Spring 2019 English 1A

English 1A-56055: Reading and Composition 🖉

**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.

This class is conducted entirely online through Canvas. You will study lectures, contribute to discussions, take quizzes, and participate in writing workshops.  You should allow for 12-18 hours per week for 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. Get into the habit of checking Canvas and your school email daily. Consider changing your notifications settings to receive messages and announcements directly to your phone or email.

With the exception of some writing workshop activities, assignments each week will be due on Sunday at 11:59 pm. Sometimes you will need to complete items by Wednesday of a week. Deadlines are strict for all assignments.

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 available on Canvas.

**Catalog Descriptions**

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| **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. |

**Student Learning Outcomes**

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| **English 1A** |
| 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**

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| 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    * 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. |

**Lecture Content**

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| English 1A |
| 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 |

**Required Course Work**

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| **English 1A** | |
| Categories | Percentages |
| 1. Class Participation 2. Quizzes 3. Essay 1: Timed Exam 4. Essay 2: Analysis 5. Annotated Works Cited\* 6. Essay 3: Research Paper\* 7. Essay 4: Timed Exam | 10 %  10%  10%  20%  10%  30%  10% |
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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** includes completion of writing and revision workshops as well as your contribution to discussion forums**.** These are designed to help you build the skills and work towards your essay assignments. Ask questions. Contribute to group activities. Respond to your classmates thoughtfully. 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 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. **Essays 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. A missed quiz is equal to a zero, and no make-ups are allowed.

**Class Policies**

*Late Assignment Policy:* **Late work is not accepted.** Quizzes and class participation assignments 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:* Your attendance in this online class will be through your participation in weekly assignments and discussion posts. If a student does not log into the course during week one, they will be dropped. If you do not completion assignments during a week, you will be considered absent. **Any student who has missed two or more weeks by March 15, 2019 will be dropped.**

*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. Maintain a professional and respectful tone in the discussion forums and writing workshops, as well as in any online communication with the instructor or other classmates.

*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.  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 weekly emails 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, & “My Two Lives” - Lahiri |
| 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)** |