

English 1A (55120): Critical Reading and Writing

Instructor: Seth Williams
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Office Hours: NA-contact through email
Course Time and Location: CCI 207 T: 6-7:50 and Th: Online
Drop: 8/25/2023
Course Units: 4
Final Date: December 5, 2023

Required Texts, Materials and Expenses

- *YOU, WRITING! A Guide to College Composition* by Alexandra Glynn, Kelli Hallsten Erickson, and Amy Jo Swing (PDF on Canvas)
- *Frankenstein; or, the Modern Prometheus* by Mary Shelley
- Additional essays, handouts, and articles will be provided for you on Canvas
- Computer access (smartphone and tablet access acceptable as well), pen or pencil, paper

Course Description/Overview

English 1A: 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.** PREREQUISITE: English 132 or multiple measures' placement. (A, CSU-GE, UC, I) (C-ID ENGL 100)

Course Outcomes

At the end of English 1A successful students will be able to:

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

Course Objectives-

In the process of completing this course, students will:

- 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 which exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments, and which show a command of mechanics.
 - controlled and sophisticated word choice.
 - writing in the 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.
- Write one or more organized, independently-written in-class essays with thesis and adequate support.
- Read and understand college-level prose.

Lecture Content

A. Expository Essays and a Narrative-Descriptive Essay (at the instructor's discretion)

1. Reading, discussion of models
2. The writing process
3. Thesis and support
4. Paragraphing, topic sentence
5. Introductions and conclusions
6. Use of showing details to support assertions
7. Editing for grammar, punctuation, and usage

B. Planning, Developing, and Writing the Research Paper

1. Library and Internet research
2. Evaluation of sources for accuracy and reliability
3. Evaluating and selecting evidence which supports a defensible thesis
4. Summarizing with accuracy and academic respect
5. Paraphrasing with attribution
6. Use of quotation to develop, support, or refute an idea
7. Planning, organizing, and outlining information and ideas
8. Correct MLA documentation
9. Completion of an annotated bibliography
10. Reading discussions of arguments
11. Reasoning, refuting opposition
12. Avoiding fallacies

C. Full-length work: Instructors should have students read a full-length novel, book, short stories or poems.

D. Assignments based on the work will vary.

F. In-class timed essay

1. Planning and organizing ideas under pressure
2. Composing quickly
3. Editing independently and within given time

G. College-level reading skills

1. Analyzing/synthesizing
2. Interpretation
3. Evaluation
4. Compare/contrast
5. Drawing conclusions
6. Distinguishing fact from inference
7. Summarizing/paraphrasing

Work of the Course

Reading: While the course description has a focus on non-fiction text, we will be using fiction for our book-length reading. The primary text for this class will be Mary Shelley's *Frankenstein: or, the Modern Prometheus* as well as other various articles. These texts will help prepare us to explore various topics that don't have clear answers that will require your researched and well-thought-out arguments. You will also read peer-reviewed research, your own essays, as well as those of your peers, in our workshop activities. This means your goal will often be to focus your attention on the way the texts are put together rather than what they are about, in order to better understand what makes "good" writing, communication, and argument, and how to incorporate useful techniques into your own work as a writer, thinker, and communicator.

Discussion and Participation: You must be prepared and willing to participate in the class discussions and group activities. This is a reading-, writing-, and discussion-intensive class. You will be asked to write constantly for a variety of reasons (some for letting off steam, some for building your writing projects, etc.). You will do a great deal of collaborative work in pairs, groups, and as a class because reading and writing aren't bodies of knowledge I can explain to you. Rather, they are skills upon which you can improve with lots of practice and gained confidence (meaning your attendance in class is extremely important). All reading and preparatory writings needed for discussion must be completed for each class in order to receive credit for the day's discussion and participation. I may give surprise quizzes on the assigned readings.

