**ENGLISH 1A-55398: Reading & Composition**

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| **Semester FALL 2023** | **Department:** English, Reedley College |
| **Course Name:** Reading & Composition | **Instructor Name:** Ernesto Reyes |
| **Units:** 4 | **Email:** ernesto.reyes@reedleycollege.edu  |
| **Time:** TuTh 3:00-4:50 p.m. | **Location:** Classroom Complex I #207 |
| **Office Location:** Online via Zoom,Google Meet, or by phone | **Office Hours:** MW 1:00-2:00 p.m. |

# **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 5,000 words in formal academic language.

# **Course Student Learning Outcomes**

Upon successful completion of the course, 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)

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# **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.

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# **Creating Brave Classroom Spaces**

Unlike many of your other classes, you and your peers will be sharing personal experiences and insights through writing and critiques; this kind of sharing and collaboration calls on us to engage with compassion, flexibility and respect. During our first couple of weeks of the course, we will collectively devise classroom learning agreements, outlining the values we wish to manifest during our course time together. I will do all I can to create, with you, a classroom environment shaped by respectful, open communication, and free exchange of ideas. Please have your **cell phones turned off** at the beginning of each class and remain off during class. Using cell phones, texting, or using computers for things unrelated to the class focus is unacceptable and, if it becomes a problem, will count as an absence.

Moreover, do not use your computer during class time to browse the internet for things irrelevant to the course readings and writings. Do not use class time to prepare for or complete assignments for your other classes or talk about things irrelevant to the subject matter of this course when you are assigned for group activities in class.

# **Open Lines of Communication**

If you’re struggling with something that affects your performance in class, please let me know and we can work on finding a solution. Talk to me after class, come to office hours, or send an email—it's much easier to deal with problems before they develop, rather than after the fact.

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# **Check Your Reedley College Email and the Canvas Site Regularly**

It is your responsibility to make sure that you're informed of any changes to the schedule and/or individual assignments. I will often notify you of these changes via email or Canvas. If you’re not in the habit of regularly checking your school email, it’s a good idea to have mail from this account forwarded to an account that you do check more often.

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# **Make and Create Original Work**

The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas and Blackboard, and you may need to submit some of your written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports will be available for your viewing.

# **Required Material:**

* *Way of Peaceful Warrior* (Dan Millman)
* Two (2) Blue Books
* A notebook

**Required Software:**

* Word Processing: Google Docs, or Word. This is to write your assignments, format them, spell and grammar check them, and share them with me and others in the class. The Google suite is free for students and the Kennel Bookstore has discounts for students on Microsoft Office applications.
* PDF Viewer: such as Adobe Acrobat (which is free) or Preview for Mac.
* Canvas: All of our course materials and assignment submissions will occur on Canvas. This is a free program for all FCC students.
* *Grammarly*: This program is free and reviews spelling, grammar, punctuation, clarity, engagement, and delivery mistakes. You can find out more about this software here: [https://support.grammarly.com](https://support.grammarly.com/hc/en-us/articles/115000090871-How-does-Grammarly-work-)

# **Contacting Me:**

# If you would like to discuss your work-in-progress, or you have questions or concerns about the class, the best way to contact me is via email. I am happy to help you when I can. Please be courteous and reasonable in your use of email. I may not respond quickly to email, so don’t rely on this as a way of getting missed notes or assignments. Exchange phone numbers with a classmate for this purpose and check Canvas.

# **Attendance/Participation:**

You’ll attend and fully participate in each scheduled class session. Per the attendance policy that we’ve built together, if you miss five (5) class sessions or more, you will be dropped from the class. *Leaving class fifteen (15) minutes or more before class ends or coming to class fifteen (15) minutes or more after class starts constitutes an absence.* For our class, attendance equates to participation, which means that you need to come to class with the homework done, and be prepared to participate in the activities of the class. *This means if you come to class, but your homework is not done, it can count as an absence.* **Using cell phones, texting, or using computers for things unrelated to the class focus is unacceptable and, if it becomes a problem, will count as an absence on each day there is a problem.**

