**ENGLISH 1A - 55220 - COMPOSITION AND READING**

**(4 UNITS)**

**Instructor: Brandon Baker**

**Spring 2020**

**Jan 13 - May 22**

***Mon. 6 pm-7:50 pm POR 2***

***Wed. 6 pm-7:50 pm SOC 35***

**Email: bb029@reedleycollege.edu**

**Course Description**

Welcome to English 1A! This is a transfer-level theory and practice in reading and composition.

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.

Being able to communicate through written word is important no matter what your goals are— and reading goes hand-in-hand with composition. In order to pass this class and continue towards your goals, you’ll need to display the ability to comprehend and analyze various texts, as well as communicate your unique point of view effectively through writing. The basic tenets of reading and writing will be vital to you having a competitive edge when you apply to a university and any job you may aspire to.

**Canvas**
It is important that you frequent and become familiar with Canvas. Some assignments will be turned in the old-fashioned way on paper, while others will be turned in online through Canvas and depend on your ability to use it.

**Student Learning Outcomes**

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

* Write a documented research paper of at least 1,500 words that includes:
1. a sophisticated introduction, multiple body paragraphs, and conclusion
2. a clearly defined, arguable thesis sentence
3. supporting details that exhibit critical thinking and use credible secondary sources
4. correct usage of MLA format, including a works cited page
5. sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses,
fragments, and mechanics
6. controlled and sophisticated word choice
7. writing in third person/universal
8. an avoidance of logical fallacies
9. demonstration of an awareness of purpose and audience
10. appropriate and purposeful use of quotations
11. correct in-text citations
12. an annotated bibliography of multiple sources
13. an avoidance of intentional and unintentional plagiarism
* Complete a timed essay independently in class
* Summarize and comprehend college level prose (will include a full reading)

We’ll be accomplishing these objectives through group activities, class participation, peer reviews, proofreading, etc. You’ll be completing 4 essays: a personal essay, an argumentative research essay, a book response to B.A. Paris’s *Behind Closed Doors*, and a film analysis for a movie that we’ll be watching over two class periods near the end of the semester. You will also have one timed in-class essay, as well as homework assignments, quizzes, and a book exam.

**Objectives**

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.
o Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and
background, as necessary.
o Indicate an arguable thesis.
o Gather, analyze, and synthesize peer-reviewed sources and/or original research such as interview, survey, or
observation.
o Employ MLA formatting guidelines.
o Reduce dependence on the instructor?s guidance; students will ultimately independently and accurately
recognize and self-correct errors in sentence construction, punctuation, and mechanics.
o Craft increasingly mature and cogent writing while choosing the appropriate tone and academic voice.
o Practice sound choices in identifying and avoiding logical fallacies.
o Employ appropriate use of third person universal.
o Identify appropriate audiences for their compositions.
o Employ quotations, discriminating among sources for accuracy and validity.
o Employ MLA formatting guidelines for Work Cited Page and in-text citations.
o Develop an annotated bibliography from sources for a research paper.
o Recognize the appropriate use of sources, while avoiding intentional and unintentional plagiarism.
* Write an organized essay(s) with thesis and adequate support independently within a class period.
* Read and understand college level prose, including:
o identifying the model, summarizing the thesis, and locating supporting information.
o naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to
determine an author's intent, both explicit and implicit.
o answering questions from assigned reading, differentiating between an author's intent and personal reaction
o describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings

**Course materials/resources**

* FREE! Online Textbook:  [http://writingspaces.org/volume2 (Links to an external site.)](http://writingspaces.org/volume2) (please download so you can access this online as well)

* *Behind Closed Doors*by B.A. Paris (available in the library or Amazon)

* [https://owl.purdue.edu/owl/purdue\_owl.html  (Links to an external site](https://owl.purdue.edu/owl/purdue_owl.html)is a free online resource that covers all formatting for what we’ll be doing this semester. Please take advantage of this!

