

FALL 2023 English 1A

English 1A-55208 Reading and Composition Reedley College

Ms. Jamie Fox

Fall 2023

Time: Tuesday and Thursday 10:00 am - 11:50 am

Dates: 08/07/2023 – 12/08/2023

Meeting Room: CCI 202

Email: jamie.fox@reedleycollege.edu

Welcome! I am excited to introduce you to your English Composition course. This journey is going to be both enlightening and challenging. I hope that together, we will foster your reading, critical thinking, analysis, and writing skills. Here is a brief description of what you can expect this semester.

We will read Sandra Cisneros's *Woman Hollering Creek* and other stories, a few shorter pieces, film, and journal articles. These will help us ponder various observations and themes, including storytelling and narrative voice, structure and form, purpose, style, and genre. We will also learn how to compose different styles of writing. Students can expect to gain a deep understanding of the conventions of academic discourse. Our focus will include thesis development, structuring a cohesive argument, drafting and revising, integrating and citing sources effectively, and learning to articulate complex ideas clearly, convincingly, and engagingly.

Please note that the policies and grading outlined in the syllabus are subject to change at your instructor's discretion –Ms. Fox

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 STUDENT LEARNING OUTCOMES

1. Write a documented, well-organized research paper of at least 1500 words that demonstrates critical thinking and command of the English Language.
2. Complete a timed essay independently in class.
3. Summarize and comprehend college-level prose (will include full reading).

COURSE OBJECTIVES

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 a conclusion.
 - a clearly defined, arguable thesis sentence.
 - supporting details that show critical thinking and use credible secondary sources.
 - correct usage of MLA format, including a Works Cited page.
 - sentences that show 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.
 - correction-text citations.
 - annotated bibliography of multiple sources.
 - A lack of intentional and unintentional plagiarism.
2. Write one or more organized, independently written in-class essays with a thesis and adequate support.
3. Read and understand college-level prose.

REQUIRED AND SUGGESTED COURSE MATERIALS

1. Sandra Cisneros's *Woman Hollering Creek and other stories*. (REQUIRED)
2. Notebook (REQUIRED)
3. Access to a printer (RECOMMENDED)
4. Ream of paper (RECOMMENDED to print articles/other documents)

GRADING SCALE

| Points | Grade |
|----------|-------|
| 900–1000 | A |
| 800–899 | B |
| 700–799 | C |
| 600–699 | D |
| 0–599 | F |

Total points: 1000

Your grade in this course will be based on your ability to delve into the world of writing, textual analysis, develop sound arguments, and become adept at researching and citing scholarly sources. The course will challenge you to engage with texts deeper, moving beyond mere observation to ask and answer profound questions. To learn, you must take an active role in the process. For our class, you are expected to come to class prepared and ready to learn. This means you will need to complete the assignment before class begins. You will engage in “Learning Tasks” both in and outside class. These require you to use various strategies to address issues and problems and write reflectively about what you are learning, how it relates to what you already know about the content, and how it relates to you personally. You will be evaluated on these tasks with a Learning Task Rubric, with a minus indicating unsatisfactory work, a check indicating satisfactory work and meeting expectations, and a plus showing strongly engaged and high-quality performance. I will hand out the Learning Task Rubric in class.

I will post grades to Canvas and regularly update them after we complete each unit.

DESCRIPTION OF ASSIGNMENTS

Class participation (100 points)

Again, coming prepared to class and actively engaging in class discussions is imperative for your learning and skills building. When you are in class, you will earn points for participation. If you cannot make it to class, you won’t earn the points given for that day. I don’t take points away, but you will receive zero points if you are absent from class discussions.

Journal Responses (150 points)

You will be required to compose, interpret and analyze topics we discuss and present your viewpoint. I will give you directions in class on these journal responses.

Narrative essay (100 points)

In this assignment, we will explore the complexity and richness of identity, particularly as it relates to the experience of navigating between two different cultural contexts.

This essay is a timed essay that we will do in class.

Two Expository Essays of at least 1,500 words (125 points each)

You will be required to compose two expository essays, a form of writing that investigates a specific topic from multiple angles and provides information objectively.

Both essays will be based on our class readings and discussions. The first essay will serve as a foundation, requiring you to integrate and analyze insights from one to two sources.

The second essay will require a broader scope of research and analysis, as you'll need to incorporate information from three to four sources. These essays will serve as preparatory drafts for an upcoming, more extensive research paper.

Peer review workshops (50 points total)

On designated days, students will provide feedback on classmates' essay drafts. You must bring your draft to class and work with your classmates on feedback for full credit.

One Research Paper of at least 1,500 words (350 points)

For the final assignment of this course, you will produce a research paper that explores, in-depth, the themes we discussed as they manifest in the text *Woman Hollering Creek*. This assignment aims to consolidate your learning from class discussions, readings, and earlier assignments.

Components of the Final Research Paper

We will work on these components inside and outside the classroom.