# **Grading Scale:**

# Grading is based on a point system: 90% A 80% B 70% C 60% D 50% F

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| **Assignments \*** | **Due Date** | **% of Grade** |
| In-Class Essay #1 | Sep. 12th | 5% |
| Annotated Bibliography | Sep. 15th | 15% |
| Pop Culture Analysis Workshop Draft | Sep. 21st | 5% |
| Workshop Critique Peer Responses | Sep. 26th - Nov. 2nd | 25% |
| In-Class Essay #2 | Nov. 21st | 10% |
| Pop Culture Analysis Final Draft + Author’s Note | Dec. 1st | 25% |
| Attendance + Participation  | Ongoing | 15% |
| **TOTAL** | **100%** |

\* Instructor reserves the right to make changes in this syllabus as deemed necessary or appropriate.

# **Late Policy:**

I will accept no late papers unless you have contacted me prior to the deadline posted for the assignment. Exceptions may be made if you: have a documented physician’s excuse; have an SDR Accommodations letter; have a written request from a university official, or; have experienced the death or severe, life-threatening illness of a family member.

# **Paper Format:**

All work must be typed, double-spaced, and in 12-point Times Roman type. Submitted papers must follow MLA Guidelines regarding manuscript format. Do not submit work via e-mail unless expressly instructed to do so. Use of Google Docs is strongly discouraged. You must submit papers in Word format or PDF. All other formats will remain ungraded.

# **Accommodation for Students with Disabilities:**

“If you have a documented disability that may require classroom accommodations, please see me immediately after class, or contact the FCC Disabled Students Programs and Services (DSP&S) office in Building A, or call (559) 442-8237 for assistance. If you think that you may have a learning disability but are not sure, DSP&S may still be able to assist you. All information will be kept confidential.” Please contact me as soon as possible if you have any questions.

In addition, a DSP&S accommodation specifically states students receive additional time to take quizzes and tests, access to note-takes, and other support services. However, it does not apply to submitting online assignments late, such as essays and discussions. If students need additional time on assignments, they MUST contact the teacher PRIOR to the assignment deadline. An online class, in theory, provides students with 24/7 access to the curriculum. Students also have access to PASS and other tutoring support services. Meeting deadlines is important for not only the learning process but allows time for feedback from the instructor. Do not assume submitting assignments late is part of the DSP&S accommodations.

# **Academic Plagiarism and Cheating Policy:**

Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. While such acts typically occur in relation to exams, it is the intent of the definition that cheating not be limited to examination situations only but that it includes all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means. Plagiarism is defined as a specific form of cheating that consists of the misuse of others’ published or unpublished language, ideas, or other original material by misrepresenting the material (i.e. another’s intellectual property) through not acknowledging it correctly—that is, passing it off as if it were one’s own work. Neither cheating nor plagiarism will be tolerated in this course.

Plagiarism is a specific form of cheating and is 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 encouraging, permitting, or assisting another to do any act that could subject him or her to discipline. Incidents of cheating and plagiarism may result in a variety of sanctions and penalties that 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. **The use of artificial intelligence (AI) to produce writing for this course is not allowed unless it is otherwise stated by the instructor. If a student is found to have used AI-generated content for an assignment, that student may fail the assignment or the course.**

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| **SUBJECT TO CHANGE STATEMENT** |
| Please note that this syllabus is a living document, and, most likely, will change as thesemester progresses. Check the Canvas “weekly schedule” page and announcements forlive updates. |

