

ENGL 1A: College Reading and Composition - Spring 2019

Instructor: Gilliann Hensley

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ENGL 1A (56085)

ENGL 1A (56472)

Room: CCI 202

Room: PHY 75

Time: TTH 2:00PM - 3:50PM

Time: TTH 6:00PM - 7:50PM

Course Overview

English 1A is designed to engage students in the kind of critical thinking and analysis required at the college/university level. As noted in the course catalogue, you 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 your own writing; and conduct research (gather, organize, evaluate, integrate, and document information), culminating in a term research paper. Over the course of the semester you will write a minimum total of 6,000 words in formal academic language.

Required and Recommended Texts and Materials

The Norton Field Guide to Writing with Readings, 4th Edition - Bullock and Goggin

The Little Seagull Handbook - Bullock, Brody, and Weinberg

Additional reading materials that will be supplied to you via Canvas

A notebook for in-class writing/journaling/note taking

Access to a computer and the internet (for communicating by email, completing class work, etc.)

Course Content

Since the class is designed to cultivate critical thinking and analysis through reading and writing, emphasis is placed on exposition: studying writing as a process, exploring different composing strategies and structures, editing and revising, conducting research, and learning to critique peer writing.

Writing is not simply a demonstration of one's ability to write. Writing is a tool: a strategy for generating ideas, for analyzing information, for inventing responses, critiquing your own thoughts (or the thoughts of others), or for creating a record of your thinking. In this class, writing will serve many purposes. Because of this, you will be asked to write for many different reasons, in a variety of genres. Using research strategies, you will also be expected to incorporate material from outside sources to support your own position.

Reading and writing are very similar meaning-making performances. Class discussions about the reading will enhance your ability to write responses to what you read. Through the reading assignments, you will learn to model your approach to writing and develop a better understanding about form, rhetorical framework, and the use of evidence in writing. I will expect that when you read an assignment, you will have read the text actively, making notes in the margins and/or highlighting the main points. Therefore, it is not recommended that you rent your books for this course.

Course Objectives

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

- A. 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
 - 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
- B. Complete a timed essay independently in class
- C. Summarize and comprehend college-level prose (will include a full reading)

Course Requirements

Below you'll find the main requirements of the class that make up the work that you will be assessed on over the semester. As we go, I'll explain more about each assignment and how that assignment will be graded, but here are some of the things that you can expect.

Writing Projects

Since this is a class about strengthening our skills as writers, Writing Projects will make up a major portion of the work that you do over the semester. You'll write a total of three major essay projects—a Personal Essay/Literacy Narrative (100 pts), a Rhetorical Analysis (100 pts), and a longer Research Essay (200 pts)—as well as a Final Portfolio (200 pts). Each of these projects will require revision across multiple drafts and mandatory participation in workshops. ***Failure to turn in a draft will result in my refusal to accept other drafts—and may result a grade of ZERO for the final draft.***

The writing that I ask you to do across these projects will emerge from the concepts, processes, and issues that we discuss as a class. All of these projects will encourage you to choose topics and texts that are important to you and that connect to the theme of each unit. I will provide prompts at the beginning of each project so that you have a clear idea about what you are required to do. Keep in mind that as we move through the semester, each writing project will challenge you to add more knowledge, skills, and practices to what you already know from the previous project.

Pre-Writing Portfolio

In connection with the research paper, I will ask you to complete a small portfolio of preparatory work that will help you to generate ideas and will act as the foundation for your re-

search paper later in the semester. It will include such activities as a project proposal/discovery draft, an outline of tasks you'll need to accomplish, and an annotated bibliography. You will be given a prompt with more details later in the semester.

Reading Responses

Reading and writing go hand in hand. The reading that we do in class will be necessary for our topics of class discussion, for modeling approaches to writing, and for developing a better understanding about form, rhetorical approach, and the use of evidence in writing. As a result, over the semester I will assign a number of reading responses (in the form of a triple entry journal). I expect that when a reading assignment is due, that you will have read the text actively. That means that you have annotated your text, will have questions to ask, and will be ready to engage in discussion with others about the reading. You are required to participate every day when readings are assigned. Generally, you will be expected to read between 50 and 70 pages a week.

Quizzes

Throughout the semester, I will assign in-class quizzes on the reading that we do together. These quizzes will be unannounced—so make sure you are always prepared by doing the assigned readings. They will be short answer questions and will allow me to gauge how well you understand the reading and concepts, how you respond to them, and also if you are keeping up with the reading in general.

Participation

Participation in the class is mandatory and will be a necessary part of your success in this class. As such, you need to come to class everyday prepared with homework done and ideas to share. Graded class participation will include small group work, small group workshopping, on-line workshops/assignments, student conferences, and large group discussions.

