

**ENGLISH 1A: READING AND COMPOSITION  
FALL 2022: SCHEDULE #51121**

**INSTRUCTOR CONTACT:**

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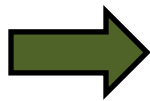
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English 1A Catalog Description: “Reading, analyzing, and composing college-level prose, with emphasis on the expository; studying writing as a process; exploring different composing structures and strategies; editing and revising one’s own writing; conducting research (gathering, organizing, evaluating, integrating, and documenting information,) culminating in a term research paper and annotated bibliography.”



*Further Description: Throughout your college and professional careers you will be called upon to express yourself and your ideas in written form. This course is designed to help you develop your reading, writing, and critical thinking skills that are necessary to communicate effectively. Every reading and writing assignment, class activity, and lecture is carefully created with this goal in mind.*

With the aforementioned intent and the English 1A Course Outline of Record as guides, note that we will be covering a **large** amount of reading, writing, and class participation. Be prepared. The suggested rubric for study time outside of class is as follows:



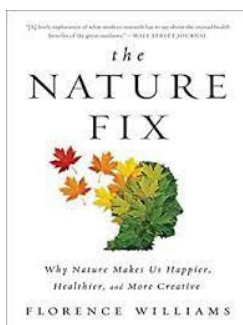
High school level: 1 hour in class = 1 hour out of class studying

College level: 1 hour in class = 2 hours out of class studying

For additional differences between high school and college-level work and the differences in writing for college courses, see the following documents in Course Materials on Canvas:

- Differences Between HS and College Writing
- Essay Requirements HS v. ENGL1A
- How is College Different from High School

**Required Text/Materials:**



**Required:** Williams, Florence. *The Nature Fix: Why Nature Makes Us Happier, Healthier, and More Creative*. W. W. Norton and Company: New York, 2017.

Purchase this book at the RC Bookstore. A printed copy is required and must be brought to class with you on specified days.



**Required:** You must bring a laptop with you to class every day. If you do not have access to a laptop, please let me know at the beginning of the course so one may be checked out to you for use during the semester.



**Required:** Download your free version of Office 365 onto your laptop. All work must be completed in Microsoft Word. Google Docs IS NOT ALLOWED.

### What it takes to succeed in this English 1A class:

- Possess curiosity and practice inquiry.
- Judiciously enter the academic conversations presented.
- Come to office hours and seek tutoring.
- Be attentive to good writing and reading habits.

**YOU POSSESS THESE ABILITIES! BE SURE TO PRACTICE THEM.**

**Participation:** Class participation is vital. Your final grade will suffer the consequences of lack of involvement or lack of required materials. Check Canvas and email daily, not only on days you are in class. Set your Canvas notifications to be notified of announcements immediately. Announcements will contain additional lecture and assignment materials.

**Absences:** The class will adhere to the Reedley College catalog attendance policy which states: *Students may be dropped from a class if they fail to attend the first class session of the semester. As a guide, during the semester up to the final drop date, any student who misses more than two weeks of class meetings may be dropped.*

**Reading Assignments:** We will be reading a large amount every week. Reading assignments must be completed to progress through the class and complete subsequent writing assignments. Students who fail to complete the reading assignments fail the course as per the official course outline of record.

**General Writing Assignments:** This class requires the completion of various graded writing assignments. All assignments must be completed within the timeframe provided and in an appropriate MS Word document (no Google docs, PDF, Pages, Wordpad etc. formats). Written assignments must be in MLA format and **on time**. Please keep all your prewriting and drafts of each paper--I may ask to see your writing process before accepting assignments.

**Due Date Policy and Late Written Assignment Request:** Reading and written assignments are due on the due dates given. However, I do understand that life happens; therefore, you may submit certain assignments late based on your written Late Written Assignment Request, as I realize many of you are taking multiple classes, have jobs outside of going to school, family responsibilities, and technology issues that derail you. You *may* be granted an extension depending on the quality of your appeal. In your request you must:

- ✓ Identify the single assignment you are requesting an extension for.

- ✓ Explain the circumstances that prohibited you from submitting this assignment on time (do not reveal inappropriately personal information).
- ✓ State your argument for why this extension should be granted.
- ✓ Provide a specific deadline for submission that you will adhere to.
- ✓ Provide a completion strategy (reviewing lecture materials, conducting research, meeting with a tutor, etc.) that you will complete in meeting this deadline.

Your request should be no fewer than 100 words and in MLA format. Your writing, a presentation of you, should be proofread and generally free of errors. No deadlines may be past the last day of instruction for the semester (the Friday before finals week). Extension cannot be granted for in-class collaborative and interactive work for obvious reasons. Why a strict late assignment policy? To reinforce responsibility and time management skills needed in academics and the real world.

**Revision of Written Work:** Some of your written work is revisable for a possible increased grade. **In order to revise a paper, you must have first conferenced a draft of the paper during office hours or at an arranged time. The paper must then be reviewed by the embedded tutor prior to resubmission.** Only then may you be granted access to submit a revision via Canvas only, not by email. Any revisions turned in without substantial revision of content will not be re-graded. **Each revisable paper may be revised only once; however, we may meet multiple times to review your drafts as needed.** Why only once? So you make smart, critical decisions on the content of your work after coming to office hours and attending tutorials.

- **English Department Student Error Statement:** Your instructors at Reedley College want you to be successful in your classes and therefore request you submit your best work. Successful students in reading and writing classes make sure that they carefully address the prompt, proofread their writing, and follow MLA guidelines.
- Please note that an instructor may choose to read only the first page or less of an assignment and return it to you with little or no feedback if the paper demonstrates lack of attention to correctness. This paper is also likely to receive a failing grade.

