

# English 1A Syllabus Fall 2021

English 1A- 55725 / 95009: Reading and Composition ✍️

## Contact Information

Instructor: Deborah Lyons

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Zoom Office Hours: Mon, Wed, Fri: 11:00-12:00. Also by appointment

F2F Office Hours: Tues, Thurs: 12:30-1:30. Annex 4

Zoom Class Meetings: Monday 10:00-11:00 (link on Canvas)

## Overview

**What you can expect:** The theme for this course is “Rewriting the Story.” We will examine texts by Tommy Orange, Chinua Achebe, Chimamanda Ngozi Adichie, and more who interrogate the dominant cultural narratives that shape them and us. In response, you will write four essays that articulate your own ideas as well as draw on research from a variety of sources.

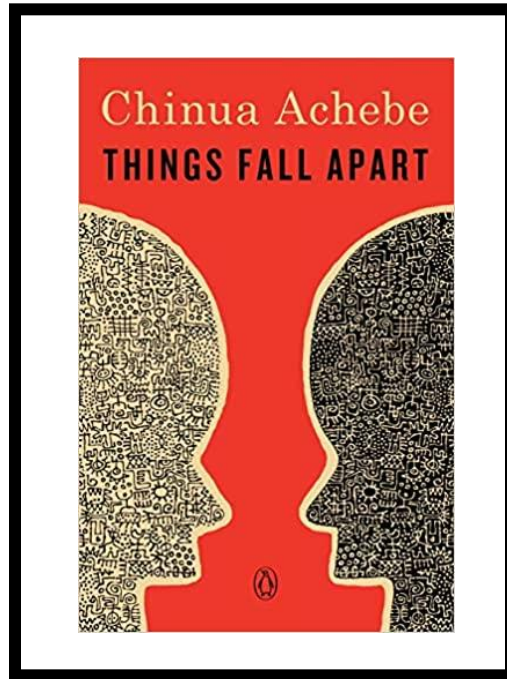


**Catalog Description:** Students will read, analyze, and compose college-level prose, with emphasis on the expository; study writing as a process; explore different composing structures and strategies; edit and revise their own writing; and conduct research (gather, organize, evaluate, integrate, and document information), culminating in a term research paper and annotated bibliography. Students will write a minimum of 6,000 words in formal academic language.

## Course Text

Text available for purchase in the Reedley College Bookstore or to borrow from the RC Library:

- Achebe, Chinua. *Things Fall Apart*.
- All other texts are free and posted on Canvas



**Format:** This class is conducted entirely online through Canvas. It is a 4-unit class, which means that you should allow for **14 hours per week for study**. I will hold **a live meeting on Zoom each week** to discuss assignments, readings, and more. Each week you will read roughly 100 pages from our assigned texts, post source logs, study presentations, and contribute to discussion forums. Other weeks will require you to locate sources and read and annotate these carefully on your own. Some weeks you will focus primarily on drafting or revising essays. **Set aside distinct study times in your weekly schedule for the best chance at success.**

**Communications:** The best way to reach me is via email or the Canvas messaging inbox. I will respond Monday through Friday between the hours of 8:00 am and 5:00 pm. Also, I am happy to answer any questions that you may have during office hours either on Zoom or in person. **At the start of each week, I will post an announcement about the week's assignments with a "To Do" list.** Get into the habit of checking Canvas and your school email daily. Consider changing your notifications settings to receive messages and announcements directly to your phone or email.

**Class Participation:** Discussion is a key component of this class both in written form on Canvas and during live Zoom meetings. Our discussions are an opportunity to try out ideas, practice new skills, and deepen your understanding of the texts as you prepare to write essays.

**Reading & Writing Center Tutors:** The Reading & Writing Center is an important resource for you. Enroll in their Canvas course to access help with writing strategies, reading skills, grammar help, and much more. **In addition, there are two tutors embedded in our class.** During tutoring sessions, they will be available to support you as you study for this class. It is an excellent opportunity to get real time feedback and support from a trained peer as you complete the work. Watch for announcements from them!

**Weekly Due Dates:** With the exception of writing workshop activities, assignments each week will be due on **Monday at 11:59** pm. Sometimes you will need to complete items earlier in a week in order to allow time for your classmates to respond. Check the schedule for specific details and plan accordingly.