Workshopping is an important part of this class. It gives you the opportunity to get audience feedback on your writing. It is also an opportunity to get ideas for approaching writing tasks, to understand the range of rhetorical components—beyond grammar—that are available for revision, and to assess a piece of writing for its rhetorical effectiveness. Participating in these workshops is **mandatory** will help you to read and revise your own work with more fluency and expertise.

You will also be required to visit the Reading and Writing Center at least once during the semester. This visit will be worth a portion of your participation grade for the course.

Final Exam

At the end of the semester, I'll ask that you complete a final exam in the form of an essay in which you talk about your learning over the semester, referencing strategies and concepts, as well as talking about what the work you've done reflects about your understanding of what you've learned.

Grading and Evaluation

Since our course is focused so heavily on academic writing, the majority of your class grade will revolve around the longer essays that you will produce over the semester. It is vital that you do not ignore these writing projects, or else your grade will be impacted severely. The breakdown below explains how your letter grade will be calculated. Percentages are based on a total of 1000 points.

Category	Percentage of Grade
Writing Projects	60%
Reading Responses	5%
Quizzes	5%
Pre-Writing Portfolio	5%
Participation	15%
Final Exam	10%

100-90% = A 89-80% = B 79-70% = C 69-60% = D 59% and below = F

**Remember that it is important to turn assignments in on time, whether you are in class that day or not. Sometimes assignments will be due on Canvas, but unless stated, please be sure to bring all completed work to class. If you miss an assignment for any reason, you have one week to turn it in late for half credit.

Course Policies

Attendance

Participation (in class discussions/activities, workshops and other group work, etc.), and thus regular attendance, is important to your success in this course. This means not only showing up to class, but also being prepared each day by completing the writing and reading homework assignments—as much of what we learn and do takes place in the classroom. **As such, students missing more than 4 days (a total of two weeks of class) will not be eligible for a passing grade.** Please keep in mind that there are no excused absences—so make sure that you reserve your absences and use them wisely. If you are absent, it is your responsibility to check the schedule (as well as any announcements or adjustments to the schedule) and make sure that you keep up with the work that you missed.

It is also important that you show up to class on time, as coming in late is disruptive to class. You will receive a tardy each time you are 15 minutes late, with three tardies equating to an absence. Remember, too, that each day you receive Participation points for work that we do in class, and so regularly missing large portions of the class will begin to seriously affect your grade in that category.

Disruptive Behavior

Do not use class time to prepare for or complete assignments for your other classes. Do not talk about things irrelevant to the subject matter of this course when you are assigned for group activities in class. When working in groups, while I understand that the urge to socialize and get off topic is always there, this can be distracting to other groups trying to get work done, and so staying on track and on task is important. Also, we will be having a number of class discussions, and while we all have different opinions and beliefs, it is important to always treat each other respectfully. Please avoid talking during lectures or allotted reading time. For more on appropriate classroom behavior, please see the Student Code of Conduct.

Use of Technology/Personal Electronics

As a courtesy to myself and your fellow classmates, please turn off your phones and other devices. If you prefer to use a laptop or tablet for note-taking that's fine, but please do not use your device for things irrelevant to the class or task at hand. There may be times, for example, when we use the class set of laptops for research and other activities. Additionally, it is important to note that you will need access to a computer, the internet, and a Reedley College email outside of the classroom environment, for the purpose of completing assignments (in .DOCX format, please), or for communicating with me and your fellow classmates.

Accommodations

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

Plagiarism and Cheating

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit, which can include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. This includes plagiarism—the misuse (whether intentional or accidental) of the published and/or unpublished works of others by misrepresenting the material (their intellectual property) used as one's own work. Please be sure that you use MLA format when citing the words and ideas of others, and if you aren't sure, ask—either in person or by email. Please note that whenever you turn in a major writing project, you will be required to turn

And please remember, as a member of this class, you join a community that requires intellectual integrity. When you write your name on an assignment, you take credit for the work contained, whether that be an entire text or only a sentence. Plagiarism, cheating, and other forms of academic dishonesty demonstrate a disrespect of the community and will not be tolerated. Violation of this policy will result in serious harm to your learning, to your grade, to your standing in class, and perhaps to your standing at the college. Keep in mind that you will be asked to submit major writing projects to Turn It In.

Instructor Comments

One of the main goals of ENGL 1A is to help you to learn to write and revise on your own. For that reason, I will limit my comments on your essays to three drafts this semester. This means that you can and should ask me for written comments three times this semester. After that, you can always ask me to meet up with you in person to discuss your writing. However, you'll always have a rubric to help you understand where you stand on any given essay, even if you every draft doesn't get extensive written comments. Also, since we'll have multiple peer workshops over the semester, you'll be getting plenty of feedback to work with to help you revise from draft to draft.

