


## Spring 2024 English 1A: Reading and Composition

### Schedule #53877 TUESDAY-THURSDAY 11:00-12:50 (CC1 207)

#### INSTRUCTOR CONTACT

Carey Karle  
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Coffee Hours  Monday, Tuesday, Wednesday, Thursday  
10:00-10:50am  
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#### WELCOME!

English 1A is all about reading and writing. We will be doing a lot of both! I hope you enjoy the various texts we will be using; they touch upon many themes such as choices, responsibility, education, motivation, thinking critically, storytelling, and more. This particular section of English 1A is fully on campus class. Thus, arrange to be here, on time, for each class.

I hope that you actively participate in class because I have found it to be the best way to learn—and it makes the class more enjoyable for all! Even through this is an on-campus class, you should make a habit of checking email and Canvas daily. Set your Canvas notifications to be alerted to announcements as these will contain reminders as well as additional lecture and assignment materials. If at any point I need to cancel a class, you will be notified of this through email and an announcement on Canvas.

Policies noted in this syllabus are subject to change if needed to create a more positive environment. All assignments are subject to change and graded materials modified as needed to better facilitate learning. —Ms. Karle

#### 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.

#### STUDENT LEARNING OUTCOMES

1. Write a documented, well-organized research paper of at least 1,500 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 a full reading).

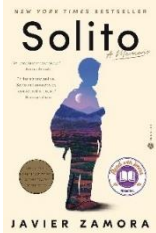
#### TIME COMMITMENT



English 1A is a four-unit class. For each hour spent in class, it is expected that students spend two hours studying. This includes watching videos, reading, working on assignments, meeting with a tutor, visiting the instructor during office hours, and more. This section of English 1A is a traditional 18-week class, which means 8 hours outside of class each week (standard two hours of time out of class for each hour in class). Make sure you have the time needed to dedicate to this class. Do not count on getting all work completed in class and in a few minutes outside of class. Instead, write down assignments at the end of each class, make a plan, and put in time needed outside of class.

## TEXTS AND MATERIALS

### REQUIRED:



Zamora, Javier. *Solito*. Hogarth, 2023.

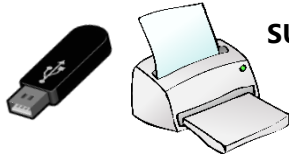
This text may be purchased from the Reedley College Bookstore or through Amazon.

Javier Zamora is visiting Reedley College on Thursday, March 14 at 7:00pm. Please, plan to attend his lecture.



**REQUIRED:** Computer—laptop or desktop (your own or access to one). **No Chromebooks, tablets, or phones.**

**REQUIRED:** Download your free version of Office 365 onto your laptop or desktop. All work must be completed in Microsoft Word. Google Docs IS NOT ALLOWED.



**SUGGESTED:** Flash drive to backup work and access to a printer as some materials should be printed.

## ATTENDANCE

This class will adhere to the Reedley College catalog attendance policy which states: "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 (March 8, 2024), any student who misses four or more classes may be dropped. For this class, students who are absent the first day or two times during the first three weeks will be dropped. Attendance is taken each class period. Ultimately, it is your responsibility to officially withdraw from this and/or any course. Failure to do so may result in an "F" grade being awarded.

## GRADING – PHILOSOPHY AND POLICIES

I have been frustrated with grades for quite some time. I've dabbled in contract grading, grading for equity strategies, UNgrading and more. The main frustration comes down to having to assign a grade. This seems counterproductive when teaching writing. Grades can motivate some students, but they can be degrading to others, causing them to give up. I want my students to want to learn to write better. Writing well is a skill that utilizes organization, critical thinking, and choice. These are skills that do not only pertain to writing. These skills are important in all aspects of life and careers.

The reality is that at the end of the course, a grade must be assigned and recorded for the course. This is not something we can avoid. However, we can do our best to ignore grades at first and concentrate on learning. The goals for this class are to grow as a writer, to employ revision and editing strategies, to write clear thesis statements, topic sentences, synthesize ideas from multiple sources, and more. This all happens with practice.

What this means in practice is that I will assign all points possible to your scaffolding exercises or initial writing experiences unless they do not meet the minimum requirements. I will often ask that you revise and resubmit work. Writing is a recursive process—one where mistakes are needed. I will provide feedback—copious amounts of feedback—that you are expected to harness. You will earn points for completing scaffolding exercises (as long as those are completed with genuine effort) and ultimately evaluated (graded) based on your ability to use the feedback to resee and revise your writing. My goal for you is become a stronger writer and scholar as well as passing the class. When an assignment is turned in and done with evidence of following instructions and to the best of your ability, points will be earned. If an assignment needs to be revised, then no points will be earned until revision has occurred.

This is all likely very different from what you are used to, but this is designed to be motivating and accurately represent what you have learned in this class.

