

English 1A: Reading and Composition

Reedley College	Fall 2023	Instructor: Mariah Bosch (she/her, they/them)	Units: 4
In person, MTWTh Short Term, 9 week course	Office Hours: Online only — Fridays from 10-12 pm via email or Zoom	Meeting Time: 8:00 AM - 9:50 AM MTWTh	Location: Portable Classroom 4
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Welcome to English 1A! This is a short term (9 week) course that is intended to help build your confidence in reading, writing, and expressing your thoughts through composing short pieces of writing, essays, and responses to outside work.

Course Accessibility: As your instructor, I have worked and will continue to work on making this course as accessible as possible to all learning styles and needs. This includes accessible documents on Canvas, posting materials we utilize during class time for later revisiting, and being available to you both via email and in person.

Reedley College also has resources available via Disabled Student Programs & Services. DSP&S provides services and accommodations to assist students who have temporary or permanent disabilities that affect academic functioning. This means that DSP&S can help to secure resources that make learning on campus easier, whether that means accommodations in the classroom like extensions, note taking assistance, or extended advising opportunities. I encourage you to seek these resources if they would improve your experiences in my class or otherwise. More information here: <https://www.reedleycollege.edu/student-services/disabled-student-programs-and-services/index.html>

University Course Information

Course 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 6,000 words in formal academic language.

Translation: We'll be working together to build confidence in reading and writing through several genres of writing, revision, reflecting on our skillbuilding, and engaging with peers. We'll work on different genres, or types, of writing including research. This course is nine weeks, so it's accelerated, though my goals with you are the same as semester-long courses.

Course overview: English 1A is designed to prepare you for writing in other disciplines throughout your academic career. It is intended to teach you “academic literacy” – this means the ability to approach academic and scholarly reading and writing with confidence and a clear set of tools to use. Learning to read and write in these ways helps us to more clearly engage with the world around us – this goes beyond our classroom or the study of English, it's about what you do with it outside of this course.

As an instructor, I believe that we all can learn so much from each other and this course will rely on you all to engage with both myself and each other to build our skills.

Required Texts/Materials:

1. Our textbook is FREE and accessible online - you will need to access it at different points throughout the semester. Writing Spaces: Readings on Writing, Volume 3: <https://writingspaces.org/volume-3/>
2. Online access to various essays, podcast episodes, and other materials on Canvas
3. Regular access to email and Canvas.

Course Objectives

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. Students will write a minimum of 5,000 words (total- not all at once) in formal academic language.

In the process of completing this course, students will:

- o Write multiple essays of at least 1,500 words, including at least one research paper with documentation.
- o Arrange and integrate ideas in a multiple body essay, complete with topic sentences, supporting data, and background, as necessary.
- o 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.
- Write an organized essay(s) with thesis and adequate support independently within a class period.
- 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

Student Learning Outcomes

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

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 sentence
3. supporting details that exhibit critical thinking and use credible secondary sources

4. correct usage of MLA format, including a works cited page
 5. sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics
 6. controlled and sophisticated word choice
 7. writing in third person/universal
 8. an avoidance of logical fallacies
 9. demonstration of an awareness of purpose and audience
 10. appropriate and purposeful use of quotations
 11. correct in-text citations
 12. an annotated bibliography of multiple sources
 13. an avoidance of intentional and unintentional plagiarism
- Complete a timed essay independently in class
 - Summarize and comprehend college level prose (will include a full reading)

Grading

Points Breakdown

5 Short Writes, 10 points each = 50 points total
2 Essays, 2 drafts each, 50 points/draft = 200 points total
1 Annotated Bibliography = 50 points
Midterm/Timed Essay & Final, 100 points each = 200 points total

= 500 points possible

A = 500 - 450
B = 449 - 400
C = 399 - 350
D = 349 - 250
F = 249 or less

Each assignment will have a set rubric of expectations and categories of what I'm looking for in the assignment. I fill out the rubric accordingly and will always explain the point values assigned to each category and what you earned/didn't earn.

For example:

Short write (10 points)

- 2 points: completed word count (250 word minimum)
- 2 points: meets MLA formatting requirements (heading, title, page number)
- 2 points: explains rhetorical analysis fully

- 2 points: includes examples from text
- 2 points: properly cited quotations included

Assignments and points are subject to change throughout the semester, though notice is always given!

Participation/Classroom Expectations

Participation is an important element of this course as you'll regularly be working together in small groups and sharing your ideas with the class in order to further develop our ideas. It's important that you participate not only in person but give your best efforts on any online assignments and homework – all of these assignments are not intended to simply spin your wheels or give me things to grade for fun, but to help you work toward your writing projects and practice writing.

While technology will be useful in certain activities and to submit work, etc, I ask that for our class period, you stay off of cellphones and laptops for things beyond our coursework. I won't be on my phone for our class time and I ask that you do the same. It's also important that you respect your peers and their ideas that are shared in class – this isn't a space of competition, so you shouldn't feel the need to disparage anyone's ideas to make your own look better. Any behavior that disrupts class or the learning of others will not be tolerated.

