# English 1A: Reading and Composition

Reedley College, Summer 2020

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| Instructor: | Alexandria Richerson |
| Email: | [alexandria.richerson@reedleycollege.edu](mailto:alexandria.richerson@reedleycollege.edu) |
| Office Hours: | By appointment only |
| Course: | English 1A (52446); 4 units  English 205 (52447); 2 units |
| Meeting Time: | Mon.-Thurs. 11:00-1:50 |
| Room: | Computer Complex 1, RM. 202 |

#### COURSE OVERVIEW

The purpose of this course is to aid students in reading, analyzing, and composing college-level prose. This course will emphasize the study of writing as a process as well as exploring different composing structures and strategies such as editing and revising writing. Additionally, this course will focus heavily on conducting research (gathering, organizing, evaluating, integrating, and documenting information) that will culminate in a term research paper and annotated bibliography. Students will write a minimum of 6,000 words in formal academic language.

#### COURSE GOALS AND LEARNING OUTCOMES

This course has the following goals and outcomes, which guide its structure, philosophy, and activities. By the end of the semester, a student should be able to demonstrate the following in an acceptably proficient manner.

#### 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:
  + a sophisticated introduction, multiple body paragraphs, and conclusion
  + a clearly defined, arguable thesis statement
  + 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
  + writing in third person/universal
  + 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
* Summarize and comprehend college level prose (will include a full reading)

#### COURSE 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.
  + 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.
  + Employ appropriate use of third person universal.
  + 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.
* Write an organized essay(s) with thesis and adequate support independently within a class period.
* Read and understand college level prose, including:
  + identifying the model, summarizing the thesis, and locating supporting information.
  + naming rhetorical devices such as irony and parallelism and translating metaphorical language, so as to determine an author’s intent, both explicit and implicit.
  + answering questions from assigned readings, differentiating between an author’s intent and personal reaction.
  + describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings

## REQUIRED TEXTS AND MATERIALS

#### COURSE TEXT

*The Smartest Kinds in the World and How They Got That Way* (ISBN 978-1-4516-5443-1)

By Amanda Ripley

#### MATERIALS

1. A PDF reader
2. Access to Canvas
3. Access to Zoom

## REQUIRED COURSE WORK

Research Project and Essay

The research project consists of various assignments that will take you through the writing process of brainstorming and planning as well as gathering and conducting research. The culmination of this project will be an 8-12 page argumentative research paper.

##### Components:

* Topic/Research Proposal Presentation
* Annotated Bibliography (5 or more sources)
* Argumentative Research Paper and Draft (8-12 pages)
* Invention Exercises

analysis Essays

You will write 2 analysis essays of approximately 4-6 pages each. One will analyze a text of your choosing while the other will be a book analysis. You will be expected to submit a draft for each essay to be used in workshop.

*The Smartest Kinds in the World and How They Got That* Way readings and project

During the last 4 weeks of the semester, we will read and annotate *The Smartest Kinds in the World and How They Got That Way* by Amanda Ripley. In addition to the readings, you will complete journal responses, quizzes, a project that emphasizes one of the themes from the book.

Class participation

Class participation will be a cumulation of participating in class discussions, class pop quizzes, and class assignments. Please note these assignments cannot be made up.

#### Workshop participation

You will participate in peer-review workshops before submitting all essays. Workshops will be conducted using group collaborations. Not only will you be asked to provide specific feedback on your peers’ papers, but you will be asked to submit proof of workshop completion.

#### Midterm

The midterm will consist of an online essay assignment.

#### Final Examination

The final examination will consist of an online essay assignment.

\*\*\*Extra credit

You will have various opportunities throughout the semester to obtain extra credit. You will be required to submit 1 paragraph of writing where you discuss the event and what you learned from it. You may submit up to **5** extra credit assignments.

Please note that earning a “D” or an “F” on the required coursework makes you ineligible for extra credit. I will keep track of all extra credit submitted and will add them to your final course grade at the end of the semester if you earn a “C” or higher.

## GRADING

#### English 1A

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| **Assignment** | **Points** | **Your Grade** |
| Essay 1 | 100 |  |
| Essay 2 | 100 |  |
| Research Proposal Presentation | 50 |  |
| Annotated Bibliography | 50 |  |
| Argumentative Research Paper | 200 |  |
| Invention Exercises | 40 |  |
| Workshop Participation | 50 |  |
| Drafts (10 Points Each) | 30 |  |
| *The Smartest Kids in the World* Quizzes | 50 |  |
| *The Smartest Kids in the World* Journal Entries | 30 |  |
| *The Smartest Kids in the World* *P*roject | 100 |  |
| Class Participation | 60 |  |
| Midterm | 40 |  |
| Final | 100 |  |
| **Total Points** | **1000** |  |