**Attendance**

Pretend this is a new job and please respect both myself and your peers. While you’ll get an individual grade, this is a team effort and your presence and involvement is key to making this class engaging. While we will be using Canvas and utilizing online components, this is not an online course. There will be graded class participation points as well as quizzes. And just like any job, I want to make sure you are developing personal responsibility. Sometimes life happens and things come up, so please notify me prior to your absence and understand that it is your responsibility to stay caught up by asking your peers.

**Classroom Courtesy and Behavior**

Please respect each other. This is a college course and the standards have been raised. Respect your peers and yourself by taking this course seriously and engaging with the material. Please come prepared to share and learn. If I ask you to leave because you are being disrespectful, either to me or your peers, then you will be marked absent that day and will potentially lose points for any in-class activities we do. Again, pretend this is a job. PLEASE SILENCE YOUR CELL PHONES BEFORE CLASS! Texting, social media, leaving class frequently, persistent talking outside of class discussion, doing homework for this or another class, sleeping, not participating, chronic tardiness, etc. are disrespectful. *Continued disruptive behavior may result in a student being dropped from the course.*

(I copied the above from another instructor's syllabus. The point is that I don't want to babysit. If you are disruptive, go hang out outside. You don't have to ask permission. You're an adult! So do what you want, but don't distract your peers out of respect for them :)

**Grades**

There are 1000 points possible in this course. **You must get a 'C' or higher to pass this course. A 'D' is not a passing grade for English 1A.**

 The combined total of points you earn will be represented by the following grades:

|  |  |
| --- | --- |
| **900-1000** | **A** |
| **800-899** | **B** |
| **700-799** | **C** |
| **600-699** | **D** |
| **0-599** | **F** |

**Point distribution:**

-HOMEWORK/QUIZZES = 150 POINTS

-GROUP PARTICIPATION = 150 POINTS

-TIMED ESSAY = 50 POINTS

-BOOK EXAM = 50 POINTS

-ESSAY #1 (Personal) = 100 POINTS

-ESSAY #2 (*Behind Closed Doors*Book Response/Definition Essay) = 200 POINTS

-ESSAY #3 (Argumentative Research) = 200 POINTS

-ESSAY #4 (Film Analysis) = 100 POINTS

**Timed Essay**
There will be one timed essay.  **Plan ahead so you don’t miss this class, as there will be no way to make it up later.**

**Core Essays**You will write four essays. Each essay should meet the word requirement noted on the handout. If you fail to meet the word requirements, your grade will be impacted. Most essays will require the submission of a rough draft prior to the final draft deadline.**Failure to provide a physical printed copy of a rough draft AND BE PRESENT ON PEER REVIEW DAYS will result in a 10% deduction from that specific essay’s grade.** Rough drafts are important. Late work is not accepted without a valid excuse. Valid excuses are only medical emergencies, doctor-supervised bed rest or a death in the immediate family. You will be submitting your work electronically to a plagiarism detection service. When you are required to submit your essay online (through Canvas), I will only accept Microsoft Word Documents (docx).

**See the Rubric listed at the bottom (or separately in Files) to understand how I grade essays.**

**Quizzes**All of the questions on the quizzes will pertain to the material we are currently covering in the course. It is important for you to do all assigned reading in the textbook and novel. You will be quizzed on both.

**Homework**Homework will consist of short writing assignments, summaries, discussion board responses, and exercises. Once again, you are responsible for homework assignments even you are away from your computer for an extended amount of time. Late homework is not accepted.

**Computer access**

This course requires computer use. If you don’t have access to one, there are computers available in the learning center. Please check your email and Canvas on a regular basis.

**Communication**

The best way to communicate with me is to email me at bb029@reedleycollege.edufrom your school email. You can also approach me after class if you have any questions.

