English 1A Writing and Rhetoric → Reedley High School, Room S15; M-F during Class period

**Instructor:** Sarah Johnston

**Office:** S15 **Class Code(s):** ENG-1A-59009-2024SP, ENG1-A-59010-2024SP, ENG-1A-59013-2024SP

**Contact Info:** johnston-s@kcusd.com

**Office Hours:** T/TH at lunch

**HELLO ENGLISH 1A STUDENTS! WELCOME:**

Overview: Welcome to English 1A: Writing and Rhetoric! This course is designed to complicate and confront the ways you already think about writing. I am excited to be your guide as you navigate your rewarding and challenging writing process. But in this class, we won’t be merely navigating the process, we will also be assessing and analyzing your own progress and writing choices. Together, through practice and revision, you will learn strategies for handling different kinds of writing situations, audiences, purposes, and forms applicable both in and out of collegiate classrooms.

As your instructor, I promise I will treat you as intellectuals, as individuals who can think carefully and critically about the world. I am here to help you. With this in mind, I am always open and receptive to any questions or concerns you may have.

In this course, you will learn to:

■ Write a variety of arguments using a range of evidence including personal experience & research.

■ Develop a rhetorical awareness of the relationships between audience, purpose, and point of view.

■ Assess your strengths and weaknesses as a writer.

■ Respond in helpful ways to your peers’ writing.

■ Revise and edit your writing to improve your holistic process.

■ Apply the skills you learn in this course to writing tasks you complete in and out of college.   
■ Become critical & informed readers of all kinds of texts, no matter in what form (online, paper, etc.)  
■ Make informed stylistic and rhetorical choices as you write.

**REQUIRED MATERIALS:**

Texts:  *Poetry Excerpts   
  
 The Stranger,* Albert Camus.   
  
 *Writing Today,* Third ed. Johnson-Sheehan and Paine

*Fresh Voices: Composition at Cal Poly,* Vol. X – 2016-17

We will be reading/using various PDFs through your portal as well.

Other: A notebook, two folders—one for your notes, and one for turning in assignments   
*Optional*: A friend with a stapler

**COURSE WORK AND POLICIES:**

➢ **Essays:** English 1A is developed around four main assignments: Sequence I, II, III, & IV. **These sequence essays comprise 84% of your final grade.** When turning in every Sequence paper, please include inside your folder **a cover letter, along with your rough draft materials if requested.** With

this in mind, craft your writings and revisions with care!

o **Revisions:** Writing is a *process.* I accept revisions on Sequence II & III papers up to seven days after I have returned your original essay submissions, provided you: **bold and/or highlight each change you make, include a cover letter discussing your revisions, and visit my office hours.** As a friendly reminder, I am always available during office hours to help you with any stage of the writing process. Remember, revision is not about changing out words or certain phrases; *I need to see a holistic improvement in your writing process for revisions to reflect a change in your grade*.

➢ **Short Assignments:** In this writing course you will be… writing! Short assignments make up **16% of your total grade**. These short writing assignments will range from group work, in-class writing assignments, reading responses, and pop quizzes. To ensure that you are keeping up with your readings, I *will* periodically give pop quizzes on the reading and/or my lectures. However, these quizzes will not be set up to confuse or confound, by keeping up with readings and taking attentive notes you will be able to come up with the answer.

➢ **Late Work:** Assignments are **always due in class** on the day due in the assignment schedule. Every day that an assignment is late (for up to a week), I will take 1/3 of your grade for that paper. Remember, “late” is anytime after that specified date on the assignment sheet.

➢ **Attendance & Lateness:** Punctuality is a key asset in productivity and success in both life and the college classroom. **You are allowed two “free” absences this quarter. All other absences will include the lowering of your final grade.** “*To err is human, forgive divine.”* With that statement in mind, please do not be late! **I will count four tardies as 1 absence**.

➢ **Participation:** Participation is a key component of learning. Not only does it make class time more fun, but participation also makes the class more beneficial to you! Your involvement in class will determine your participation grade; this grade could round your final grade either up or down 1/3 of a letter grade.

➢ **Plagiarism**: **I, along with Reedley College, do not tolerate plagiarism.** Any plagiarized assignment will result in an F and a zero; this could result in your expulsion from the school. Along with a failing grade, I will report your act to the Office of Student Rights and Responsibilities at Reedley College.

➢ **Grading:** Grading is based on four main criteria: small assignments, large assignments, attendance, and participation. Small assignments make up 16% of your grade, and large assignments make up 84%.

**Grading Formula**Assignments are graded using an 11-point grading scale:

A=11 A-=10 B+=9 B=8 B-=7 C+=6 C=5 C-=4 D+=3 D=2 D-=1 F = 0

**Here’s how to determine your grade:**

**Major Essays (Sequences II, III, IV) → 84% of the final grade  
Shorter Essays and Activities → 16% of final grade**

**Classroom Conduct**We are a community of learners, and below are ways to enhance our classroom experience:   
- Get to class on time. If you’re chronically late, we will meet to formally address the problem.   
- Please approach course materials, class meetings, and assignments positively.  
- Please keep phones and laptops sheathed until called to use them by the syllabus assignment schedule or myself.

**Inclusion Statement:**

This class, along with Reedley College, is designed to be a safe place. I ask that we all be respectful and mindful of the diverse life circumstances that will be represented in every classroom and conversation you might have here at RHS/Reedley College. I encourage individuals with disabilities (including learning disabilities, health conditions, etc.) that require instructional, curricular, or test accommodations, to let me know as soon as possible so that I can do my best to ensure that you are supported in this course. I have tried to design assignments and class activities that meet the needs of different learning styles. I want everyone to feel welcome and included in our classroom space. Your success is important to me.

***A Note:*** Per CSU policy, only students who receive a C- or better in ENGL 1A will receive credit for GE A1 and will be able to enroll in a GE A3 course (ENGL 145, 148, 149; PHIL 126; COMS 145).   
Students who earn lower than a C- will need to retake ENGL 1A for college credit.