ENGL1A: COLLEGE READING AND COMPOSITION

Summer 2021 Course Syllabus

# Course Information

**Instructor**: Gilliann Kenerly

**Instructor Email**: [gilliann.hensley@reedleycollege.edu](mailto:gilliann.hensley@reedleycollege.edu)

**Online Weekly Zoom Meetings:** Tuesdays and Thursdays 9AM – 12:20PM

# Course Overview

English 1A is designed to engage students in the kind of critical thinking and analysis required at the college/university level. As noted in the course catalogue, you 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 your own writing; and conduct research (gather, organize, evaluate, integrate, and document information), culminating in a term research paper. Over the course of the semester you can expect to write a minimum total of 6,000 words in formal academic language.

## Required and Recommended Texts and Materials

*You, Writing: A Guide to College Composition* by Glynn, Hallsten-Erikson and Swing

*Writing Spaces: Readings on Writing*, Volumes 1-3 \*\* **Note**: We will not be reading every essay in each volume, you’ll be informed in each module or assignment or discussion board which essays we will focus on.

Supplemental Materials (posted to Canvas)

Access to a computer (with word processing capabilities) and internet connection in order to complete classwork (digital and printed)

## Course Content

Since the course is designed to cultivate critical thinking and analysis through reading and writing, emphasis is placed on exposition: studying writing as a process, exploring different composing strategies and structures, editing and revising, conducting research, and learning to critique peer writing.

Writing is not simply a demonstration of one’s ability to write. Writing is a tool: a strategy for generating ideas, for analyzing information, for inventing responses, critiquing your own thoughts (or the thoughts of others), or for creating a record of your thinking. In this class, writing will serve many purposes. Because of this, you will be asked to write for many different reasons, in a variety of genres. Using research strategies, you will also be expected to incorporate material from outside sources to support your own position.

Reading and writing are very similar meaning-making performances. Class discussions about the reading will enhance your ability to write responses to what you read. Through the reading assignments, you will learn to model your approach to writing and develop a better understanding about form, rhetorical framework, and the use of evidence in writing.

## Course Objectives

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

1. 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 statement.
   3. Supporting details that exhibit critical thinking and use of credible sources.
   4. Correct usage of MLA format, including a Works Cited page.
   5. Sentences that exhibit a command of the complex/compound, with minimal sentence-level errors (splices, fragments).
   6. Controlled and sophisticated word choice.
   7. An avoidance of logical fallacies.
   8. Demonstration of an awareness of purpose and audience.
   9. Appropriate and purposeful use of quotations.
   10. Correct in-text citations.
   11. An annotated bibliography of multiple sources.
   12. An avoidance of intentional and unintentional plagiarism.
2. Complete a timed essay independently online.
3. Summarize and comprehend college-level prose.

# Course Requirements

Below you’ll find the main requirements of the class that make up the work that you will be assessed on over the semester.

## Writing Projects

Since this is a class about strengthening our skills as writers, Writing Projects will make up a major portion of the work that you do over the semester. You’ll write a total of three major essay projects—a Personal Essay/Literacy Narrative (200 pts), a Rhetorical Analysis (200 pts), and a longer Research Essay (200 pts). Each of these projects will require revision across multiple drafts and mandatory participation in workshops. **Failure to turn in a draft will result in my refusal to accept your final draft—and may result a grade of ZERO for the final draft.**

The writing that I ask you to do across these projects will emerge from the concepts, processes, and issues that we discuss as a class. All of these projects will encourage you to choose topics and texts that are important to you and that connect to the theme of each unit. I will provide prompts for each project so that you have a clear idea about what you are required to do. Keep in mind that as we move through the semester, each writing project will challenge you to add more knowledge, skills, and practices to what you already know from the previous project.

## Project Proposal + Annotated Bibliography

In connection with the research paper, I will ask you to complete a small collection of preparatory work that will help you to generate ideas and will act as the foundation for your research paper later in the semester. It will include such activities as a project proposal/discovery draft, an outline of tasks you’ll need to accomplish, and an annotated bibliography. You will have access to a prompt with more details.

