

**Instructor:** Gretchen D Fischle  
**Course:** English IA  
**Section:** 52867  
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**Work Phone/Text:** 559-906-0206  
**Office Hours:** W, Th, F 2-3 pm  
**By appointment please reach out either by email/Canvas message, text, or phone**

**Course Description:**

Reading, analyzing, and writing college-level prose with emphasis on the expository; studying writing as a process; exploring different writing strategies; summarizing; editing, and critiquing; conducting research (gathering, organizing, evaluating, integrating and documenting information).

**Course Objectives:**

1. Employ one or more prewriting strategies such as outlining, free-writing, and/or clustering.
2. Analyze and respond orally and in writing to the thematic content in professional essays and texts.
3. Identify and critique orally and in writing each author's purpose, audience, voice, and style in professional essays and texts.
4. Write summaries, paraphrases, and critiques that accurately reflect and/or evaluate professional essays and texts.
5. Plan and construct essays that incorporate coherent thesis statements, topic sentences, transitions, and supporting sentences.
6. Plan, organize and write an effective, timed in-class essay.
7. Plan and construct essays that incorporate introductory paragraphs which include various audience-involvement strategies; body paragraphs that coherently develop subtopics, and concluding paragraphs that unify the essay and reinforce the thesis.
8. Plan and construct essays using different analytical or thematic modes.
9. Plan and construct argumentative essays that demonstrate adequate and applicable research by stating a position clearly and providing substantiating evidence.
10. Plan and construct an 8-12 page thesis-driven research essay that demonstrates the ability to access print and electronic resources and to document them appropriately according to MLA and/or a similar professional documentation system.

**Student Learning Outcomes: Upon completion of this course, the student will be able to:**

1. Write expository essays that demonstrate an understanding of detailed and organized introductory, body, and concluding paragraphs at the transfer level.
2. Analyze and interpret professional texts, including one book-length work, in terms of the author's purpose, voice, and style.
3. Avoid errors in conventions and to write clearly with regard to grammar, punctuation, and sentence structure.
4. Write an 8-12 page thesis-driven essay that demonstrates the ability to analyze, interpret,

evaluate, and document source materials appropriately according to current MLA and/or a similar professional documentation system.

**Required Texts:**

*The Writer's Practice: Building Confidence In Your Nonfiction Writing* by John Warner

ISBN: 978-0-14-313315-5

*There, There* by Tommy Orange

ISBN: 978-0525-43614-0

**Distance Learning Classroom Expectations:****1. Communication Policy:**

- Preferred method of communication is email
- I am available via email, text, video conferencing, and phone during my office hours. I will respond to any correspondence within a 24-hour time frame. If I have not responded to you within those 24 hours, please resend your communication.

**2. Attendance and Drop Policy:**

- **Attendance:** You are marked present each week by engaging in the required course content. Remember, this is more than simply logging in (see participation below). Every Sunday an announcement will be made to remind you of what is due for that week. **All due dates will be Sunday at 11:59 pm for that week's class assignments.**
  - Major Assignments at times will be given more than one week to complete
  - The final exam will follow the final exam schedule issued by RCC
- **Participation:** For our class, simply attending or logging in does not equate to participation.
  - Participation is
    - taking risks
    - asking for clarification
    - sharing insights or points of confusion
    - pushing your written responses/feedback as much as you can
  - Graded class participation will be included in your grade, some examples of these assignments are
    - Small-Group Work,
    - Class Discussions
    - Writing Workshops.
  - Regular class participation is required and will be a necessary part of your success in this class. Therefore, you will need to
    - Be prepared, with homework done and ideas to share.
    - Sharing and responding with the class means working cooperatively in groups be willing to share some of your writing
    - listen supportively to the writing of others
    - give complete and thoughtful responses.

- **Drop Policy:** If you have not completed the first assignment by day 4 (8/19/2020) of this course, you will be automatically dropped from the course.

### 3. Late Work:

- Should you need to turn in late work, please refer to the late work policy below. Whatever the case, it is your responsibility to make sure your assignments reach me in a timely fashion.
  - Every day an assignment is late it will result in a 1% drop in your grade until there are no longer redeemable points. This policy does allow for you to come back from unforeseen issues that might arise during the semester and allow you some grace in completing assignments.

**MLA Style Format:** All writing projects must be formatted with one-inch margins, though the default word processing program 1 inch top/bottom and 1.25 left/right are acceptable, Times New Roman or Ariel 12 point font. The length of these writing projects will vary from 2 to 12 pages. You will need to bring copies of your writing projects during workshops; I will advise you when you need to bring copies. For more on MLA Style Formats, see the MLA Style Formats Guide on Purdue OWL online.

