

English 1A: College Reading and Composition

Summer 2023

Reedley College	Instructor: Kaitlin Meier
Course: English 1A (4 units)	Transfer to CSU and UC E-Mail: km051@reedleycollege.edu
Location: Async Sanger High School Office Hours Every week on Mon/Tue (except on holidays) *Alternate appt times can also be requested if needed	Office Hours: Beginning Tuesday, June 20th Mon/Tues 8 - 8:30 am - (Zoom) Join Zoom Meeting: https://us05web.zoom.us/j/86216102578?pwd=TitIczUvdFhQRWExeG1BeE0wcTNzUT09 Meeting ID: 862 1610 2578 Passcode: HCq4cM

Course Description

Please read through my syllabus carefully and closely. Be sure to take notes regarding late work, attendance policies and how to communicate with me.

English 1A: College Reading and Composition is a course created to extend your opportunities for reading, writing, thinking and inquiry. This course is designed to develop your abilities as a reader and writer—a literacy user—to join academic and public conversations as citizens in our society. This course will teach you to use reading and writing to make meaning, to analyze, to join a conversation and to address an audience. We will focus on reading and writing as rhetorical practice and participation in both academic and civic life. We will read book chapters/essays and editorial/opinion pieces about a number of current social and political issues. We will learn how to read and analyze arguments and how to write clearly and persuasively. This course will, in some ways, prepare you for the future writing tasks you will perform both in and beyond the university.

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

Please keep in mind that learning is recursive and it takes time and effort to learn how to read and write effectively at the college level. Don't hesitate to ask questions when anything we do seems unclear to you.

Course Materials

Required Texts:

- Hacker, Diana and Nancy Summers. *A Writer's Reference*. Macmillan Publishers, 2017.
- Ng, Celeste. *Little Fires Everywhere*. 1st Edition. Penguin Press, 2017.

You will need access to a computer/internet, access to Canvas and to your SCCCD email account. Some course materials are also under “Pages” and “Files” on the course Canvas for shorter reading assignments.

Where Do I Look for Assignments?

- Go to *Canvas* English 1A
- Click on *Home* where shorter and larger assignments will be posted under modules separated by week (Ex: Week 1, Week 2, etc.) or click *Assignments* to go directly to a list of assignments
- Click on the different *assignment titles* to open them for instructions and complete them by the due date listed

Student Learning Outcomes

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

- A. Write a documented, well-organized research paper of at least 1,500 words that demonstrates critical thinking and command of the English language including:
 - 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 that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and other mechanic problems
 - Controlled and sophisticated word choice
 - An avoidance of logical fallacies
 - Demonstrating 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
- B. Complete a timed essay independently in class
- C. Summarize and comprehend college level prose (will include a full reading)

Course Requirements and Policies

Plagiarism: *Plagiarism occurs whenever you borrow another author's words or ideas without giving the author credit for his or her work.* If you are not sure about how to cite a source in your writing, *please ask me or consult with someone at the Tutoring Center.* You may receive an F for an assignment in question; serious cases may result in an F for the entire course.

Canvas: I use Canvas as a means of providing information (about assignments, changes to the schedule...) and as a way to enhance your learning experience (through online discussions and links to useful websites). You should familiarize yourself with Canvas's features and be prepared to use them.

Always double-check Canvas for assignments, class and/or schedule changes

Contacting Me: If you would like to discuss work-in-progress, or have questions/concerns about the class, the best way to contact me is office hours or through email. If my hours conflict with your class schedule, we can schedule an appointment (with a few days advance notice, of course.). If you have a brief question or message for me, you may send it by email. 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. *Reach out to peers for notes and assignments before contacting me when possible.* Exchange phone numbers with a classmate for this purpose and check Canvas often.

Course Assignments

Major Writing Project: This semester you will write *one major essay*—an *argument research paper*. Class assignments are designed to build on each other so you can apply what you have learned in each assignment to your essay. The major essay will involve writing revision activities and two drafts overall. I will give you an assignment prompt at the beginning of the unit so that you have a clear idea about what you are required to do in the paper. *Each draft and final version of the essay will be due on Canvas* and used in class for revision. You will have opportunities to revise your essay in class.

Short Writing Assignments: Short assignments (on Canvas) consist of short analyses, written responses to readings and in-class writing. These assignments will help you brainstorm for discussion topics and prepare you for the major essay. I expect that your writing shows you are thinking critically about the subject matter.

Final: In-class, timed *Reflection* that will be submitted on Canvas on the last day of class 7/13/23

A guide to emailing your professor

Many of the answers to your questions can be found from this syllabus and Canvas. If you need further explanation, please ask a peer or feel free to email me. When emailing, you can address me with Dear Ms. Meier or Prof. Meier.

You should include the following in the subject line of your email:

Full Name, Class Title, Subject of Email.

Example: Jessie Jones ENGL-1A, Office Hours Appointment

Remember that your approach to emails is a reflection of you as a student. Please use a professional tone of voice in your email and proofread before sending. I want to be able to fully understand what you are saying, so I can help you as best as I can. Keep in mind I will only respond to professionalism.

Grading Scale

Total points possible for the course: 212

A: 185 - 212

B: 158 - 184

C: 133 - 157

D: 108 - 132

F: 0 - 107

Attendance/Participation: Since this is an asynchronous/online class, I won't be taking attendance, but missed assignments will equate to lack of participation. You can earn additional participation points by completing the non-graded assignments on Canvas throughout the course.

o **Please Note:** Assignments are expected to be turned in on time even if you do not go to the physical classroom at Sanger High. Missing or turning assignments in late at any point impacts the overall grade.

