

English 1A

Spring 2020

Jamie Barker

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Mon--Wed 6:00 pm -- 8:05 pm Dinuba Campus

Dear English 1A scholar,

Welcome to my classroom, and into this English course in which you have the opportunity to develop your reading and writing skills and prepare you for the kinds of writing you will do in future academic courses. Here is the course description:

Reading, analyzing, and composing college-level prose, with emphasis on the expository; studying writing as a process; exploring different composing structures and strategies; editing and revising one's own writing; conducting research (gathering, organizing, evaluating, integrating, and documenting information), culminating in a term research paper and annotated bibliography. Students will write a minimum of 6,000 words in formal academic language.

My advice to you as you start out on this academic journey: see yourself as a scholar. Not merely as a student--but a scholar. A scholar's focus is on learning, including the entire learning process, which sometimes means getting it wrong. Allow yourself to fail. Learn from it and do it better next time. A scholar's end goal is to become a more educated, well-rounded, informed, and interesting person. It's not just about passing the course; it's about improving yourself as a human, and in turn making our world a better place.

See yourself as a scholar, and you will become one.

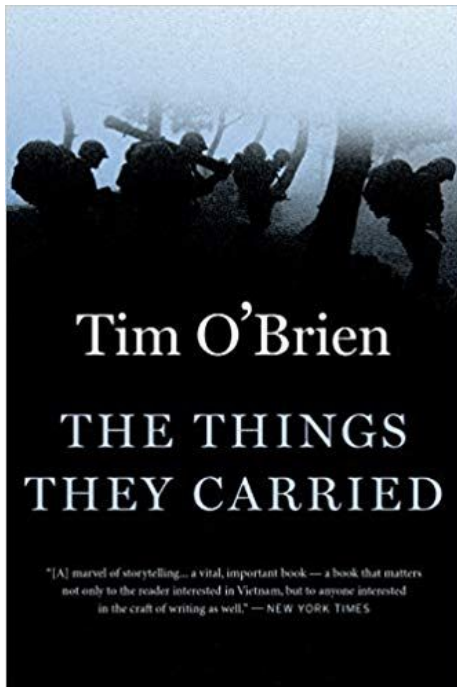
Please feel free to talk to me after class or contact me by email if you have any questions. I am here to help you in your scholarly progress, and am honored to be your professor.

Jamie Barker



You are responsible for all the information contained in this syllabus.

Required Texts and Materials:



The Things They Carried

ISBN-10: 0544309766

Notebook/folder for taking notes and holding handouts

Colored pens, highlighters, post-it notes--whatever works for your annotating

A USB Flash Drive (also known as a jump drive or thumb drive) to save your work

If course materials are not obtained by the second week of the semester, you will be dropped from this course.

Class Policies and Procedures

Attendance

Students who do not attend the first class meeting will be dropped unless they have contacted me before the first class with an acceptable reason for why they must miss the first day.

Students who miss one or more classes in the first two weeks will be dropped unless they have contacted me prior to the class or immediately afterwards with an acceptable reason.

Students who miss four classes in the first nine weeks of the course will be dropped.

If you do not turn your first few assignments in, on the day they are due, I will drop you from the class since this indicates that you aren't ready to do the work that is required.

Regular attendance is essential. Students who are absent have difficulty understanding the assignments and often do not turn things in. Even though I don't give you a grade for attendance, you are hurting yourself if you are absent more than two times during the semester: students who do not attend all or most of the classes generally fail.

Students who add or choose to drop the class are responsible for completing the process through Web Advisor. Any student who does not add by the 2nd week will not be allowed to add the class after that.

Please don't be late. Plan ahead for mishaps, no parking, mishaps, and whatnot. Being late is disruptive, and a bad habit for you to develop.