## Student Learning Objectives & Outcomes

### English 1A

#### Student Learning Objectives:

- ENGL-1A SLO1: Write a documented, well-organized research paper of at least 1,500 words that demonstrates critical thinking and command of the English language.
- ENGL-1A SLO2: Complete a timed essay independently in class
- ENGL-1A SLO3: Summarize and comprehend college-level prose (will include a full reading)

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

1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation 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 which show a command of mechanics
  - controlled and sophisticated word choice
  - writing in third person
  - 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
  - a lack of intentional and unintentional plagiarism
2. Write one or more organized, independently-written in-class essays with thesis and adequate support.
3. Read and understand college-level prose.

## Grades and Assignments

Assignments	Percentage of Total Grade
Weekly Discussion Posts & Presentation	10% (15-20 total posts worth 5-10points)
Source Logs & Annotations	5% (~10 logs)
Lecture Summaries	5% (~10 summaries)
Reading Reflections & Topic Proposal	5% (4 reflections, 1 topic proposal)
Annotated Bibliography	5%
Essays	70% (4 essays)
Total	

*\*As per the English 1A Course Outline of Record and English 1A rubric criteria, you must write a passing research paper and annotated works cited to be eligible to pass this class.*

**Grading Scale for English 1A:** 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 0-59% = F



**Discussion Forum Posts (5-10 points each)** Discussion Posts include responses to readings or lessons and participation in writing workshops. These are intended to help you widen your understanding of the texts and to build the skills needed to complete essay assignments.

**Presentation: (50 points)** You will create and record a presentation on the novel *Things Fall Apart* in preparation for the related essay. You may use PowerPoint, Canva, or Google Slides to create a visually interesting and informative presentation. Presentations will be shared within small groups.

**Source Logs:** A source log includes your detailed notes (annotations) on required readings. This will include the bibliographic information (title, publisher, date, etc) as well as a summary of the work and your own reflections and questions. Source logs are intended to help you get the most out of your readings, prepare you to write the essays, and help you gather information required for the Annotated Works Cited.

**Lecture Summaries:** If you are unable to attend a live class meeting, you will be able to view the recording and write a summary of the lecture afterwards instead. If you attend and actively participate, you will not be required to post a summary.

**Reading Reflections & Topic Proposal (10 points each)** Reading reflections are more thorough responses to the readings than discussion forum posts, allowing you to practice skills such as in-text citation and to deepen your critical analysis of texts begun in the discussion forums. They are intended to help you to gather quotes and develop your ideas and are part of the process of building the essays. You are welcome to draw on your ideas begun in discussion forums and reflections when drafting your essays. The topic proposal is a detailed plan for your research paper and requires you to locate sources, develop a research question, and identify areas for further investigation.

**Essays** In order to be eligible to pass the class, you must turn in all of the essays as well as the annotated bibliography. Essay 1 is a response to the prologue of *There, There* by Tommy Orange. Essay 2 is an argumentative and source based essay drawing on themes raised in *Things Fall Apart*. Essay 3 is a research paper investigating the relationship between art, stories, and stereotypes. Essay 4 is a timed essay based on themes raised during the class. You will draw on multiple sources to craft a thoughtful and supported argument. In preparation for the research paper, you will compile an Annotated Bibliography to demonstrate your close reading of the sources. See rubric for grading criteria. All essays are due by 11:59pm on the due date, uploaded through Canvas to Turnitin.com, a plagiarism checking website. If for some reason you cannot access Canvas, you must email a copy of your essay directly to me so it is not counted as late.

## Class Policies

**Community:** While taking this class online may not have been your first choice, please remember that we are still a community. Reach out to others in the class and get to know them. Reach out to your instructor. I care about you and your success. If you feel isolated or that you are struggling with any aspect of the course, reach out for help as soon as you are able. Maintain a professional and respectful tone in the discussion forums and writing workshops, as well as in any online communication with the instructor or other classmates.

**Late Work:** Due dates for assignments are firm. Receiving late work makes it difficult to provide timely or relevant feedback to you. In addition, many of the assignments are designed for you to be in conversation with your classmates. Participating late decreases the chance that others will see your posts or provide feedback to you. However, I do understand that life happens. We get sick. Parents or siblings need help. Computers break. For this reason, at the end of the semester I will drop your three lowest assignment points (this does not include reading responses or essays). Late Essay Policy: Turn in essays on time. If you are having difficulty starting or completing an essay – reach out as soon as you can to discuss the assignment and get on track.