# **TENTATIVE COURSE SCHEDULE**

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| **Week 1** | **Focus of Class Meeting** | **Due**  |
| Aug. 8th | * Course Overview
* “De Donde Soy”
* Listening Notes
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| Aug. 10th | * Writing Center Information
* “How to do College Better”
* Familia Sign-ups
 | * Read Erica Jabali’s “100 Tips for How to be Successful in College”
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| **Week 2** | **Focus of Class Meeting** | **Due** |
| Aug. 15th | * Reading discussion: “Where the Buffalo Roam” & Reading Annotation Instructions
 | * Read Daniel Carlson’s “Where the Buffalo Roam: Why the Western is the Quintessential American Genre”
 |
| Aug. 17th | * Reading discussion: “TV: The Plug-In Drug” & Active Reading Strategy (SQ3R)
 | * Read Marie Winn’s “TV: The Plug-In Drug”
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| **Week 3** | **Focus of Class Meeting** | **Due** |
| Aug. 22nd | * Reading discussion: “The End of Spam Shame” & Active Reading Strategy (Reader Response)
 | * Read Sylvie Kim’s “The End of Spam Shame”
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| Aug. 24th | * Intro to Conducting Credible Research
* MCATU Q &A
 | * Readings TBA
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| **Week 4** | **Focus of Class Meeting** | **Due** |
| Aug. 29th | * Using the Library Database
* Skimming “Effectively”
* Reading discussion & Active Reading Strategy (Reverse Outlines)
* Logical Fallacies
 | * Read James Salter’s “Once Upon a Time, Literature. Now What?”
 |
| Aug. 31st | * The Rhetorical Triangle Discussion (Ethos, Pathos, Logos)
* Essay & Body Paragraph Structure
* Conference Sign-ups
 | * Watch Sir Ken Robinson’s “Do Schools Kill Creativity?”
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| **Week 5** | **Focus of Class Meeting** | **Due** |
| Sep. 5th | * Individual Conferences
 | * See Conference Sign-ups
 |
| Sep. 7th | * Individual Conferences
 | * See Conference Sign-ups
 |
| **Week 6** | **Focus of Class Meeting** | **Due** |
| Sep. 12th | * **In-Class Essay #1**
 | Bring to class:* a Blue Book
* Bring a printed copy of your Annotated Bibliography (optional)
* a 3 x 5 note card
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| Sep. 14th | * Finalizing MCATU Drafts
* Research Narrative Drafting
 | * **Annotated Bibliography Due (September 15th)**
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| **Week 7** | **Focus of Class Meeting** | **Due** |
| Sep. 19th  | * Student Samples Discussion & Responding to Student Writing
* Workshop Guidelines
* Workshop Sign-Up
 | * Read Ronald LaPonte’s “That’s How a Superhero Learns to Fly”
* Read Bethany Rand’s “The Media’s Mental Health”
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| Sep. 21st | * Finalizing Workshop Drafts
 | * **“Pop Culture Analysis” Workshop Drafts Due (Sep. 21st)**
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| **Weeks 8 — 13** |
| Sep. 26th - Nov. 2nd | * Workshop (3-5 pages)
* See Workshop Sign-Ups
 | * Post your Workshop Peer Responses on Canvas
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| **Week 14** | **Focus of Class Meeting** | **Due** |
| Nov. 7th | * Read and discuss *Peaceful Warrior*
 | * Read *PW* (“The Gas Station at Rainbow’s End”)
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| Nov. 9th | * Read and discuss *Peaceful Warrior*
 | * Read *PW* (“Book One: The Winds of Change”)
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| **Week 15** | **Focus of Class Meeting** | **Due** |
| Nov. 14th | * Read and discuss *Peaceful Warrior*
 | * Read *PW* (“Book Two: The Warrior’s Training”)
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| Nov. 16th | * Read and discuss *Peaceful Warrior*
 | * Read *PW* (“Book Three: Unreasonable Happiness”)
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| **Week 16** | **Focus of Class Meeting** | **Due** |
| Nov. 21st | * **In-Class Essay #2**
 | Bring to class:* a Blue Book
* a copy of *Peaceful Warrior*
* a 3 x 5 note card
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| Nov. 23rd  | * **No Class — Thanksgiving Break**
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| **Week 17** | **Focus of Class Meeting** | **Due** |
| Nov. 28th | * Revisions/Final Touches
* Author Note drafting
 | * Bring a printed draft of your “Pop Culture Analysis” paper
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| Nov. 30th | * TBA
 | * **Pop Culture Analysis Final Draft & Author’s Note Due December 1st**
 |
| **Week 18** | **Focus of Class Meeting** | **Due** |
| Dec. 5th | * Final Reflections
* Goodbyes
 | * Reflections
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