Turning in assignments “on time” will not be part of your grade. I used to have a late policy, but I never stuck to it. Why? Many of you are taking more than one class, have jobs outside of going to school (which I consider a job), have family, etc. Additionally, sometimes we just need a moment to breathe. I understand this and found myself always allowing for late work. However, I’ve also found that some students take advantage of this and put this course last, which generally means the time needed to learn is simply not available. Thus, deadlines are needed and are helpful. All assignments—except for the FINAL, which must be submitted on time—will have a due date, but if more time is needed simply email me to request an extension **AND** give a date by which the work will be completed. If more time is needed, connect with me to discuss possible further extensions. Can all the work be done at the end of the semester? No. This is not educationally sound, realistic, or feasible for me. **Once an essay is submitted, all work leading up to that essay is no longer available. Think about this. Once an essay is submitted, all scaffolding work (discussion boards, quizzes, etc) leading up to that essay can no longer be completed. This means stay focused and complete the work in the order assigned. This also means this class cannot always be an afterthought.** Remember, there is no penalty for late work (Canvas Gradebook will show/mark work as late when submitted after the posted due date—this can’t be helped—just remember, this does NOT affect your grade in anyway). If possible, get those assignments in by the posted due date as it can become very overwhelming falling too far behind. **More importantly, we lose the value of completing assignments in stages when we skip assignments or submit them too much past the posted due date, which means losing the opportunity for timely feedback.**

**Remember, if you’ve submitted a timed essay or essay, and did not complete the work prior, all of those pre-writing/scaffolding work has permanently closed.**

We cannot ignore the fact that I must turn in a grade for each student at the end of the course. This grade is based largely on the ESSAYS.

Grade Categories	Grading Scale
Quizzes 5%	90-100% = A
General Writing 10%	80- 89% = B
Timed Essays 5%	70- 79% = C
Essays 80%	60 - 69% = D
	0 - 59% = F

Class participation is truly important, and I do hope you will participate. Learning occurs best through participation. To participate, complete assigned reading, writing, and group assignments; join in the exchange of opinions in group and/or whole class discussion; start appropriate new items for discussion; and, perhaps most important of all, ask questions.

Final quiz score is the average of all quizzes, minus the lowest two (which includes any zeros).

Grades are tracked in the Canvas Gradebook. Check marked assignments regularly. **Always look for feedback provided through Grades.**

Please, do not email me asking “what do I need to get on an assignment to pass the class.” When it comes to grades and your ending grade for the class, you can play the “what if / what score” game on your own through Canvas - Grades. As long as an assignment has been created in Canvas, you can play with scores through Grades. To learn how to play the “what if” game, watch this video: [https://youtu.be/s\\_WZUxt8eL4?feature=shared](https://youtu.be/s_WZUxt8eL4?feature=shared)

**Please let me know if you are having trouble completing assignments for any reason. The more I know, the more I can help you.**

### ACCOMMODATIONS

Please, visit our DSP&S office if you are need of academic accommodations. I cannot honor your accommodations if I am not aware of them. This means you need to actively advocate for yourself. Thus, 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 Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

## RESPECT

In order for us all to grow as writers, we need to work together. This can be scary; I understand this. However, in order to learn, we need to share our writing. This happens by posting writing to discussion boards when asked; completing writing, reading, and assignments as assigned; and discussing our writing. We also need to listen to one another and be respectful of one another.

While this is not an online class, it is still important to understand proper Netiquette. Rules for Netiquette apply in all emails, discussion boards, and more. Make sure communication is clear; review what is written before emailing or posting; if you wouldn't say something in person, don't say it online; don't spam; remember, if it's on the internet, it is everywhere; etc. To review rules, check out these sites: [The Core Rules of Netiquette](#), [Netiquette in Online Education](#), and [Netiquette: Etiquette Guidelines for Distance Learning](#).



If you continually disrupt class, you will be asked to leave and, thus, counted as absent for that particular day. If the behavior becomes too disruptive, disciplinary steps will be taken, as per Board Policy 5550, "including but not limited to the removal, suspension or expulsion of a student."

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."

You will get out of this class as much as you put in to it. My job is to help you gain a stronger appreciation for reading and writing and to become a stronger reader and writer. I truly care about your success and will plan meaningful assignments, meet with you, and more to help you succeed. However, the final responsibility is ultimately yours.

## PLAGIARISM/CHEATING

*Plagiarism means to pass off the work of others as your own. Plagiarism is dishonest and represents an attempt to obtain the benefits of a college degree without doing the work.*



Often, students plagiarize when they procrastinate or are stressed about their grade. The best option for the latter is to seek out assistance. Meeting with me, an RWC tutor, or using NetTutor is the way to work towards a higher grade. If cheating or plagiarism is discovered, you will be given an opportunity to revise, unless it is the research paper. If plagiarism continues, a plagiarism report will be filed with the administration. **Plagiarism of the research paper will result in a failing grade in the class.**

For more information about plagiarism and cheating, refer to the Current Class Schedule (Campus Policies).