**Plagiarism**

A plagiarized assignment will receive a 0. Plagiarism includes any writing done by anyone but you. Any material that you include in your essay, even if it is only a sentence or two, which is not thought and written by you, must be cited. All work must be original for this class. Submitting writing created for another class, even if you have revised it for ours, is not acceptable. Repeated acts of plagiarism, however minor, are grounds for failing the course. If you’re not sure if something is allowable, don’t do it. *Essays are submitted to Turnitin.com and other plagiarism detection services.*

**Accommodations for Students with Disabilities**

Please, visit our DSP&S office if you are need of academic accommodations.  I cannot honor your accommodations if I am not aware of them.  This means you need to advocate actively for yourself.  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 Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

**Reading and Writing Center (RWC)**

The RC Reading and Writing Center is located in HUM 58. Stop by to enroll in English 272, weekly small group tutoring which is designed to help you on any writing assignment from any class. Walk-in appointments are available on the hour, and online tutorial consultations are available Monday through mid-day Friday.  For more info, visit: https://www.reedleycollege.edu/academics/tutoring-services/reading-and-writing-center/index.html

**Responsibility**

This is a college course, and you are responsible for your own learning. What this means is that I will help you in any way, shape, or form that I can. However, this does not mean that I will bend policies or lower standards for you. Ultimately, your success in this course will be determined by your hard work and responsibility.

**Important dates**

**Holidays: Monday, January 20th (Martin Luther King, Jr. Day)**

**Monday, February 17th (Presidents' Day)**

**Monday, April 6th-Friday, April 10th (Spring Break)**

**Finals: Monday, May 18th**

**P.S.- I WANT YOU TO SUCCEED! I am on your side. The respect I ask of you is mutual. Please reach out to me with anxieties, concerns, etc. Please be on time and focused— let’s make this interesting and insightful. PLEASE PARTICIPATE; I don't love the sound of my own voice speaking into the void. I expect to learn from *you*and I look at this class as a little family. Looking forward to getting to know you all!**

**RUBRIC:**

**A:** An ‘A’ paper surprises me. It makes it clear that you’ve read and understood the prompt. It makes it clear that you’ve engaged with the material. It’s usually concise and doesn’t waste words.

* It is clearly structured and organized.
* It has few enough grammar/punctuation errors to not distract.
* It makes me think by showing that *you are thinking.*
* It entertains and enlightens.

**B:** A ‘B’ paper may be similar to an ‘A,’ but feels rushed or lacks a clear structure. It might also have a distracting amount of grammatical/punctuation errors. It follows the prompt, and maybe all of the relevant information is there, but it lacks the organization or thought that is apparent in an ‘A’ paper.

* It feels rushed.
* It fulfills assignment, but doesn’t show deep thought.
* It may have a distracting number of grammatical/punctuation errors.

**C:** A ‘C’ paper looks lazy. It may have a significant amount of grammatical/punctuation errors. It lacks a clear structure or thesis. It feels like an early draft at best.

* It feels lazy.
* It’s unorganized.
* It contains sloppy grammar and punctuation.

**D:** A ‘D’ paper is missing something asked for in the prompt. It’s generally shorter than it should be. It feels more like a brainstorm than an essay.

* It’s missing something the prompt asked for (e.g. it’s too short).
* It feels like I’m reading an unorganized brainstorm.

**F:** An ‘F’ paper is better than a 0, but it hardly represents the prompt assigned.  Some examples in the past have included papers that are far too short, are organized as lists instead of essays, written in all fragments or run-ons, contain swearing and slang, etc.

* It ignores the prompt.
* It can’t be considered a college essay based on its appearance, grammar, punctuation, etc.
* It shows you don’t care.

**ZERO:** An essay that doesn’t exist or is plagiarized. Essays that are turned in late have a strong potential to be ignored. Always communicate with me in class or via email at bb029@reedleycollege.edu.

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**-10% of total:** You lose 10% if you don’t show up *or* bring a hard copy of rough drafts on Peer Review days. You lose another 10% if your final draft isn’t turned in to Canvas on time. If you’re worried about Canvas functionality, try to submit a day early (NOT half an hour after it’s due).