**A = 1000-900: excellent**

**B = 899-800: very good**

**C = 799-700: average**

**D = 699-600: needs improvement (not passing)**

**F = 599-0: fail (not passing)**

#### English 205

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| **Assignment** | **Points** | **Your Grade** |
| Midterm (From English 1A) | 80 |  |
| Final (From English 1A) | 100 |  |
| Argumentative Research Paper (From English 1A) | 200 |  |
| Class Participation Assignments | 120 |  |
| **Total Points** | 500 |  |

**A = 500-400: excellent**

**B = 400-300: very good**

**C = 300-200: average**

**D = 200-100: needs improvement (not passing)**

**F = 100-0: fail (not passing)**

You are responsible for checking your grades and keeping track of your points. Grades can be accessed on Canvas. If at any time you have questions about your grade, please message me via email. **Do not wait until the end of the semester to try to improve your grade.**

## CLASS POLICIES AND PROCEDURES

#### Communication policy

Students can email me through Canvas. I am available Monday-Thursday, 9:00 a.m. - 5:00 p.m. If you email me within that time frame, I will respond within 24 hours. Response times may be quicker if it is between 9:00 a.m. and 5:00 p.m. If I do not respond within 24 hours, email me again. Emails sent on Friday-Sunday will not be responded to till Monday.

I will be sending out announcements at least once a week to make sure we are all moving at the same pace. I will also be using Zoom once a week, Tuesday 10:00 a.m. - 11:00 a.m., for weekly lecture meetings. These meetings are mandatory. I will also be participating in the weekly discussion boards with you. You can also find feedback on individual assignments in your grades.

#### Feedback Policy

The feedback and grading of assignments will vary from assignment to assignment. Feedback on discussions and interactive assignments can take up to a day, homework and classwork can take up to 3 days, and essays, drafts, and major projects can take up to a week.

The type of feedback will range from simple comments like "Good Job" and "Please make sure you are paying attention to formatting directions" to annotated comments on your essays and major projects.

You can check the feedback of individual assignments under your grades. See the "How to Check Feedback" video in the Introduction Module.

#### Drop/Participation Policy:

Since this is an accelerated summer course, students will be expected to complete modules within the weekly time frame.

Students who do not complete the Introduction Module by the end of the first week of the class will be dropped.

Simply logging on does not constitute participation in this course. You must engage in the activities to be considered participating. If you are not actively participating in this course for 3 or more weeks, you may be dropped.

I understand that life happens, and there may be a time when you will not be able to participate. If this happens, please contact me via email immediately.

#### Late Work

Classwork, Homework, and Final Copies of the Essays can be turned in up to 1 day late with a penalty. For classwork and homework, you will only get half credit. With final copies of essays, you will be dropped a grade. For example, a B- becomes a C+.

Essay drafts, presentations, the midterm, and the final cannot be turned in late.

If you have jury duty, a medical emergence, or an outstanding emergency that will make your assignment later than 1 day, you need to email me as soon as possible and we can negotiate an extension. Emails sent after the due date will not be granted an extension unless it is an outstand and uncontrollable reason.

#### Academic Dishonesty

Plagiarism and cheating are not allowed and will lead to consequences for this class and potentially the college. When writing papers or submitting an assignment, make sure you are using your own words. When using information from another source, be sure to give them credit by citing the source appropriately.

* Examples of plagiarism:
  + Submitting a paper you wrote for another class.
  + Having someone else write a paper for you.
  + Copying another person’s work and trying to pass it as your own.

Note that cheating, copying, or plagiarizing others’ work may result in a failing grade on the assignment or course as described in the Reedley College Catalog. If you have additional questions on this topic, please be sure to contact me right away.

#### Technology Support Policy:

If you are having trouble signing into Canvas or Webadvisor contact tech support here <https://www.reedleycollege.edu/campus-life/technology-help.html>. If it is trouble opening an assignment or finding an assignment you can email me.

## SUBMITTING PAPERS AND REVISIONS

#### Essay Formatting

All essays (rough drafts & final drafts) must be formatted as follows:

* Times New Roman, size 12
* Entire essay must be double spaced
* 1-inch margins on all sides
* Page number must be INSERTED (not typed) into the upper right-hand corner (header) beginning with page one. Your last name must appear before the page number.
* Use the following heading (top, left-hand corner):
  + Student’s Name
  + Instructor’s Name
  + Course and Section number
  + Due Date for Essay
* Appropriate title (centered) in the same font as rest of essay

**Please be sure to proofread your papers before submitting them. Having too many grammatical errors hinders the reader from understanding what you’re trying to say.**

Please note: The guidelines above are the standard for writing in MLA format. Not following them and/or not proofreading your paper before submitting may result in points being deducted.

\*\*\*You are allowed to rewrite one of the 2 shorter essays and earn up to one letter grade higher. If you choose to do so (and I strongly encourage that you do), you must set up an appointment to meet with me to discuss your essay. Your revised essay must demonstrate substantial revision in order for you to receive a higher grade.