**Bottom line:** Do the work yourself! If using someone else's words or ideas, give him/her credit. Never use another student's paper as your own. Never use a paper you wrote from another class in this class. Never use a paper you wrote for this class in a previous semester. Never have another person write the paper for you. Do not use AI. All of these are forms of cheating. You will receive a zero on the assignment (whether it is something plagiarized on your papers or on the discussion board) and a report will be filed with the college administration for their review. Please be advised that you will submit your papers through TURNITIN (through links on Canvas), so if you do plagiarize, you will most likely be caught.

## COMPUTER REQUIREMENTS

This is not an online class, but technology is still IMPORTANT. As noted earlier in the syllabus, a laptop or desktop computer is required. Trying to complete the assignments for this class using a Chromebook, tablet, or phone is not viable. Have a back-up plan for problems with technology. Know where you can go for free Wi-Fi. Know who you can go to for computer use if yours should malfunction. Know where labs are on campus and when they are open. Back up all work in progress and final assignments through email, the Cloud, a flash drive, etc.

## COMMUNICATION/CONTACT

As noted earlier in the syllabus, I use email and announcements to communicate with students. Thus, check your email and Canvas daily. The best way for you to contact me is through email or visiting me during office hours (zoom or in person). Expect replies from me within 24 hours or less (it all depends on when you send the email). Please, always use your Reedley College (scccd.com) email and NOT the messaging system on Canvas. When addressing your instructors, refer to them as Mr., Mrs., Ms., or Dr. unless they have asked to be referred to by their first names. Be sure that all correspondence is professional (no text-language emails) and follows conventions of proper English usages (correct punctuation and grammar). This is good practice reinforcing real-world skills.

## HELPFUL HINTS

- Keep a copy of each of your papers. This protects you if I should happen to lose one of your papers. You should save your work on your hard drive and back up your work to a USB or other storage device.
- Keep track of your work. You should save all your work until the end of the semester so you can double check your final recorded grade. Of course, check your grade regularly throughout the semester.
- Should you discover that you are unable to regularly attend class for whatever reason, it is imperative that you discuss this with me as soon as possible. Telling me of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable. The window to make accommodations at that point has closed.
- If this is your first semester in college, understand some major differences between high school and college.

<b>Academic Success High School vs. College</b>	
<b>High School</b>	<b>College</b>
<ul style="list-style-type: none"> <li>• Requires more seat time in the classroom (1,080 hours total)</li> <li>• A lot of tests which are more frequent and at the end of each chapter</li> <li>• Passing grade guarantees you class standing</li> <li>• Daily attendance as required by law</li> <li>• Information is provided to you in class</li> </ul>	<ul style="list-style-type: none"> <li>• Requires more study time outside of the classroom (classroom time 336 hours total)</li> <li>• 2-4 tests per semester and they cover many chapters</li> <li>• Specific grades/GPA required to take certain classes/majors</li> <li>• You decide if you attend class</li> <li>• Research outside of class is required for better understanding of information</li> </ul>

Finally, keep in mind that in this class, and for your entire academic future as well, your education is dependent upon you. Your instructors are resources and facilitators. It is you who is responsible for the learning that takes place. And as George Washington Carver once said, "Ninety-nine percent of failures come from people who have the habit of making excuses." Be open to learn.

Student Learning Outcomes (noted on page one of this syllabus) for this and any class are statements about what the discipline faculty hope you will be able to do at the end of the course. This is NOT a guarantee: the ultimate responsibility for whether you will be able to master these skills lies with you, the student. In addition, the assessment of Student Learning Outcomes is completed by the department in order to evaluate the program as a whole, and not to evaluate individual faculty performance.

## COURSE OBJECTIVES

1. Write multiple essays of at least 1,500 words, including at least one research paper with documentation that includes:
  - 1.1 a sophisticated introduction, multiple body paragraphs, and conclusion.
  - 1.2 a clearly defined, arguable thesis sentence.
  - 1.3 supporting details that exhibit critical thinking and use credible secondary sources.
  - 1.4 correct usage of MLA format, including a Works Cited page.
  - 1.5 sentences which exhibit a command of the complex/compound with minimal comma splices, sentence fuses, and fragments, and which show a command of mechanics.
  - 1.6 controlled and sophisticated word choice.
  - 1.7 writing in the third person.
  - 1.8 an avoidance of logical fallacies.
  - 1.9 demonstration of an awareness of purpose and audience.
  - 1.10 appropriate and purposeful use of quotations.
  - 1.11 correct in-text citations.
  - 1.12 an annotated bibliography of multiple sources.
  - 1.13 a lack of intentional and unintentional plagiarism.
2. Write one or more organized, independently-written in-class essays with thesis and adequate support.
3. Read and understand college-level prose.