Since we'll, for the most part, be turning in these essay projects on Canvas, you'll just have to leave me a note when you submit the essay if you want written comments.

Email Policy

It is often necessary to communicate via email—this does not mean that it is appropriate to email me with every little question. In general, I will not respond to emails with questions that can be answered by looking at the syllabus, the class schedule, the college website, or Canvas. I also will not respond to emails about technological problems as I am not tech support and likely do not know why Canvas will not let you log in, for example. I encourage you connect with your fellow classmates, and exchange emails or contact them on Canvas so that you can assist each other with questions you might have—as well as get the details on anything you might have missed due to absences and the like. This is a good step toward building the kind of learning community we aspire a classroom to be.

And remember, it is your responsibility as a member of this class to be aware of its requirements at all times—so read the syllabus thoroughly and keep it somewhere you won't misplace it!

Tentative Class Schedule

(This schedule is tentative, and thus subject to change. You will be informed if and when changes occur.)

Week 1

Tues. Jan. 15: Introductions, Syllabus, Introduction to Canvas, First Day Writing/Discussion

Homework: Read Ch. 1 (p. 3-9) in *The Norton Field Guide to Writing (NFGtW)*.

Thurs. Jan. 17: Group and Class Discussion: Expectations of Academic Writing vs. Writing in H.S., Introduce Triple Entry Journal, Writing Center Visit(?)

Homework: Read over the syllabus fully—on Tuesday there will be a Syllabus Test (counts toward Participation). Read Ch. 2 (p. 10-32) in *NFGtW*.

Week 2

Tues. Jan. 22: Syllabus Test, Reading Like a Writer: Activity/Discussion, What Is Annotating?, Introduction to First Unit/Writing Project 1

Homework: Read Ch. 3 (p. 33-44) *NFGtW*. Read “Mother Tongue” by Amy Tan (p. 649-655) and complete a Triple Entry Journal (TEJ) on Canvas.

Thurs. Jan. 24: “Shitty First Drafts” w/ C-o-G Activity, Summarizing and Responding (Activity/Discussion), Discuss Reading

Homework: Read Ch. 10 (p. 73-93) in *NFGtW*. Also, I’d like for you to do some brainstorming and idea generation for your own literacy narrative (WP#1) after you’ve read the chapter (see assignment on Canvas).

Week 3

Tues. Jan. 29: Form vs. Function: Rethinking Our Ideas About the Essay, Genre Discussion: Literacy Narrative

Homework: Read Ch. 4 (p. 45-52) in *NFGtW*. Also, read “Se Habla Español” by Tanya Maria Barrientos (p. 645-648)—complete a TEJ on Canvas.

Thurs. Jan. 31: Habits of Mind (Lecture/Activity), Discuss Reading, Giving Productive Feedback

Homework: Read Ch. 30 in *NFGtW*. Work on your first draft of WP#1—you will turn in a copy to Canvas, as well as bring 2 copies to class Tues. for a workshop activity.

Week 4

Tues. Feb. 5: Giving and Getting Feedback, Workshop Draft 1 of WP #1

Homework: Read Ch. 27 (p. 289-297) in *NFGtW*. Be prepared to discuss and work with concepts in class.

Thurs. Feb. 7: Generating Ideas and Text, Time to Work on Drafts

Homework: Work on the second draft of WP #1—bring three copies to class on Tues. (one for me, two for workshop).

Week 5

Tues. Feb. 12: Workshop Draft 2 (WP #1), Generating a Plan for Revision

Homework: Read “Rebel Music” by Daniel Felsenfeld (p. 640)—complete a TEJ on Canvas.

Thurs. Feb. 14: Discuss Readings, Time to Work on Drafts (?)

Homework: Work on your final draft of WP #1. They will be due on Canvas by Tuesday before class. Read Ch. 5 and 6 (p. 55-60) in *NFGtW*—take notes and be prepared to work with concepts in class.

Week 6

Tues. Feb. 19: Introduce Writing Project #2 (Rhetorical Analysis), The Rhetorical Situation: Purpose and Audience, Conference Time Signup

Homework: Read Ch. 7, 8, and 9 in *NFGtW* (p. 61-70). Be prepared to discuss and work with concepts in class. Also, do some brainstorming and idea generation for WP #2 (see assignment on Canvas).

Thurs. Feb. 21: The Rhetorical Situation: Genre, Stance, Media/Design, Practice with Analyzing for the Rhetorical Situation

Homework: Read “Changing the Face of Poverty” by Diana George (p.675)—complete a TEJ on Canvas.