## Reading Responses

Reading and writing go hand in hand. The reading that we do in class will be necessary for our topics of discussion, for modeling approaches to writing, and for developing a better understanding about form, rhetorical approach, and the use of evidence in writing. As a result, over the semester I will assign a number of reading responses. I expect that when a reading assignment is due, that you will have read the text actively. That means that you have annotated your text, will have questions to ask, and will be ready to engage in discussion with others about the reading through online discussion boards. Generally, you can be expected to read between 50 and 70 pages a week.

## Quizzes

Throughout the semester, I will assign small quizzes on the reading and concepts that we discuss. They will allow me to gauge how well you understand the reading and concepts, how you respond to them, and also if you are keeping up with the reading and module work in general.

## Participation

Participation in the class is mandatory and will be a necessary part of your success in this online course. Graded participation aspects of the course will include small group work, peer workshops, discussion boards, and other small learning activities that don’t fall under any of the other categories.

Workshopping is an important part of this class. It gives you the opportunity to get audience feedback on your writing. It is also an opportunity to get ideas for approaching writing tasks, for understanding the range of rhetorical components—beyond grammar—that are available for revision, and for assessing a piece of writing for its rhetorical effectiveness. Participating in these online group workshops is ***mandatory*** and will help you to read and revise your own work with more fluency and expertise.

## Final Exam (aka Final Reflection)

At the end of the semester, I’ll ask that you complete a final in the form of a reflective text, in which you talk about your learning over the semester, referencing strategies and concepts, as well as talking about what the work you’ve done reflects about your understanding of what you’ve learned. You will receive a prompt with more information within the course modules.

# Grading and Evaluation

Since our course is focused so heavily on academic writing, the majority of your class grade will revolve around the longer essays that you will produce over the semester. It is vital that you do not ignore these writing projects, or else your grade will be impacted severely. The breakdown below explains how your letter grade will be calculated and how each requirement category is weighted.

## Grade Breakdown

Figure 1 Breakdown of Course Requirements

## Grade Scale

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **F** |
| 100 – 90% | 89 – 80% | 79 – 70% | 69 – 60% | 59% and below |

Table 1 Grade Scale

## How Grading Works

Work that you submit will be graded in a couple of different ways. Some work will be Credit/No Credit, such as learning activities that we do within the course modules, as well as first drafts of essays. This is because I believe that what is most important is that you are at least trying to engage with the work of the course. Therefore, you will get credit for doing the work as long as that work meets the expectations outlined in the assignment instructions.

Other course work will be given a more traditional score, and will be graded through rubrics. This type of work includes: reading responses, discussion boards, and major writing project final drafts.

## Late Work

It is important to turn in work on time. All work in this course will have a “best by” date. This is the initial due date and is, of course, the best time to submit your work by. This ensures that you will be able to get feedback and comments on the work you submit. However, I know that, especially during a pandemic, things can happen. Therefore, you will be able to submit work up to three days ***after*** the best by date has passed without any penalty. After these three days, however, you will no longer be able to submit the assignment.

Additionally, you are required to submit a rough draft of your essay before you submit a final draft. All missed or ignored rough drafts will receive a zero, and you will not be able to get any feedback from me. Drafts ***must*** be submitted on time, since you need them to be able to participate in the peer workshop process.

## Extra Credit

You will be able to earn extra credit in this course by working with a writing tutor—ideally our embedded tutor. You will need to be sure to let the tutor know that you will need proof of meeting. For each meeting you will be given one choice for how you will use that extra credit. Extra credit can be used in the following ways: 1) You can apply it once to a final essay draft (and receive 5 extra points added to your final score), 2) you can use the extra credit to turn in an assignment after the three day late work period, or 3) you can use the extra credit to be excused from completing a C/NC module activity. You need to be sure to tell me how you want to use your extra credit.