## COURSE OUTLINE

- 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.
- E. In-class timed essay
  1. Planning and organizing ideas under pressure
  2. Composing quickly
  3. Editing independently and within given time
- F. 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

**IMPORTANT DATES**

<b>DATE</b>	<b>DAY OF THE WEEK</b>	<b>ACADEMIC EVENT</b>
January 8	(M)	Start of Spring 2024 semester
January 15	(M)	Martin Luther King, Jr. Day observed (no classes held, campus closed)
January 19	(F)	Last day to drop a Spring 2024 full-term class for full refund
January 26	(F)	Last day to register for a Spring 2024 full-term class in person
January 26	(F)	Last day to drop a Spring 2024 full-term class to avoid a "W" in person
January 28	(SU)	Last day to add a Spring 2024 full-term class with add authorization on Self-Service
January 28	(SU)	Last day to drop a Spring 2024 full-term class to avoid a "W" on Self-Service
February 16	(F)	Lincoln Day observance (no classes held, campus closed)
February 19	(M)	Washington Day observance (no classes held, campus closed)
March 1	(F)	Deadline to apply for graduation for Spring 2024 completion
March 8	(F)	Last Day to drop a Spring 2024 full-term class (letter grades assigned after this date)
March 25-March 29	(M-F)	Spring recess (no classes held, campus open March 25-28)
March 29	(F)	Good Friday observance (no classes held, campus closed) (classes reconvene April 1)
May 13-17	(M-F)	Spring 2024 final exams week
May 17	(F)	Last day to change a Spring 2024 class to/from Pass/No-Pass grading basis
May 17	(F)	End of Spring 2024 semester/commencement

**FINAL:  
THURSDAY, MAY 16  
11:00-12:50**



## PAPER POLICY

All papers must be typed, saved as WORD files, and follow MLA guidelines. Read and review the PAPER POLICY below carefully.

1. All papers must be revised and typed in accordance with MLA guidelines. It is expected that you learn various functions in WORD to format your papers correctly. Watch the MLA format video carefully, use the HELP function in WORD, and google "how to X" as needed. MLA guidelines will also be taught in class.
2. All work leading to your final paper must be kept—for example, all prewriting, rough drafts, peer responses, and any other work produced. ***There are no exceptions to this policy.***
3. In this class, we use Microsoft Word, which is available to you free as a student. All work must be submitted using WORD. ***I do not accept Pages files, Google Docs, PDF files OR shared files.***
4. If a paper is due and you cannot access Canvas, probably Canvas is down. Don't stress—wait a little bit and try again. When this happens, watch for email messages from me. Of course, if a paper is due and the Canvas is down, I will not hold you to the original due date. I will email and post to Canvas (once it is up again) the revised deadline.
5. All papers will be turned in through TURNITIN through links on Canvas. *TURNITIN is a website that detects plagiarism.* This means that if you copy and or copy/paste writing from a website, another published source, or from a previous student of mine, without properly quoting and citing the source or sources, the plagiarism will be detected. You will be "caught."
6. Should I discover while reading your paper that you have not run spell check or sufficiently proofread and edited your work, I will discontinue reading and return the paper to you for revision.
7. You will be required to share some of your papers in progress for peer review. We will have at least one type of Writer's Workshop for each paper. All students are required to share or post a rough draft or outline (as directed) for each Writer's Workshop (with minimum writing completed as announced). The Writer's Workshop will take place on the discussion board in a forum set up specifically for each paper.
8. We will have various writing experiences this semester—most based on a reading. Before beginning a paper, discussion boards and other assignments—all scaffolding as part of the writing process—will be completed as we work towards the final product (the essay).
9. With all our writing assignments, process will be focused upon as well as final product.
10. At my discretion, sentences and/or paragraphs may be taken from your essays or other assignments and shared anonymously with the class to help illustrate grammar concepts, writing concepts, MLA guidelines, and more.
11. Graded papers are returned to you through the GRADES section of Canvas as quickly as possible. It is expected that you open, print, and read all comments on all returned papers. They contain comments about the paper and about writing to help you grow and improve as a writer.
12. If something happens to your computer and/or Internet and a paper (or other assignment) is due, ***email me, of course, using another computer or your phone.*** Do not wait until everything is back up before contacting me. Moreover, you need to back up your work on a movable storage device. Public libraries have computers with Internet access—work can be completed in places and on computers other than those we have at home!
13. One final note: ***NEVER submit a paper through Grades.*** I will not grade papers found there. All essays/papers must go through the TURNITIN link in the appropriate module. NEVER leave questions in grades as you will not get a response until I am actually grading said assignment.