, do not use lower case i's when using the first person pronoun "I".**
6. **After sending an email, look for a response!** This might sound like common sense, but I am always surprised by students who send an email with an urgent question or an important question about an essay or grade, to which I reply in a timely manner with a question or further information, and it takes three or four days for a response from the student.
7. **One more note about email—do not send email out of anger or frustration.** Do not send an email immediately after seeing a grade if the grade was not what you expected. If you have a question about a grade or comments made on an essay, take some time to think carefully about what you want to ask.

Accommodations for Students with Disabilities

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 Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Time Commitment and Essential Information

- When this class is taught face-to-face, students meet with an instructor/class for FOUR unit hours over the course of eighteen weeks. The average amount of homework for a unit hour is two-three hours. This means that the time needed for this class, online, is about TWELVE to SIXTEEN (12-16) hours per week during a normal eighteen week semester.
- It is important to understand the time commitment necessary to be successful in this or any online class. While online classes do offer flexibility, there are limitations. Students can not complete work in any order and at any time during the semester. Assignments, skills, and knowledge are expected to build on one another. Final grades are due the Monday after final exams; therefore, deadlines for assignments during the semester must be respected.
- It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc. This means you should check the Canvas announcements on a weekly basis and your e-mail daily (or at least every other day).
- It is your responsibility to officially withdraw from this and/or any course. Failure to do so may result in an "F" grade being awarded.
- Because this is an online class, and we are using Canvas, it is important to understand proper Netiquette. Rules for Netiquette apply in all emails, journals, discussion boards, etc. To review rules, copy and paste this link: <http://www.albion.com/bookNetiquette/0963702513p32.html>

Helpful Hints

- Keep a copy of each of your papers. This protects you if I should happen to lose one of your papers. You should save your work on your hard drive and back up your work to a USB or other storage device.
- Keep track of your work. You should save all of your work until the end of the semester so you can double check your final recorded grade. Of course, check your grade regularly throughout the semester.
- Should you discover that you are unable to regularly attend class (online) for whatever reason, it is imperative that you discuss this with me as soon as possible. Telling me of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable.

IMPORTANT DATES

January 14 (M)	Start of Spring 2019 semester
January 21 (M)	Martin Luther King, Jr. Day observed (no classes held, campus closed)
January 25 (F)	Last day to drop a Spring 2019 full-term class for full refund
February 1 (F)	Last day to register for a Spring 2019 full-term class in person
February 1 (F)	Last day to drop Spring 2019 full-term class to avoid a "W" in person
February 3 (SU)	Last day to drop a Spring 2019 full-term class to avoid a "W" on WebAdvisor
February 8 (F)	Last day to change a Spring 2019 class to/from Pass/No-Pass grading basis
February 15 (F)	Lincoln Day observance (no classes held, campus closed)
February 18 (M)	Washington Day observance (no classes held, campus closed)
March 8 (F)	Last Day to drop a full-term class (letter grades assigned after this date)
April 15-18 (M-Th)	Spring recess (no classes held, campus open)
April 19 (F)	Good Friday observance (no classes held, campus closed) (classes reconvene April 22)
May 20-24 (M-F)	Spring 2019 final exams week
May 24 (F)	End of Spring 2019 semester/commencement

OUR FINAL

Monday, May 20 – Final Paper Due before 11:00 PM

Paper Policy

All papers must be typed, saved as WORD files, and follow MLA guidelines. Read and review the PAPER POLICY below carefully.