Participation

I believe that students learn not only from the instructor but also from each other. So, be prepared to interact in pairs and groups with other students in the class. You can only be an active, prepared participant if you attend class regularly and on time, contribute in a meaningful way to discussions, and do the assigned work both in and out of class. **You must have required materials, annotate all readings, and take notes during class.** If you do not, you may be asked to leave the class; you will be marked absent and you will be unable to make up the missed work. This will also affect your participation grade.

Grading

You will be graded on a point scale system. These points will vary on the assignment and weight of the assignment. Percentages are as follows:

The grading scale will be as follows:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 59% and below.

Submitting work

All work must be typed in Times New Roman, 12 point, and double-spaced. In the upper left hand corner, put your name, class (English 1A/MW), professor's name, type of assignment, and date. Title your paper and center it. (Don't worry--we will go over all of this in class)

Example:

Jesse Pinkman
Eng 1A T-TH
Professor: Jamie Barker
Personal Essay
September 22, 2017

What I Learned from My Chemistry Teacher

Academic Dishonesty

Cheating, copying, or plagiarizing others' work may, according to the Reedley College 2014-2015 Catalog, result in anything from a failing grade on the paper or assignment to a failing grade in the course.

You are only allowed to have me, a student in our class, a Reading/Writing Center tutor or Tutorial Center tutor, or Linda Reither (the Learning Specialist) help you with your papers. No one else may help you with any of your papers.

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 Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please talk to me as soon as possible. Contact Disabled Student Programs and Services (DSP&S) at (559) 638-0332 or visit their website for more information: <http://www.reedleycollege.edu/services/dsp/LD.htm>.

Important Stuff:

You must use the **school e-mail account** and check it on a regular basis. There are computers available at various computer labs (including the library) on campus. If you don't know how to set up or use e-mail, please get help from me, a tutorial center, or a lab. There is also a video tutorial on Web Advisor.

Please contact me by e-mail (jamie.barker@reedleycollege.edu) if you have any problems or questions about anything. **Please write ENGL 1A in the subject line.** I check my e-mail regularly and will get back to you promptly. If you have not heard back from me in 48 hours, please check to make sure that I received your e-mail.

I use Canvas, and you are responsible for the information posted there. If I am unable to attend class, I will post it as an announcement on Canvas and send the announcement as an e-mail. There will also be an official sign on the classroom door. I will likely put something on Canvas for you to do; you are responsible for checking it. If you need help with Canvas, see me or a computer lab assistant in the library.

Please keep flash drive copies of all work submitted to me and a file of all work returned to you. I am very careful with your work, but I sometimes make mistakes. Protect yourself by keeping everything until the course is finished and your final grade has been recorded.

What I Won't Allow in My Classroom

A classroom should be a safe place in which we can learn and explore ideas. If a student is disrespectful to me or anyone else in the class, they may be asked to leave the classroom, which results in an absence. If anyone refuses to leave the classroom when asked, or becomes threatening in any way, I will notify the campus police immediately.

Please DO NOT:

Talk when someone else is talking/presenting/lecturing/asking a question
(rude)

Arrive late

Wear excessive cologne or strong body lotions/perfumes to class

Start packing up your stuff before I have dismissed the class

Interrupt or otherwise stifle someone else

Show signs of discrimination of any kind

Raise your voice or your hand to anyone in class--ever

Course Prerequisites

English 125 and 126 or English 130 and 126 or placement through college assessment process.

Course Outcomes

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

- ~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
- ~Write sentences that exhibit a command of the complex/compound with minimal
comma splices, sentence fuses, fragments
- ~Write in third person/universal using an avoidance of logical fallacies
- ~Demonstrate an awareness of purpose and audience
- ~Have appropriate and purposeful use of quotations and correct in-text citations
- ~Produce an annotated bibliography of multiple sources
- ~Write without intentional OR unintentional plagiarism
- ~Complete a timed essay independently in class
- ~Summarize and comprehend college level prose

In the process of completing this course, students will:

- ~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 guidelines.

- ~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.
- ~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 organized essays with a 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
- ~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.

