**English 205 (56168): Strategic Skills for Success in English**

Instructor: Robert Howell

Email: robert.howell@reedleycollege.edu

Office Hours: By appointment- Library

Course Time and Location: T&TH 1-1:50 PM, CTL 1

Add/Drop: 2/1-3/8

**Required Texts, Materials and Expenses**

* A notebook, or binder to use during class and to keep work in
* Additional essays, handouts, and articles will be photocopied and provided for you, or posted on Canvas
* Computer access, ink, paper, stapler, and copying supplies

**Course Description/Overview**

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**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | |  | |
| **Course Objectives:**  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. | | |
|  | |
|  |
|  |
|  |

**Work of the Course**

Reading strategies

Annotation

Patterns of organization

Vocabulary

Rhetorical Situation: Audience, purpose, and voice

Writing strategies

Generating ideas

Outlining

Creating drafts

Revising essays to improve, focus, and strengthen ideas

Editing essays for clarity and use of academic language

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

Writing Assignments:

This class is meant to supplement Eng. 1A, but it still is for credit and therefore will have extra assignments. Therefore, our writing assignments will generally focus on personal and educational reflection. The four writing assignments in this course consist of-

Value Affirmation Interview

2 Reflections Compositions

Reflection on semester growth

**Electronic Submissions:** As directed, you will typically submit your second drafts of writing projects to Turnitin, via Canvas, for electronic feedback and assessment. Essays that do not meet length, formatting, or file type requirements may be returned to you for revisions and/or receive a lower grade. You are responsible for ensuring your essay file submissions to Canvas are correct and on time. I will not accept emailed assignments or hard copies when electronic submissions are required.

**Grading**

1. Class Participation- 30%

2. Attendance- 30%

3. Workshops 10%

4. Value Affirmation Interview- 10%

5. Composition Reflection 1- 5%

6. Composition Reflection 2- 5%

6. Final Reflection- 10%

Grading Scale

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

0 - 59% = F

Expect turnaround for grades to be about 1 ½ to 2 weeks after the assignments have been turned in. Daily assignments will be graded in 1-2 days.

**Course Policies**

Attendance:

Attendance Policy: Students are expected to attend every class. Should you miss over 20% of the classes (4 classes), you will automatically fail the course. There is no distinction between excused/unexcused.

The exceptions to this policy are planned, excused absences due to participation in a college sponsored organization (athletics, music, etc.) or religious observances. Those absences MUST be arranged with me BEFORE the date of absence in order to avoid penalty. ***Whether excused or not, it is your responsibility to keep up with your class work.***

*.*

Canceled Class

Should I have to cancel class for any reason, I will send out a mass email as soon as I know for sure. Then, I will notify Chris Buzo, Administrative Aide to the Dean of Fine Arts and Humanities, who will have the canceled class posted on the door. Make sure to check your email daily to know if class is canceled or not.

Classroom Conduct:

At times, we will enter conversations and have discussions that may be sensitive to you or some of your classmates. I expect that all discussion comments and workshop comments be respectful and professional. I will not tolerate personal attacks. Please remember this is a course for adults and as such you may read or come across adult language, images, and/or themes. I expect that you will keep an open mind and remain professional. Students who are disrespectful or unprofessional will be asked to excuse themselves from class.

There are times when electronic devices are appropriate and valuable to our class sessions. With that in mind, when the devices are a distraction to you, your peers, or me, then said devices must be turned off and put away. I reserve the right to make that determination. If you are expecting an important call or need to have your phone on in case of an emergency, please turn the ringer off and let me know. Be respectful of the class, if you need to answer your phone, please quietly leave the classroom, take your call (it should be brief) and quietly come back in.

Email:

You are welcome to email me with questions or concerns that you may have about the class or work that is due. If you email me during the weekday between 9-5, then it is reasonable to expect a response the same day. Although you may occasionally receive emails from me during non-business hours, please do not expect to hear from me on weekday evenings, weekends, and breaks or holidays. If you are absent from class, please do not email me to ask what you missed or if there was anything important that we went over about which you should know. You should contact your classmates for that information.

Your SCCCD email address will be the official means of communication for this course. Because Canvas and WebAdvisor both use your SCCCD email for communication, I will not send email to non-SCCCD accounts, nor will I respond to email sent to me from non-SCCCD accounts.

Late Work:

I do ***NOT*** accept late work. Remember, being absent from class does not excuse you from turning in an assignment on time. If we have an assignment due on the day you miss class, then you should email it to me, or find a classmate to bring it to class for you.

Revision Policy: Every student will have the opportunity to revise one major essay for full-credit (journals and workshops not included) per semester, other than the final essay in the course.