**Technical problems:** Computer failure, lost USB drives, or other technology glitches will not be accepted as a legitimate excuse for late papers. Get into the habit of saving all work online (or

emailing it to yourself) as a safeguard. You can also email an essay directly to me if Canvas is unavailable to ensure that your work is not counted as late. **Take responsibility for your timely completion of all assignments.**

**Attendance and drop policy:** Your participation matters! Logging into Canvas and viewing course content is not enough to be marked present or to be successful. This means that you need to complete weekly assignment as well as all of the essays. I will use the weekly discussion forum to track attendance. In order to stay enrolled in the course, you must complete assignments each week so that I know you are participating and keeping pace with the readings and other work. If you are having difficulty completing assignments on time, reach out for help. I want you to succeed.

**Plagiarism:** All projects must be entirely your own work. You may not submit work you have written for another class. All essays and assignments will be uploaded to Turnitin.com a plagiarism checking website. Any work containing *any* material that you take directly from the internet or any other source (including your own work for another class) without proper documentation will receive a zero. Depending on the severity of the plagiarized material you may also be reported to the Dean of Instruction. **To avoid this situation, speak with me as soon as possible if you are having difficulty completing an assignment.**

**Administrative Policies:** For a complete list of Student Conduct, Rights and Responsibilities, as well as the Grievance Policy, please refer to the Administrative Policies beginning on page 44 of the 2021-22 Reedley College Catalog.

**Changes to the Syllabus/Schedule:** The instructor reserves the right to make changes as necessary for the benefit of the class.

## Additional Assistance

**Instructor Support:** If you have any concerns about the class, assignments, or your progress, please contact me as soon as possible. I am available during student hours but available to meet at other times.

**Students with Disabilities/Special Accommodations:** If you need any special accommodations please let me know. I want to ensure that everyone has equal access to a great education. However, requests for special testing accommodations must come through the Disabled Student Programs and Services (DSP&S). Phone: (559) 638-0332.

**Other Resources:** There are MANY resources available to students on campus. To name a few: Emergency Services, Health & Psychological Services, Career & Employment Center, Reedley College Library, Reading & Writing Center, Food Bank, Information for Dreamers, and Counseling. Please let me know if you have a question or need and I will do my best to put you in contact with the appropriate service.

## English 1A Fall 2021 Schedule\*

Date	Unit 1
<b>Week 0</b> Aug 23	Orientation to Canvas and English 1A Enroll in the RWC
<b>Week 1</b> Aug 30	Introductions - get to know your instructor, tutors, and classmates Reading Strategies: "The Prologue" <i>There, There</i> - Tommy Orange
<b>Week 2</b> Sept 6	Academic Voice and Writing with Sources <b>Reading Response 1 Due Sept 13</b>
<b>Week 3</b> Sept 13	Essay Format and Writing Process <b>Essay 1 Due Sept 20</b>

Date	Unit 2
<b>Week 4</b> Sept 20	<i>Things Fall Apart</i> , Introduction to research <b>Reading Response 2 Due Sept 27</b>
<b>Week 5</b> Sept 27	<i>Things Fall Apart</i> MLA Format, page layout, in-text citations, works cited
<b>Week 6</b> Oct 4	<i>Things Fall Apart</i> <b>Presentation Due Oct 11</b>
<b>Week 7</b> Oct 11	Thesis and support, Secondary Sources, Writing Workshop <b>Reading Response 3 Due Oct 18</b>
<b>Week 8</b> Oct 18	Paragraph structure, Revision Workshop <b>Essay 1 Due Oct 25</b>

Date	Unit 3
<b>Week 9</b> Oct 25	Research strategies <b>Topic Proposal Due Nov 1</b>
<b>Week 10</b> Nov 1	Library resources Gathering and synthesizing ideas
<b>Week 11</b> Nov 8	Writing Workshop, Transitions, Introductions, Conclusions <b>Annotated Works Cited Due Nov Dec 6</b>

<b>Week 12</b> Nov 15	Drafting Workshop, Conferences
<b>Week 13</b> Nov 22	Revisions and Conferences <b>Essay 3 Due Nov 29</b>

<b>Date</b>	<b>Unit 4</b>
<b>Week 14</b> Nov 29	Final essay preparations <b>Reading Response 4 Due Dec 6</b>
<b>Week 15</b> Dec 6	Timed essay, Course Wrap Up <b>Essay 4 Due Dec 8</b>

**\*Note: this is not a complete list of assignments or readings. Pay attention to weekly announcements and list of items in each week's module for more information. Any changes will be posted to Canvas**

## Important Dates

Important Date	Event
August 30	Start of 15 week class session
September 6	Labor Day Holiday (Campus Closed)
November 11	Veterans Day Holiday (observed) (Campus Closed)
November 25-26	Thanksgiving Day Holidays (Campus Closed)
December 6-10	Final examinations
December 10	End of Fall Semester
December 13-31	31 Winter recess