## 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 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>.

## REEDLEY COLLEGE RESOURCES

This class consists of a lot of reading and writing assignments. Since this is a 4-unit class, you should count on 8-12 hours of work per week. Make use of the following college resources to assist you in successfully passing this course:

#### Reading and Writing Center

The Reading and Writing Center is located in Humanities 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.

Online reading and writing services are also available. A tutor will respond to your submission within 24 hours via email.

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| **Hours:** Monday - Thursday: 8 a.m. - 4 p.m.  Friday: 8 a.m. - 12p.m. | **Contact information:**  559-638-0300  [rc.writingcenter@reedleycollege.edu](mailto:rc.writingcenter@reedleycollege.edu) |

#### Tutorial Center

The Tutorial Center is located in the Library Building, Room LRC 111

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| Hours:  Monday-Thursday, 8:00 am-5:00 pm  Friday, 8:00 am-3:00pm | Contact information:  (559) 638-0358 |

#### Library

The Reedley College Library offers:

* A 30-seat classroom for library instruction;
* Wireless capability throughout for a variety of devices;
* Two group-study rooms;
* A robust print collection: 40,000 titles, 86 print periodical & 8 newspaper subscriptions;
* A computer lab for student research;
* Over 30,000 electronic books;
* Laptops & iPads for 2-hour student checkout;
* Subscriptions to over 20 databases, providing access to full-text periodicals.

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| Hours:  Monday-Thursday, 7:30 am-8:00 pm  Friday, 7:30 am-3:00 pm | Contact information:  559-638-0352 |

| COURSE SCHEDULE | | |
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| \*Note: I reserve the right to modify the course schedule at anytime | | |
| **Date** | **Topic** | **Due Dates for Assignments** |
| **Week 1 – Introduction and Analysis** | | |
| **Monday**  **June 22** | * ***Introduction Module*** * ***Class Meeting on Zoom*** |  |
| **Wednesday June 24 at 10:00am** | * Mandatory Zoom Meeting * Practicing Textual Analysis | |
| **Part 1** | * How to Read and Write Rhetorically * Key Features of an Analysis * Summary vs. Analysis * Ethos, Pathos, Logos * Essay 1 Prompt: Analysis |  |
| **Part 2** | * Practicing Textual Analysis * Choosing a Topic * Drafting and Revising a Working Thesis Statement * Writing an Introduction and Conclusion | * **Draft of Essay 1 due by Sunday** |
| **Week 2 – Workshop and Book** | | |
| **Tuesday June 30 at 10:00am** | * Mandatory Zoom Meeting * *The Smartest Kids in the World* Introduction * **Due:** read *The Smartest Kids in the World* Prologue | |
| **Part 1** | * Outline * Body Paragraphs * Workshop |  |
| **Part 2** | * *The Smartest Kids in the World* * Book Analysis Prompt * Book Project Prompt | * **Essay 1 Due** * *The Smartest Kids in the World* FinishPart 1 |
| **Week 3 - Book** | | |
| **Tuesday July 7 at 10:00am** | * Mandatory Zoom Meeting * Discuss: *The Smartest Kids in the World* and upcoming essays. | |
| **Part 1** | * *The Smartest Kids in the Word* * **Midterm** | * *The Smartest Kids in the World* Finish Part 2 * **Midterm due by Wednesday at 11:59pm** |
| **Part 2** | * *The Smartest Kids in the World* | * *The Smartest Kids in the World* Finish Part 3 * **Essay 2 Draft Due Saturday** |
| **Week 4 – Book and Researched Argument** | | |
| **Tuesday July 14 at 10:00am** | * Mandatory Zoom Meeting * Discuss: *The Smartest Kids in the World* and start working on Researched Argument | |
| **Part 1** | * *The Smartest Kids in the World* * Essay 2 Workshop | * **Book Project Due** |
| **Part 2** | * Breaking Down Arguments * Arguing a Position | * **Essay 2 Due** |
| **Week 5 – Researched Argument** | | |
| **Tuesday July 21 at 10:00am** | * Mandatory Zoom Meeting * Discuss: Parts of arguments, how to break them down, and prompts | |
| **Part 1** | * Breaking Down Arguments * Researched Argument Prompt * Presentation Prompt * Proposal Prompt * Invention Exercises |  |
| **Part 2** | * Synthesizing Sources * Addressing the Naysayer |  |
| **Week 6 – Workshop and Final** | | |
| **Tuesday July 28 at 10:00am** | * Mandatory Zoom Meeting * Discuss: How to Create Presentation and how to post it to Canvas | |
| **Part 1** | * **Presentation of Proposal** * Workshop | * **Annotated Bibliography** * **Draft Due** |
| **Part 2** | * Workshop * **Final** | * **Essay 3 due Saturday** * **Final Due Friday** |