

English 1A Syllabus Spring 2022

English 1A-53514: Reading and Composition ✍️

Contact Information

Instructor: Deborah Lyons

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Zoom Office Hours: Mon, Tues, Thurs, Fri: 1:00-2:00,

Wed 11:00-12:00. Also by appointment

Live Class Meeting: Mon at 11:00am via Zoom (attend or watch recording)

Overview

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



Orange



Msimang



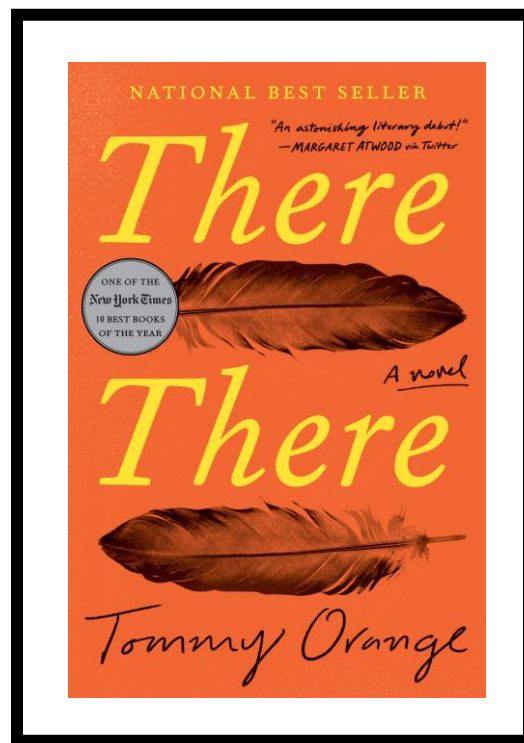
Adichie

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 5,000 words in formal academic language.

Course Text

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

- Orange, Tommy. *There, There*
- 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 **20+ hours per week for study**. I will hold **a live meeting on Zoom each week** to discuss assignments, readings, and more. Each week will read a range of texts (some weeks up to 100 pages from the novel *There, There*), post annotations and reading responses, study presentations and lectures, 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. Reminder: this is a full 18 week semester course load to be completed in half the usual time (9 weeks).**

Communications: The best way to reach me is via email or the Canvas messaging inbox. I will respond within 24 hours. If you do not hear back from me during this time, you are welcome to reach out again. 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: Due dates will be posted for each assignment. These are intended to help you keep pace with the coursework and to be successful. While keeping to due dates is strongly encouraged, within a unit, you may submit assignments at your own pace. Because the class is so short, it is important that you do not let assignments pile up. Keep up with weekly work. Reach out if you are having difficulty completing assignments on time.

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

 English 1A

- 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.
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Grades and Assignments

Assignments	Percentage of Total Grade
Weekly Discussion Posts, Lecture Summaries, Reading Responses, Annotations, Topic Proposal	Complete in order to develop skills required for other assignments. Feedback and scores will be given to help you develop key skills before submitting graded assignments but these will not count towards your final grade.
Timed Essay (SLO-2)	5%
Analysis of a novel (SLO-3)	10%
Research Paper & Annotated Works Cited (SLO-1)*	85%
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.*

Skills Mastery Rubric

Criteria Description	Exceeds Mastery	Mastery Demonstrated	Some Mastery Demonstrated	Attempted but no Mastery	No Evidence Provided
Points	4	3	2	1	0

Your grade is based on demonstrated of each skill contributing to mastery of outcomes and identified in the assignments. Each skill is assessed based on a 4 point rubric attached to each assignment. Final grades are calculated by averaging the assessment level of all skills in the course using the following scale:

A – 3.50-4.00 (87.5%-100%)

B – 2.75-3.49 (68.75%-87.4%)

C – 2.00-2.74 (50%-68.74%)

D – 1.25-1.99 (31.25%-49.9%)

F – 1.24 and below (below 31.25%)

Discussion Forum Posts 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.

Reading Responses: 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.

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.

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 timed essay response to the prologue of *There, There* as well as other short texts by Orange, Adichie and Msimang. Essay 2 is an argumentative and source based essay drawing on themes raised in *There, There*. Essay 3 is a research paper investigating the relationship between art, stories, and stereotypes. You will draw on multiple sources to craft a thoughtful and supported argument. In preparation for the research paper, you will compile an Annotated Works Cited to demonstrate your close reading of the sources. All essays are due by 11:59pm on the due date, uploaded through Canvas to Turnitin.com, a plagiarism checking website.

Class Policies

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.

Technical problems: Computer failure, lost USB drives, or other technology glitches will not be accepted as a legitimate excuse for missing assignments. Get into the habit of saving all work online (or emailing it to yourself) as a safeguard. For your best chance at success **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 Spring 2022 Schedule*

Unit 1: Timed Essay

Module 1: March 14-20

Intro forums and class prep
Readings - annotations
Reading Response 1

Module 2: March 21-27

Essay elements - intro, thesis, body paragraphs,
MLA & In-text citations
Essay 1

Unit 2: *There, There* Analysis Essay

Module 3: March 28-April 3

There, There
Reading Response 2

Module 4: April 4-10

There, There
Reading Response 3

Spring Break

Module 5: April 18-24

Essay 2: Analysis of *There, There*

Unit 3: Research Essay

Module 6: April 25-May 1

Research
Reading Response 4 – Topic Proposal

Module 7: May 2-May 8

Annotated Works Cited

Module 8: May 9-15

Draft Workshop
Conferences

Module 9: May 16-20

Essay 3 Due

***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

January 10	Start of Spring Semester
January 17	Martin Luther King, Jr. Day Holiday (no classes held, campus closed)
February 18	Lincoln's Day Holiday (no classes held, campus closed)
February 21	Washington's Day Holiday (no classes held, campus closed)
March 11	Last day to drop a full-term class (letter grades assigned after this date)
April 11-15	Spring recess (Classes reconvene April 18)
May 16-20	Final exams week
May 20	End of Spring Semester 2020, Commencement

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