

ENGL1A: COLLEGE READING AND COMPOSITION

Summer 2022 Course Syllabus

Course Information

Instructor: Gilliann Kenerly

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Class Meeting Time: M/T/W/Th

Room: CCI 202

Course Overview

English 1A is designed to engage students in the types 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 well-researched argument 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 weekly module and in the weekly schedule which essays we will be working with.

Supplemental Materials (posted to Canvas or as printed handouts)

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:

- 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 of credible sources.

 - Correct usage of MLA format, including a Works Cited page.

 - Sentences that exhibit a command of the complex/compound, with minimal sentence-level errors (splices, fragments).

 - Controlled and sophisticated word choice.

 - 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.

 - Complete a timed essay independently online.

 - 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 you do over the semester. You'll write a total of three major essay

projects—a Personal Narrative Essay (200 pts), an Exploratory Essay (200 pts), and an Argumentative 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 these projects will encourage you to choose topics and texts that are important to you and that connect to the overall course theme. 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 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 reading responses for a number of essays and articles. 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 in-class discussions. Generally, you can be expected to read between 50 and 70 pages a week.

Quizzes

Throughout the semester, I will assign small (generally weekly) quizzes on the reading and concepts that we discuss. These quizzes will be completed online, on Canvas. They will allow me to gauge how well you understand the reading and concepts, how you respond to them, and 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. Graded participation aspects of the course include small-group work, peer workshops, in-class and online discussions, and other small learning activities (both in-class and online) 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 group workshops is **mandatory** and will help you to read and revise your own work with more fluency and expertise.

Final Reflection Essay

At the end of the semester, rather than a traditional final exam, 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 around the final week of summer session.

Grading and Evaluation

Since our course is focused so heavily on academic writing, most of your class grade will revolve around the longer essays that you will write. 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

Breakdown of Course Requirements

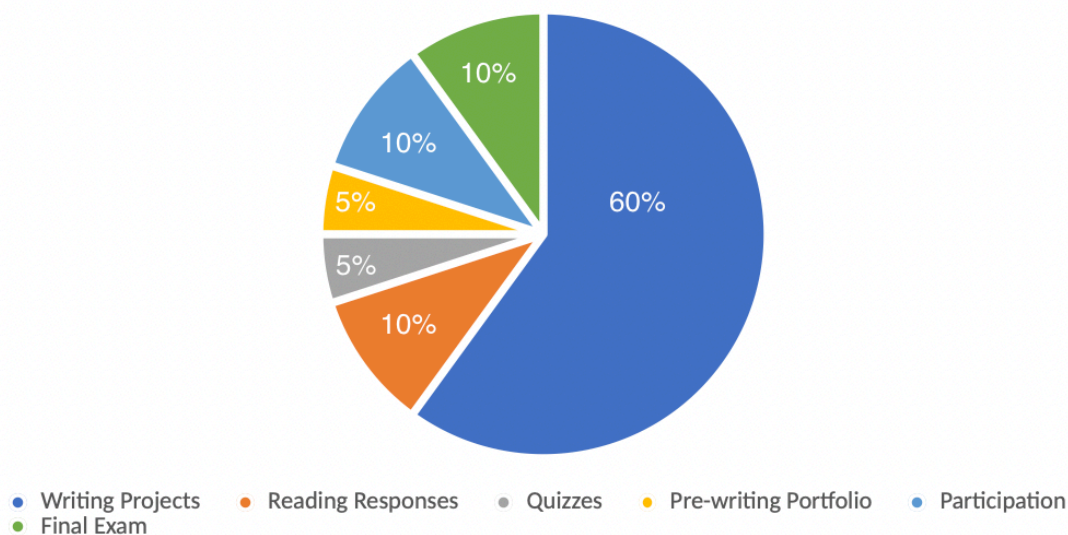


Image 1 Breakdown of Course Requirements

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 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 if 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. Much of the 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 things can happen, and life can get in the way. 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. If you do not have your draft on workshop day, you will not be able to get participation credit for that day.