Workshop: All students will present a rough draft of their essay to the class, and the class will engage the essay with positive feedback and constructive criticism. While uncomfortable for most, the goals of workshop outweigh the negative aspects:

1. Read an essay out loud to catch mistakes, gage “readability”

2. Positive reinforcement for strengths in writing

3. Constructive criticism for improvements

4. See and hear the writing of others

5. Listen to instructor’s direct feedback on essays for how to meet guidelines and improve

Not showing up for a workshop will result in an automatic zero for the workshop grade in the gradebook. Please email a copy of your rough draft to me before the start of the class period in which you are up to present.

The Writing Center:

You are encouraged to utilize the campus Writing Center. In my experience, students who take advantage of this resource notice a greater improvement in their work, and, therefore, their grades. More information about their services can be found on Reedley College’s Website, or at the Writing Center.

**College Policies:**

Finally, our class is regulated by the college’s policies on Students with Disabilities, Academic Dishonesty, Cheating, and Plagiarism.

Students with Disabilities:

Reedley College makes reasonable accommodation for persons with documented disabilities. If you have a need for an academic accommodation or alternate materials, i.e., Braille, large print, electronic text, etc., per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please notify the instructor as soon as possible and no fewer than 24 hours before any work is due. If possible, please notify me within the first two weeks of classes so arrangements can be made early in the semester. If you have a disability or believe you have one that requires accommodation, please contact the Disabled Students Programs and Services (DSPS) office for additional information as soon as possible. Information regarding your temporary or permanent disability will remain confidential.

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. If a student is found to be cheating, they will automatically fail the assignment. A second incident will result in the student automatically failing the course.

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.

Tentative Schedule Spring 19-

Week 1:

01/15: First day, syllabus, class expectations, accessing canvas, course assignments, get-to-know-you.

01/17: Check-in. Value Affirmation Exercise. Reading time.

Week 2:

01/22: Check-in. Introduce Value Affirmation Assignment. Reading Time.

01/24: Check-in. Value Affirmation Assignment work. Sample Value Affirmation Assignment. Reading Time.

Week 3:

01/29: Check-in. Value Affirmation Assignment work. Review concepts from class. Reading Time.

01/31: Check-in. Value Affirmation Assignment Drafting. Reading Time.

Week 4:

02/05: Check-in. Rough draft of Value Affirmation Assignment due at the beginning of class. Peer-2-Peer review VA (Concepts). Reading Time.

02/07: Check-in. Peer-2-Peer review VA (Line Edit). **Essay due by the end of class time.** Reading Time.

Week 5:

02/12: Check-in. Work time for Narrative Essay. Reading Time.

02/14: Check-in. Work time for Narrative Essay. Reading Time.

Week 6:

02/19: Check-in. Introduce Composition Reflection 1. Sample Introduction. Reading Time.

02/21: Check-in. Sample Body Paragraph. Reading Time.

Week 7:

02/26: Check-in. Sample Conclusion. Reading Time.

02/28: Check-in. Brainstorm time for CR1. Reading Time.

Week 8:

03/05: Check-in. Worktime for CR1. Reading Time.

03/07: Check-in. Worktime for CR1. **Meg Wolitzer presentation, 7PM in RC cafeteria.**

Week 9:

03/12: Check-in. Rough draft of Composition Reflection 1 Due. Peer-2-Peer review (Concepts).

03/14: Check-in. Peer-2-Peer review CR1 (Line Edit). **CR1 due by the end of class.**

Week 10:

03/19: Check-in. Introduce CR2. Work time for Comparison Essay.

03/21: Check-in. Work time for Comparison Essay.

Week 11:

03/26: Check-in. Find a source. Brainstorm for CR2.

03/28: Check-in. Cite a source. Work time for CR2.

Week 12:

04/02: Check-in. Review concepts from class. Work time CR2

04/04: Check-in. Work on Summary. Work time CR2.

Week 13:

04/09: Check-in. Quotation practice. Work time CR2.

04/11: Check-in. Paraphrase practice. Work time CR2.

Week 14:

04/15-04/18: **No School, Spring Break**

Week 15:

04/23: Check-in. Rough draft of CR2 due by the beginning of class. Peer-2-Peer workshop CR2 (Concepts).

04/25: Check-in. Peer-2-Peer workshop CR2 (Line Edit). **CR2 Due by the end of class.**

Week 16:

04/30: Check-in. Introduce Final Reflection Assignment. Work time Final Essay.

05/02: Check-in. Work time Final Reflection Assignment. Work time Final Essay.

Week 17:

05/07: Check-in. Work time Final Reflection Assignment. Work time Final Essay.

05/09: Check-in. Work time Final Reflection Assignment. Work time Final Essay.

Week 18:

05/14: Check-in. Rough draft Final Reflection Assignment due by the beginning of class. Peer-2-Peer workshop FRA (Concepts).

05/16: Check-in. Peer-2-Peer workshop FRA (Line Edit). **FRA due by the end of class.**

Week 19:

05/20-05/24: **Final Exam Week**