### Grade Scale:

In an attempt to streamline and demystify the grading scale, I have chosen to use a grading system that is simple and straightforward. If you have any questions about your current grade or standing in my class, feel free to ask or check Canvas. The following is the grade scale that will determine your grade based on the point totals at the end of the semester:

#### Grade Scale for Course:

<b>900-1000</b>	<b>A</b>
<b>800-899</b>	<b>B</b>
<b>700-799</b>	<b>C</b>
<b>600-699</b>	<b>D</b>
<b>0-599</b>	<b>F</b>

## College Policies/Procedures

### Students with Disabilities:

If you have a documented disability that may require classroom accommodations, please see me immediately after class, or contact the FCC Disabled Students Programs and Services (DSP&S) office in Building A, or call (559) 442-8237 for assistance. If you think that you may have a learning disability but are not sure, DSP&S may still be able to assist you. All information will be kept confidential (Statement as provided by FCC DSP&S).

### Academic Dishonesty:

Students at Fresno City 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 (FCC Student Handbook).

**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, or failing to disclose research results completely (FCC Student Handbook).

**Plagiarism:**

Plagiarism is a specific form of cheating and is 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 encouraging, permitting, or assisting another to do any act that could subject him or her discipline.

Incidents of cheating and plagiarism may result in a variety of sanctions and penalties that 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 (FCC Student Handbook).

**Academic Responsibility:**

In college, there are different expectations, different sets of requirements, and different levels of responsibility. You, as a student in this class, have a responsibility to yourself and to the class to do the work required of you, to attend and participate during class time, to ask questions of the instructor or your classmates if you do not understand or want more information, and to know what assignments have been turned in and where you stand with your grade. The instructor has the responsibility to be prepared for every class, to answer any questions and consider any feedback, to provide in a timely manner helpful and honest suggestions for revisions on your essays, and to be available to you for questions and concerns outside of class. This syllabus acts as a contract between the student and the instructor and these responsibilities are part of the guidelines for your participation and success in this class. ***The instructor has the right to make adjustments to this syllabus as needed throughout the semester.***

**Schedule of Assignments:****Unit One: Understanding The Writing Process & Cultivating Your Writing Process**

*(Course Objectives covered in this Unit: 1,2,3,4,7; Please see above)*

**Week 1, Aug 10-14** Introduction to the course and getting to know each other

Zoom Meeting on Wednesday 8/11/2020 6PM

**Week 2, Aug 17-21** Getting Started: Who are you as a writer?

Section I of *The Writer's Practice (TWP)* pp 1-40

**Week 3, Aug 24-28** What is "The Writing Process"? & Discovering your own process

**Week 4, Aug 31-Sept 4** Writing a personal narrative about a personal narrative

Personal Narrative Writer's Workshop

Read and Complete activities in Section I of TWP pp.41-66

### **Unit Two: Analytical Writing**

*(Course Objectives covered in this Unit: 1,2,3,4.5,6; Please see above)*

**Week 5, Sept 7-11** Exploring Ethical Dilemmas and Analyzing Conspiracy Theories

Section III of TWP pp.67-82

*There, There (TT)* pp. 3-78 (Prologue - Part I)

**Week 6, Sept 14-18** Rhetorical Analysis of Commercials and Humor

Section III of TWP pp. 83-95

TT pp. 81-155 (Part II)

**Week 7, Sept 21-25** The Rhetoric of Politics and History

Section III of TWP pp. 96-112

TT pp. 159- 225 (Part III)

**Week 8, Sept 28-Oct 2** Avoiding dealing in Absolutes and Logical Fallacies

Section III of TWP pp. 113-120

TT pp. 229-290 (Part IV)

### **Unit Three: Research and Argument & Research Paper I**

*(Course Objectives covered in this Unit: 1,4,7,8,9,10; Please see above)*

**Week 9, Oct 5-9 Summarizing and Responding to others' writing & Rhetorical Analysis**

Section IV of TWP pp. 121-135

Mid-Term Reflection Due

**Week 10, Oct 12-16 Understanding Resources & Annotated Bibliography**

Section IV of TWP pp. 136-151

Annotated Bib Paper I Due

Prospectus Paper I Due

**Week 11, Oct 19-23 Crafting an Argument and Thesis Statement**

Section IV of TWP pp. 152-162

Research Paper I Outline Due

**Week 12, Oct 26-30 How to plan and anticipate naysayers in your writing**

Section IV of TWP pp. 163-173

Research Paper I Due

**Unit Four: Research and Argument & Research Paper II**

(Course Objectives covered in this Unit: 1-10; Please see above)

**Week 13, Nov 2-6 Research Paper II Pre-writing and Planning**

Deconstructing Prompt

Brainstorming Topics for paper

Writing a thesis statement and research questions

**Week 14, Nov 9-13 Research Paper II Researching & Planning**

Creating an Outline, Annotated Bib, and Prospectus

Outline Research Paper II Due

Annotated Bib and Prospectus Research Paper II Due

**Week 15, Nov 16-20 Research Paper II Drafting & Revising**

Draft One Research Paper II Due

Writer's Workshop

Draft Two Research Paper II Due

**Week 16, Nov 23-27 Research Paper II Editing and Publishing**

Editing Activity

MLA Checklist Activity

Writer's Workshop

**Final Portfolio/End of Term**

(Course Objectives covered in this Unit: 1-10; Please see above)

**Week 17, Nov 30- Dec 4 Writing Conferences via Zoom and Reflection**

Section VI of TWP pp. 231-233

**Week 18, December 7-11**

Final Portfolio due and Final