Extra Credit

You will be able to earn extra credit in this course by working with a RWC 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 (does not apply to rough essay drafts), or 3) you can use the extra credit to be excused from completing a C/NC activity online. **You need to be sure to tell me how you want to use your extra credit by simply emailing me and telling me how you want to use it.**

Course Policies

Attendance and Drop Policy

Participation in the course is very important. This means that you need to be a present and active member of our learning community and engage in the class activities and discussions. During the first week of class, it is particularly important to attend. **Any student that does not attend the first three days of class will be given a “no show” drop and can even be dropped after missing the first day of class.**

Participation, and thus regular attendance, is important to your success in the course. This means not only showing up to class, but also being prepared each day by completing the writing and reading homework assignments—as much of what we learn and do takes place in the classroom. **Missing more than 4 classes total (two full weeks of contact-hours) can result in your inability to pass the class.** **If there are extenuating circumstances (for example, a serious accident/injury or COVID-19 infection) you need to be sure to get in contact with me sooner rather than later so any arrangements can be made.

If you are absent, it is your responsibility to check the schedule (as well as any announcements or adjustments to the schedule) and make sure that you keep up with the work that you missed.

It is also important that you show up to class on time, as coming in late is disruptive to class. **You will receive a tardy each time you are 15 minutes late, with three tardies equating to an absence.** Remember, too, that each day you receive Participation credit for work that we do in class, and so regularly missing large portions of the class will begin to seriously affect your grade in that category.

COVID-19 Policy

The SCCCD vaccine mandate is still in effect and you are required to show proof of vaccination status (though you no longer need to seek an exemption). If you are not vaccinated, you will need to test twice weekly (which you can do at the campus testing center). Also, you should continue to fill out the [Daily Online Health Screener](#), regardless of vaccination status. If you (or anyone in your household) are experiencing possible symptoms of COVID-19, you are asked to please stay home. Please be sure to monitor yourself daily for possible symptoms.

As per the Campus Safety Guidelines, you are no longer required to wear a facial covering (like a mask) while indoors. However, **mask usage indoors is highly recommended.**

Communication Policy

Communication in a class is important, and there may be times you need to contact me outside of class. 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 and 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 (7AM to 5PM), 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.**

There will also be a 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.

Disruptive Behavior

Do not use class time to prepare for or complete assignments for your other classes. Do not talk about things irrelevant to the subject matter of this course when you are assigned for group activities in class. When working in groups, while I understand that the urge to socialize and get off topic is always there, this can be distracting to other groups trying to get work done, and so staying on track and on task is important. Also, we will have a number of class discussions, and while we all have different opinions and beliefs, it is important to always treat each other respectfully. Please avoid talking during lectures or allotted reading time. For more on appropriate classroom behavior, please see the Student Code of Conduct. If necessary, campus security will be contacted for any behavior that warrants it.

Use of Technology/Personal Electronics

As a courtesy to myself and your fellow classmates, please turn off your phones and other devices. If you prefer to use a laptop or tablet for note-taking that's fine, but please do not use your device for things irrelevant to the class or task at hand. There may be times, for example, when we use the class laptops for research and other activities. Additionally, it is important to note that you will need access to a computer, the internet, and a Reedley College email outside of the classroom environment, for the purpose of completing assignments (in .DOCX format, please), or for communicating with me and your fellow classmates.

NOTE: If phones and other devices become a problem, the entire class will be required to keep their phones at the front of the classroom until break time or until the end of class. If you have a dedicated need to have a phone out, like an emergency, let me know.

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 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. This also includes submitting work that you have completed for another class for this class. 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 required to submit essays (rough drafts and final drafts) to Turn It In.

Tutorial Resources

As SCCCD students, you have access to tutorial resources, where you can work with tutors, free of charge. You can work with tutors on any of the SCCCD campuses, which means if you can't meet with a Reedley College tutor, you could arrange to work with a Madera, Clovis, or Fresno campus tutor instead. 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 several 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.

For Reedley College Summer Tutoring: <https://www.reedleycollege.edu/academics/tutoring-services/index.html>