Etiquette for class participation requires that you assume responsibility for your fair share of the discussion. Too little input on your part suggests that you are willing to let others carry the burden of your responsibility. A meaningful exchange of ideas is required to earn credit, which means that you must come prepared to articulate your thoughts and have them challenged. ***Generalized comments that could be made without having done the necessary reading/work for the day's class do not qualify as meaningful discussion.***

Writing Assignments:

In addition to shorter writing assignments such as the journals, you will accomplish two major writing projects this session. One of the key goals of this class is that you develop your critical thinking skills (about external ideas and texts along with your own ideas and work), therefore each major writing project has assignments associated with it to help you work on the larger project. Details about all of these projects will be included in the writing prompts you will receive in class. I encourage you to make use to peer editing, the writing center, as well as myself as a writing aide to help you on major writing assignments.

Electronic Submissions: As directed, you will typically submit your second drafts of writing projects to Turnitin, via Canvas, for electronic feedback and assessment. Essays that do not meet length, formatting, or file type requirements may be returned to you for revisions and/or receive a lower grade. You are responsible for ensuring your essay file submissions to Canvas are correct and on time. I will not accept emailed assignments or hard copies when electronic submissions are required.

Grading

A = 100-90%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Course Policies

Attendance:

Attendance Policy: Attendance is mandatory for this class and you should not miss any classes. On your second absence before the drop date, you will be dropped from the class. If you do miss class, you can miss out on in-class only assignments, specific information, as well as collaborative activities.

The exceptions to this policy are planned, excused absences due to participation in a college sponsored organization (athletics, music, etc.) or religious observances. Those absences MUST be arranged with me BEFORE the date of absence in order to avoid penalty. *Whether excused or not, it is your responsibility to keep up with your class work.*

Classroom Conduct:

At times, we will enter conversations and have discussions that may be sensitive to you or some of your classmates. I expect that all discussion comments and workshop comments be respectful and professional. Please remember this is a course for adults and as such you may read or come across adult language, images, and/or themes. I expect that you will keep an open mind and remain professional. Students who are disrespectful or unprofessional will be asked to excuse themselves from class.

Email:

You are welcome to email me with questions or concerns that you may have about the class or work that is due. If you email me during the weekday between 9-5, then it is reasonable to expect a response the same day. Although you may occasionally receive emails from me during non-business hours, please do not expect to hear from me on weekday evenings, weekends, and breaks or holidays. If you are absent from class, please do not email me to ask what you missed or if there was anything important that we went over about which you should know. You should contact your classmates for that information, check the syllabus, and check the files section for the daily notes.

Your SCCCDC email address will be the official means of communication for this course. Because Canvas and WebAdvisor both use your SCCCDC email for communication, I will not send email to non-SCCCDC accounts, nor will I respond to email sent to me from non-SCCCDC accounts.

Late Work:

You can turn in work at any point up to the last Tuesday before finals. Missing work will go in as a 0 but you can submit the work to replace it. That being said, it is strongly encouraged to submit work on time so that you can get feedback from either your peers or myself (also, so you don't dig a hole that you can't escape!). **The only assignments that are not able to be turned in late are discussion board assignments or writing workshops.**

Revision Policy: Every student will have the opportunity to revise one major essay for full-credit (journals not included) per semester, other than the final essay in the course.

The Writing Center:

You are encouraged to utilize the campus Writing Center through our online portal. In my experience, students who take advantage of this resource notice a greater improvement in their work, and, therefore, their grades. More information about their services can be found on Reedley College's Website, or at the Writing Center.

College Policies:

Finally, our class is regulated by the college's policies on Students with Disabilities, Academic Dishonesty, Cheating, and Plagiarism.

Students with Disabilities:

Reedley College makes reasonable accommodations for persons with documented disabilities. If you have a need for an academic accommodation or alternate materials, i.e., Braille, large print, electronic text, etc., per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please notify the instructor as soon as possible and no fewer than 24 hours before any work is due. If possible, please notify me within the first two weeks

of classes so arrangements can be made early in the semester. If you have a disability or believe you have one that requires accommodation, please contact the Disabled Students Programs and Services (DSPS) office for additional information as soon as possible. Information regarding your temporary or permanent disability will remain confidential.

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.