1. All papers must be revised and typed in accordance with MLA guidelines. It is expected that you learn various functions in WORD to format your papers correctly. Watch the MLA format video carefully, use the HELP function in WORD, and google "how to X" as needed.
2. All work leading to your final paper must be kept—for example, all prewriting, rough drafts, peer responses, and any other work produced. ***There are no exceptions to this policy.***
3. Word Processing Formats: The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF). *Do not use Microsoft Works or any other program that does not allow for easy conversion. Using WordPad is unacceptable. If you have Pages, you must learn to convert files to WORD so they can be submitted to TURNITIN and read by others. I do not accept **Paper files, Google Docs, or PDF files!!!***
4. If an essay is due and you cannot access Canvas, probably Canvas is down. Don't stress—wait a little bit and try again. When this happens, watch for email messages from me. Of course, if an essay is due and the Canvas is down, I will not hold you to the original due date. I will email and post to Canvas (once it is up again) the revised deadline.
5. All essays will be turned in through TURNITIN through links on Canvas. *TURNITIN is a website that detects plagiarism.* This means that if you copy and or copy/paste writing from a website, another published source, or from a previous student of mine, without properly quoting and citing the source or sources, the plagiarism will be detected. You will be "caught."
6. Should I discover while reading your essay that you have not run spell check or sufficiently proofread and edited your work, I will discontinue reading and return the essay to you. You will then have until the following week to revise the paper (the return date will be clearly marked for you). The highest grade such a "returned" paper can receive is a "C."
7. You will be required to share some of your essays in progress for peer review. We will have at least one type of Writer's Workshop for each essay. All students are required to post a rough draft or outline (as directed) for each Writer's Workshop (with minimum writing completed as announced in weekly emails). The Writer's Workshop will take place on the discussion board in a forum set up specifically for each essay.
8. We will be doing various types of writing assignments this semester—and each essay will be based on a reading. Before beginning an essay, a discussion will be completed. The discussion boards receive a grade separate from the essay.
9. With all our writing assignments, process will be focused upon as well as final product.

10. At my discretion, sentences and/or paragraphs may be taken from essays or other assignments and shared with the class to help illustrate grammar concepts, writing concepts, MLA guidelines, and more.
11. Graded papers are returned to you through the GRADES section of Canvas as quickly as possible. It is expected that you open, print, and read all comments on all returned essays. They contain comments about the essay and about writing to help you grow and improve as a writer.
12. If something happens to your computer and/or Internet and an essay (or other assignment) is due, ***email me, of course, using another computer or your phone***. Do not wait until everything is back up before contacting me. Moreover, you need to back up your work on a moveable storage device. Public libraries have computers with Internet access—work can be completed in places and on computers other than those we have at home!

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!

Week 1	Syllabus – Writing Questions - Group Work - Introductions Purchase Texts Quiz-1: Syllabus Quiz and Paper Policy Quiz <i>Fahrenheit 451</i> – Introduction	Week 10	<i>The Handmaid's Tale</i> – Finish Quiz-9: Atwood Reading Quiz Timed Essay Exam-2
Week 2	<i>Fahrenheit 451</i> – Parts One-Two (pages 1-106) Quiz-2: Building Sentences	Week 11	Quiz-10: Using Apostrophes Rough Draft – Paper 2
Week 3	Timed Essay Exam-1 Finish <i>Fahrenheit 451</i> Quiz-3: Bradbury Reading Quiz	Week 12	Quiz-11: Using Quotation Marks Paper-2 Due
Week 4	Article(s) Annotated Works Cited-1 (Group Project)	Week 13	Research – Synthesis
Week 5	Rough Draft – Paper 1 Quiz-4: Recognizing and Revising Fragments	Week 14	Prospectus Due
Week 6	Quiz-5: Revising Run-Ons. Paper-1 Due	Week 15	Research Sharing
Week 7	<i>The Handmaid's Tale</i> – chapters I-VI Article(s) Quiz-6: Writing Concise Sentences	Week 16	Final Annotated Works Cited Due <i>Remember—this one counts as a paper grade</i>
Week 8	<i>The Handmaid's Tale</i> – chapters VII-X Quiz-7: Using Commas	Week 17	Research-Synthesis Paper Due – Late work NOT accepted
Week 9	<i>The Handmaid's Tale</i> – chapters VII-X Quiz-8: Using Semicolons Annotated Works Cited – 2 Due	Week 18	Finals Week – Our Final: Monday, May 20 Final paper due before 11:00 PM

Spring Break: April 15-19