# Course Policies

## Attendance and Drop Policy

Participation in the work of the course is very important. This means that you need to be an active member of our learning community and engage in the activities and discussions on Canvas as you work through the modules. It is not enough just to log into Canvas—you are required to complete weekly discussions, reflections, activities, and quizzes, as well as the major writing projects of the course. Students will be considered “present” by completing this weekly work.

During the first week of class, you must complete the Introduction module in order to remain enrolled in the course. Any student that fails to complete the Introduction module will be given a “no show” drop. This introduction module ***must***be completed by the 3rd day of the first week of summer session.

After the first week, students who have a week of inactivity/missed work will be dropped from the course up until the 3rd week of the course. If you remain in the course and go inactive, you will have to accept a letter grade.

If you are unable to complete work during any week due to extenuating circumstances, it is your responsibility to get in contact with me so that we can make any arrangements necessary. Please email me at my Reedley College email sooner, rather than later, when extenuating circumstances arise.

## Communication Policy

Communication in an online course is important, especially since we do not have the daily face-to-face contact that we are used to in a traditional classroom setting. Please familiarize yourself with the communication policies for this course, as they are important for our ability to contact each other.

### Email Policy

Many questions about the course can be answered by referencing the course syllabus information on Canvas, however, there may be occasions when you will need to contact me by email. When sending an email, **please be sure to include your name and course number in the subject line**. Students should only send emails using their Reedley College email address, or through the Canvas Inbox. I will respond to emails Monday through Friday (8AM -7PM), but do not expect responses to emails over the weekend. **Once you send an email, please allow at least 24 hours to get a response.** If you have not received a response within 24 hours, assume the email is lost and resend.

### Methods of Communication

We will use several methods of communication over the semester, in addition to email and the Canvas messaging system. One of those ways will be through the Announcements feature, so please be sure to check Canvas regularly. It might even be a good idea to turn on notifications so you know when new Announcements have been posted.

We will also communicate using Discussion Boards in Canvas, especially the Course Q & A board. This will be a pinned discussion board where you can pose questions that you have at any time over the semester, and where you can even respond to the questions of your classmates in order to help them out.

We will use Zoom for weekly class meetings, as well. These meetings are not mandatory, as this is an asynchronous course, however they are highly recommended. Students who attend meetings to get more information, to ask questions, and to participate in discussions tend to be more successful in the course.

## Disruptive Behavior

While we may not be meeting in a classroom, it is still important to consider what is appropriate online behavior in an academic community. We will have many online discussions, and while we all have different opinions and beliefs, it is important to always treat each other respectfully. Do not post inappropriate or offensive images or content. For more on appropriate behavior, please see the Student Code of Conduct.

## 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 contact me or DSP&S as soon as possible.

## Plagiarism and Cheating

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit, which can include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. This includes plagiarism—the misuse (whether intentional or accidental) of the published and/or unpublished works of others by misrepresenting the material (their intellectual property) used as one's own work. Please be sure that you use MLA format when citing the words and ideas of others, and if you aren’t sure, ask.

And please remember, as a member of this class, you join a community that requires intellectual integrity. When you put your name on an assignment, you take credit for the work contained, whether that be an entire text or only a sentence. Plagiarism, cheating, and other forms of academic dishonesty demonstrate a disrespect of the community and will not be tolerated. Violation of this policy will result in serious harm to your learning, to your grade, to your standing in class, and perhaps to your standing at the college. Keep in mind that you will be asked to submit major writing projects to Turn It In (which Canvas does automatically).

# Tutorial Resources

There will be an embedded tutor available to all members of the class. Our embedded tutor will be able to help you as you engage with the work of the class. I highly encourage you to make use of this tutorial service. It is my experience that students who meet regularly with a tutor, especially for major writing projects, tend to be more successful in the course. Tutors can help you in a number of ways: with breaking down a prompt to help you understand your writing task, with brainstorming ideas to write about, with feedback to help you revise across drafts, and with proofreading and polishing your paper once it is close to done. They can also help you navigate using and citing sources.