Late Assignments: Turning in any graded assignment late will result in a reduction of points for that assignment. You have 2 days after the due date to turn in a late assignment and still receive late credit (**not including the Course Essay 1st Draft [aka "Midterm"] & Final Essay Submissions - these must be turned in on time**). After that 2-day grace period, the assignment would then be considered missed.

Missed Assignments: Missed assignments are assignments that are not completed or are turned in after the late assignment deadline. Not on time or otherwise not meeting the guidelines for the assignment are considered "missed assignments" and loses points for the assignment.

Incomplete Assignments: Incomplete assignments are those assignments that were completed on time but did not match the "spirit and letter" of the assignment in some way. This can result in a reduction of points for the assignment.

“A” Grades

To get an “A,” major essay assignments and course activities must demonstrate research and writing that point to genuine, recognizable excellence. Course writing will be graded based on 1) Consideration of the rhetorical situation, where applicable, 2) demonstration of knowledge of course content, 3) fulfillment of writing assignment requirements and 4) engagement in writing and peer review process.

College Policies

- ***Plagiarism***
 - By enrolling in this course, you join a community requiring academic integrity. When you write 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.
 - Remember to always quote and cite your sources appropriately, even if they are unpublished or from friends or classmates. An unacknowledged paraphrase, a patchwork from several sources, as well as the submission of someone else’s work (published or not), all constitute plagiarism in the eyes of the college, and will result in a failure of this course. Please ask questions if you’re ever unsure BEFORE you turn in work. Ignorance IS NOT an acceptable excuse. Scholars would agree that “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” (excerpt from CSUF’s Policies). You will automatically receive zero points on the assignment and the incident will be noted on your academic record if you are caught plagiarizing.
- ***Authority and Disciplinary Actions***
 - Instructors shall be in charge of their classes and students are under obligation to respect the authority of each instructor. Reedley College seeks to develop responsible, democratic citizenship among the students enrolled. Students are responsible for their conduct. Failure to adhere to the college’s standards will result in disciplinary action. The college reserves the right to exclude at any time a student who violates student conduct standards and/or is not taking proper advantage of the opportunities offered. (See Student Right to Know on page 10). Reedley College reserves the right to exclude at any time a student who, in the judgment of the administration, is not taking proper advantage of the opportunities offered.
 - In accordance with student conduct policy, if you are disruptive, and disrespectful, to myself, and to the atmosphere of my class, I will ask you to leave and not return for the following class session. Your removal from class will count as absences against you. I will fill out a disruptive behavior report and recommend suspension or removal of my class depending on the severity of the situation. If you are caught cheating such as plagiarizing information on a paper I will fill out an academic dishonesty grievance against you. The end result may be removal, fail from class, or expulsion from school depending on the severity of what occurred.
- ***Accommodation:***
 - 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 as soon as possible.

Academic Resources

- ***Disabled Students Programs & Services (DSP&S)*** is designed to provide specialized services and accommodations that assist students with documented disabilities to reach their maximum potential while achieving their educational goals. DSP&S staff interact with all areas of the campus to eliminate physical, academic and attitudinal barriers.
- [Campus Map](#) (<-- link)

Health Services and Psychological Services

- [HEALTH SERVICES](#) (<-- link)
- [PSYCHOLOGICAL SERVICES](#) (<-- link)

Tutoring Services

The RC Tutoring Services link: [Tutoring Services | Reedley College](#). Appointments can be scheduled online and Reading/Writing tutoring is available via Zoom.

Library Research

For research help, start with the library! The library at Reedley College offers articles, ebooks, databases, print books, music, movies and much more. Start at the library website to gain access to millions of sources that you can't find with a Google search.

Librarians are also available 24/7 to help you develop research questions, figure out search strategies, locate relevant and reliable information, select the best sources for your paper or project, and get you started with citing your sources. For more information, check out the *Ask a Librarian* box on the library's home page at [Library | Reedley College](#).

Additional Sources:

My Portal: Start here to access everything you need, from your class schedule to paying tuition and more. <https://myportal.sccd.edu/uPortal/f/student-welcome/normal/render.uP>

Bookstore: Contact the bookstore and answer questions you might have about it by heading to their website here:

[Bookstore | Reedley College](#)

Student Services: Visit this website for all kinds of useful tools and links to things you might need while on campus. [Student Services | Reedley College](#)

****Syllabus is subject to change at my discretion.**

Tentative Course Schedule

Week 1: Intro & Rhetorical Framework

- Self introduction & reviewing the class syllabus to begin the course
- Exploring Rhetorical Framework
 - Author, Topic, Audience, Purpose & Context
 - Rhetorical Strategies: Ethos, Pathos & Logos

Week 2: How to Make an Effective Argument

- Should have already begun reading *Little Fires Everywhere*
 - Try to spend at least an hour or so of class time reading to help tackle the novel
- Identifying Arguments
- Creating Working Thesis Statements

Week 3: Research / *Little Fires Everywhere* reading should be complete by this Monday 6/26

- Book Analyses for *Little Fires Everywhere* by Bousquette
- Tips for Writing Paragraphs
- Possible topics for the Course Essay
- Researching Sources

Week 4: Course Essay 1st Draft Due Monday 7/3, then Self Revision

- Optional extra credit assignment due by the end of this week
- Creating Annotated Bibliographies
- Revision Strategies

Week 5: Peer Revision & Final Draft submission

- Annotated Bibliography due Monday 7/10 at the beginning of class
- Completing revision for the Final Essay submission due Thursday at the start of class 7/13
- Final - Timed Course Reflection Thurs 7/13