1. **Prospectus:** Submit a 1-2 page prospectus outlining your proposed research question, approach, and potential sources. This should offer a general direction for your research and argument.
2. **Synopsis:** In 1-2 pages, summarize your main argument and how you intend to structure your essay to support your idea. This should give a clear overview of your paper's organization and key points.
3. **Annotated Bibliography:** Compile a list with the primary text *Woman Hollering Creek* and at least five relevant secondary sources for your research. Each reference should be followed by a brief (150-200 words) descriptive and evaluative paragraph, i.e., the annotation. The aim is to inform the reader of the sources cited' relevance, accuracy, and quality.
4. **Research Paper:** Your final research paper should be at least 1,500 words, integrating insights from the primary text and your secondary sources. The paper should provide a thoughtful and detailed analysis of themes we have covered in class (e.g., storytelling and narrative voice, structure and form, purpose, style, and genre) in *Woman Hollering Creek*.

Required: Typed, 12-point Times New Roman font, double-spaced, with one-inch margins. The paper should follow MLA formatting citation style.

Evaluation: The final grade for this assignment will consider the depth of your analysis, the clarity and coherence of your argument, the quality of your sources, and your adherence to the assignment guidelines and MLA format.

Remember, this is your opportunity to showcase your critical thinking skills, understanding of the text and themes, and ability to construct a coherent and persuasive argument.

You will be expected to produce clear, definable thesis statements that argue a particular point about the text. This involves identifying elements in the text that present a problem or contradiction, asking 'So what?' and providing a thoughtful argument that answers that question.

Your papers should adeptly utilize moments from the texts that strengthen and develop your argument. You will be encouraged to think broadly about these readings and gather evidence that

deepens your claims and analysis. Your writing should include more than just the plot; focus on particular scenes, analyze significant details, and use quotations to support your argument.

Your papers should be well-organized, developing your arguments logically and effectively. Avoid following the text's plot as your chronology—let your argument guide your writing.

Your paper should use secondary sources, including literary criticism, theoretical essays, or historical sources. Understanding how to locate and integrate these sources into your work will be vital; we will work on this together.

Formulating a clear research question will be a critical part of your progress. The research question should be intriguing, analytical, and answerable with your available resources. Understanding what you already know, defining what you need to know, and considering what you hope to discover will be essential elements of this process.

Throughout the course, we will also focus on important soft skills such as critical thinking, analyzing complex texts, and meeting assignment deadlines. Don't panic! We will learn these skills throughout the semester. Remember, your growth as a writer and thinker is a journey, and I am here to guide you along the way.

REVISION RULE

If you receive a grade on a paper you wish to improve, you may revise it under the following conditions:

- The paper is turned in by the date that it is due.
- You have shown an honest effort in completing the paper to the best of your ability.

The research paper cannot be revised as this is due at the end of the semester

LATE SUBMISSION

When it comes to late work, I am flexible. I understand we have a life outside the classroom; sometimes, things happen outside our control. I ask that if you have circumstances that arise and you cannot turn in an assignment, you email me to let me know that it will be late and your plan to complete the assignment.

EXTRA CREDIT

Students will be given extra credit on each essay if students go to the writing center and get help from a tutor. Students will receive 10 extra points on their essays. Students must have comments from a tutor on their draft.

ATTENDANCE

This class will adhere to the Reedley College catalog attendance policy: "Students may be dropped from class if they fail to attend the first class session of the semester." Additionally, during the semester, up to the final drop date (**which is October 6 for this class**), any student who misses more than two weeks of class may be dropped. If you decide this class isn't for you, you must

withdraw from this and/or any course officially. Failure to do so may result in an "F" grade being awarded.

As previously stated in the syllabus, you receive points for showing up and doing the work. This will incentivize you to attend class and participate with your best effort.

CONDUCT

SCCCD Board Policy 5550 (#11) description of disruptive behavior:

“Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel, including obstruction or disruption of teaching, research, administration, disciplinary regulations, or other college activities, including, but not limited to community service functions or other authorized activities on or off campus.”

PLAGIARISM AND CHEATING

Anyone caught plagiarizing or cheating in this class will receive the following consequences:

1. First infraction: No credit on the assigned work.
2. Second infraction: Failure in the class.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

As part of our commitment to providing an inclusive and supportive learning environment, we encourage our students to communicate their needs as early as possible so we can make accommodations tailored to their specific needs. For more information on assistance and accommodations, students can contact the Disabled Students Programs office.

ADA STATEMENT

If you have a verified disability for an academic accommodation or materials in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, please get in touch with your instructor as soon as possible.

IMPORTANT DATES

| Date | Event |
|------------------|--|
| August 7 | Start of fall 2023 semester |
| August 18 | Last day to drop a full-term class for full refund |
| August 25 | Last day to drop a full-term class to avoid a “W” in person |
| August 27 | Last day to add a Fall 2023 full-term class in person |

| | |
|-------------------------------|--|
| August 27 | ~Last day to drop a Fall 2023 full-term class to avoid a “W” in person |
| September 4 | Labor Day Holiday (no classes held, campus closed) |
| October 6 | Last day to drop a full-term class (letter grades assigned after this date) |
| November 28 | Last day to change a Fall 2023 class to/from Pass/No-Pass grading basis |
| October 9 - December 8 | Short-Term classes, second nine weeks |
| November 10 | Veterans Day (no classes held, campus open) |
| December 4-8 | Fall 2023 final exams week |
| December 8 | End of Fall 2023 semester |

If I need to cancel class, I will email the entire class, letting you know it has been canceled.

Now, let's embark on this exciting academic journey together!

-Ms. Jamie Fox