I approach teaching from the idea that I, as you instructor, do have information to teach you and goals to reach as we progress in the course together. This, though, is not the only way knowledge will be created in this class, as it also depends on your participation and engagement. This may be in the form of writing, sharing your thoughts, or contributing your own knowledges to what we're working on. This is unique to each class section I teach – I fundamentally believe that a course can't be successful without this reciprocal relationship and it excites me every semester to start a new one with a group of students.

Attendance and Missed Information

If you do not attend class for the first week, you will be dropped from the course. Remember that each week of our class is four sessions, equaling out to two weeks in one! I'm obligated to keep clear attendance for the university, so this is one of the ways I'll hold attendance standards.

As mentioned above, you are allowed **five excused absences** throughout the semester without penalty. This translates to roughly 2.5 weeks of the course, so please be mindful about when you miss class and what information you're missing. Please consult the course schedule to see what it is that you've missed, whether lecture notes or in-class writing exercises and consult a classmate to get the best notes from what you missed. **While I will give guidance about what you miss, I**

prefer that students can communicate with each other and help catch each other up on what happens in class.

Late Work

Late work will be allowed within two days of the original due date. This means that you can still get full credit (given you do all that's asked within an assignment) even if you submit it late. Assignments submitted after the 48 hour mark will not be accepted unless discussed with me in advance.

Your essay drafts, midterm, and finals cannot be submitted late in order to pass the course.

Plagiarism / Cheating

Short answer: Don't do it.

Using the work of others as your own is not allowed and will result in several consequences including a zero for the assignment and reporting the instance of plagiarism to the University. Fresno State has a zero-tolerance policy for cheating and plagiarism – this could result in expulsion. Plagiarism also extends to materials that are not written by you, or even other people, such as Artificial Intelligence generated writing - you should be doing original work *yourself*. We have time and resources built into the course to prevent the need for these outside programs and generators.

I find that students decide to plagiarize because they are unsure of directions, feel as though they can't do the assignment correctly, or simply aren't making time for the assignment – we'll do all we can as a class to avoid this, but the responsibility is ultimately on you as the student to ensure you are producing original work for this course. This includes not reusing previous work for other classes. If you have any questions as to what constitutes plagiarism, please reach out to me.

Campus Resources

Tiger Pantry: The Tiger Pantry offers non-perishable food items, personal toiletries, fresh produce and vegetables, and school supplies. This is made possible by donations and a collaboration with the Community Food Bank. It is available to all currently enrolled Reedley College students (Student Activities Office) — (559) 638-0300 x3105 (Student Activities Office)

Homelessness Liason: The Homelessness Liaison can help you get connected to a support program on campus and provide information about the Reedley College dorms. The liaison will also help you get connected to Fresno County Resources to find local homeless shelters. — Phone (559) 638-0340 / Text (559) 419 -0256

Disabled Students Program & Services (DSP&S): DSP&S provides services and accommodations that assist students with documented disabilities to reach their maximum potential while achieving their educational goals. Email: DSPS@reedleycollege.edu / Phone: (559) 638-0332

Financial Aid: Provides students information to secure the financial resources to pay for their education. reedley.financialaid@reedleycollege.edu / Phone: (559) 638-0312

Career Center: The Career Center offers career and employment services, including help finding a job or internship. cec@reedleycollege.edu / Phone: (559) 637-2543

Health Services: Health Services is a nurse-run clinic available to currently enrolled students. The College Nurse Practitioner provides advanced nursing assessment and treatment for acute illnesses and injuries, preventative screening services, health education, and medical referrals to local health care providers. Phone: (559) 638-0328

Psychological Services: Psychological services is a program designed to meet mental health needs of the college community in Reedley. These services are available at no charge to students and assist in the promotion of healthy emotion and psychological responses. Psychological services include 4-6 confidential counseling sessions for college students. Care is provided by a clinical psychologist and supervised graduate interns. Phone: (559) 638-0328

More resources: https://www.reedleycollege.edu/_documents/about/reedley-college-student-resources.pdf

FAQ

How can I best contact you? How do I address you?

I prefer to be called Ms. Bosch or Professor Bosch. My pronouns are she/her/hers or they/them/theirs. Email is the best way to contact me – please do not expect responses in the middle of the night or right before midnight assignment deadlines. I'm happy to discuss or clarify anything we talk through in class via email, but don't expect responses during non-working hours. Please also clarify what section you're from if that's relevant!

What are office hours? Do I have to attend them?

Office hours are required and set-aside time that I am available to you (and my other sections) to talk, offer extra help, or anything else you may need. You do not have to attend office hours to get credit for this course but I highly recommend taking advantage of them for two reasons: if you feel shy/nervous about asking for help in front of your peers, office hours are a great time to seek out resources one-on-one, and second, it is time designated for you! Sure, I can catch up on emails during that time, but what I really want to be doing is to help students that need it. My office hours are online only since I commute to teach, though if you want to meet with me in person, please reach out and I can sort that out with you on an individual basis.

How can I get extra help in this class?

Some options are: office hours for one-on-one help from me, sharing contact information with your classmates and working together, and utilizing campus tutorial resources!