Successful students do the following:

- Follow their instructor's instructions and pay close attention to the rubric requirements.
- Seek assistance from the Reading and Writing Center, Tutorial Center, or Smarthinking
- Ask their instructor for guidance during their office hours
- Look for answers in their MLA handbook or online at the PurdueOWL website (<https://owl.english.purdue.edu/owl/>) DAYS BEFORE their paper is due.

**Plagiarism/Cheating:** Plagiarism is the act of using another person's words OR IDEAS as your own with no citation for their work. Cheating includes using synopses, having anyone else complete your work for you or turning in a paper you have written for another class. You will be caught, receive no credit on the assignment, and reported to the administration. If plagiarism and/or cheating are suspected, you may be asked to provide drafts of your written work and submit your paper to turnitin.com, a plagiarism-checking service. Keep all drafts of your writing assignments for these purposes.

The following is taken from the Reedley College Catalog:

***Academic Dishonesty***

*Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.*

**Cheating**

*Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.*

**Plagiarism**

*Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.*

**In short, don't cheat or plagiarize.**

**Respectful Learning Environment:** Be considerate of others. Be prepared to share equally and respect the opinions of others. Read, listen, and participate attentively.

**Instructor Contact: Academia is a professional environment.** When addressing your instructors, refer to them as Mr., Mrs., Ms., or Dr. unless they have asked to be referred to by their first names. Be sure that all correspondence is professional (no text-language emails) and follows all conventions of proper English usage (correct punctuation and grammar). Again, reinforcing real-world skills.

**Grading:** You will be graded on a point system scale. These points will vary on the assignment and weight of the assignment. Grades are available on Canvas. If extra credit is available, points will be placed in the Participation portion of the final grade. Extra credit points may only increase an already passing grade and may not be used to pass the class. If you are failing the course at mid-term, you may be dropped from the class.

**Accommodations:** Please inform me of any special circumstances you might have. If you have special needs as addressed by the Americans with Disabilities Act (ADA), including alternate media requests, please notify me immediately. Reasonable efforts will be made to accommodate your needs.

**Use of Student Work:** The instructor reserves the right to anonymously use and share examples from students' submitted work for instruction.

**Policies are subject to change to create a positive learning environment. All assignments are subject to change. The weight of graded materials may be modified at any time.**

Percentages are as follows for English 1A:

Academic research papers\* grade=80%

15+ pgs. (Number, length, and revising varies)

8+pgs. Annotated Bibliographies\* (revisable once)

General writing assignments grade=15%

6+pgs. Prospectuses for various assignments (not revisable)

10+pgs. Other various writing assignments/discussion posts (not revisable)

- 3+pgs. Timed Essay Exams/Final (not revisable)
- Participation and preparation for in class discussion/workshopping, etc.=5%
- 12+pgs. Workshop responses (not revisable)
- 20+pgs. Book responses/notes (not revisable)
- 20+pgs. Minor discussion posts/activities (not revisable)

Additional assignments may be added at any time.

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

**A final, important note:** Keep in mind that in this class, and for your entire academic future as well, your education is dependent upon you. Your instructors are resources and facilitators. It is you who is responsible for the learning that takes place. And as George Washington Carver once said, “Ninety-nine percent of failures come from people who have the habit of making excuses.” Be open to learn.

**The English 1A Course Outline of Record contains the following Student Learning Outcomes. NOTE:** Student Learning Outcomes are statements about what the discipline faculty hope you will be able to do at the end of the course. This is NOT a guarantee: the ultimate responsibility for whether you will be able to master these skills lies with you, the student. In addition, the assessment of Student Learning Outcomes is completed by the department in order to evaluate the program as a whole, and not to evaluate individual faculty performance.

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

1. 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
  - 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
2. Complete a timed essay independently in class
3. Summarize and comprehend college level prose (will include a full reading)

In the process of completing this course, students will:

1. 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.
2. Write an organized essay(s) with 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 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 reading, differentiating between an author’s intent and personal reaction
  - describing, evaluating, and questioning the purpose, audience, organization, and style of assigned readings

### ENGLISH 1A SCHEDULE—FALL 2022

**This overview does NOT include all assignments. All assignments and due dates subject to change. Updates will be given in class and on Canvas.**

Week 1	Syllabus; introductions; Reading & Writing Center enrollment; college and class preparation; what it means to “enter the academic conversation.”
Week 2	Reading Packet assigned; general reading and writing assignments; Paper 1 assigned
Week 3	Academic writing; general reading and writing assignments; drop deadline this Friday; Paper 1 due
Week 4	Exam on provided reading materials; Paper 1 due
Week 5	Part One of <i>The Nature Fix</i> due; general reading and writing assignments
Week 6	Part Two of <i>The Nature Fix</i> due; Research Paper assigned; Timed essay exam and book notes due; Library instruction on research skills
Week 7	Part Three of <i>The Nature Fix</i> due; Timed essay exam and book notes due; general reading and writing assignments
Week 8	Part Four of <i>The Nature Fix</i> due Class activity/in-class writing; Timed essay exam and book notes due;
Week 9	Annotated Bibliography due; Mid-term exam; last day to drop a class this Friday;
Week 10	Prospectus (paper 2) due
Week 11	Research Paper due
Week 12	Research Paper 2 assigned
Week 13	Research and revision
Week 14	Research question/methodology due; General reading and writing assignments
Week 15	Annotated Bibliography due; General reading and writing assignments
Week 16	Review
Week 17	Paper 3 due; Revisions due
Week 18	Final: Timed Essay Exam