

Santa Rosa Junior College
English 1A: College Composition
Section #2661
Fall 2019

Instructor: Ms. Gaia Veenis

Class Time: Tuesday/Thursday 1:00 PM – 3:30 PM (late start)

Classroom: 1265 Barnett Hall

Office Location: 1642 Emeritus Hall

Office Hours: Tue/Thu 4:00 PM – 5:30 PM and Mon/Wed 1:30 PM – 3:00 PM

Email: gveenis@santarosa.edu

Prerequisites/Corequisites: Completion of English 309, English 100, ESL 100 or appropriate placement based on AB 705 mandates

Transfer Credit: CSU and UC

Grading: Grade Only

Repeatability: Two Repeats if Grade was D, F, NC, or NP (grades below C are *not* passing grades)

Required Texts and Materials

- *Just Kids* by Patti Smith
- *The Norton Sampler – Short Essays for Composition (9th Edition)* ed. by Thomas Cooley
- Stories, poems, essays, articles, and other texts downloaded from the Internet or Canvas
- A binder, folder, or notebook to collect class notes, handouts, assignments, etc.
- Paper and pens to complete in-class writing activities on a regular basis
- A final portfolio folder

*****this syllabus is subject to change with notice from the instructor during the semester*****

Course Description: English 1A is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. The course emphasizes critical reading and discussion of primarily non-fiction, college-level texts with emphasis on expository and argumentative prose.

Course Format: This course is split up into five units that each end with a formal writing assignment ranging in length from three to six pages. You will also be asked to complete ungraded writing assignments in class and graded journal entries at home, and to save copies of all written work to compile in a portfolio at the end of the semester along with revised versions of two formal assignments. The formal written assignments will increase in difficulty over the semester, but you will have many opportunities to brainstorm, work on multiple drafts, get help from your peers, and do informal writing to prepare. Rest assured that you will have the space to grow as writers, readers, and thinkers here.

The unique influences and experiences that we each bring to the classroom will also be a central focus of this course. We each process, interpret, and communicate information differently

depending on the preconceived ideas and prior knowledge that we carry with us based on our personal experiences, beliefs, identity, and other factors (also known as schema). Things like race, class, religion, ethnicity, nationality, gender, sexual orientation, and ability may also affect how we look at things. All these factors make us the unique people we are and influence how we read, interpret, and write about texts. Over this semester I will ask you to critically examine your experiences, particularly those with literacy and learning, and how those experiences shape the way you interact with the world. Ultimately, this can help to improve the tools you each have in your critical thinking toolboxes.

Student Learning Outcomes

Upon completion, students will be able to:

1. Demonstrate an understanding of a variety of discipline-specific skills, strategies, and resources that facilitate the acquisition of college composition conventions and academic discourse.
2. Demonstrate the capacity to comprehend, summarize, analyze, evaluate, and synthesize college-level texts of various lengths and genres, primarily non-fiction.
3. Write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts.
4. Locate, evaluate, analyze, and synthesize outside source materials and integrate them into writing assignments using MLA style.
5. Engage in inquiry and analysis of texts to determine how meaning is constructed and how it relates to the reader.

Course Objectives

Upon successful completion of this course, students will be able to do the following:

Critical Reading, Thinking, and Inquiry

1. Demonstrate close reading strategies in order to comprehend primarily non-fiction texts through techniques such as identifying format, genre, purpose, and audience.
2. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
3. Demonstrate, in writing and discussion, the conclusions of textual analysis, including an understanding of a text's coherence and structure.
4. Summarize a text's thesis and major supporting points.
5. Evaluate a variety of ideas and perspectives through course readings, discussions, and writing assignments.
6. Engage in deep analysis of ideas, issues, and themes that surface in course readings and assignments.
7. Understand the role and value of their own critical reading, writing, and inquiry practices.
8. Critically read, analyze, and evaluate a variety of primarily non-fiction texts to make inferences and identify biases and assumptions, to construct meaning from text and make connections to the world around them.

Writing

1. Per IGETC standards, students will write, revise, and edit predominantly academic essays totaling 6,000 to 8,000 words.
2. Organize and develop essays and paragraphs logically and coherently with relevant and sufficient support, demonstrating effective use of rhetorical strategies.
3. Revise essays, paragraphs, and sentences for coherence and development.
4. Write timed/in-class essay(s) exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
5. Demonstrate the capacity to employ academic writing conventions without any disruptive errors of punctuation, grammar, and spelling to achieve one's desired rhetorical purpose.

Information Literacy and Research

1. Demonstrate facility with research techniques, including use of library and online tools.
2. Evaluate ideas and arguments that address a variety of social and cultural topics from different points of view.
3. Recognize the difference between primary and secondary sources.
4. Synthesize ideas from outside source materials to draw evidence-based conclusions.
5. Integrate outside source material into writing assignments using MLA format for essays and Works Cited.
6. Understand the ethical implications of source attribution to avoid plagiarism.

Major Writing Assignments

Personal Narrative – An autobiographical essay that tells the story of an experience you've had with learning and/or literacy. Three pages.

Definition Essay – An academic essay that defines, describes, and contextualizes one of the terms or concepts we explore in our discussions of *Just Kids*. Three pages.

Rhetorical Analysis – A two-part assignment requiring you to study an essay or speech, then describe and evaluate how the author uses rhetorical strategies to persuade their readers or listeners to think a certain way or take a certain action. Four pages.

Argumentative Essay – An essay requiring you to learn about and take a position on a theme or topic that is explored in *Just Kids* (with instructor approval). Four pages.

Research Paper – A research paper that focuses on one topic from a text we read as a class and relies on a variety of research from other sources in addition to the main text. You will thoughtfully explain an aspect of your topic to readers using quotes, examples, facts, figures, and/or expert testimonials to support your conclusions. Six pages.

Essay Format: All formal writing assignments must be typed, printed, and submitted during class on the day they are due to avoid late penalties. You are also required to email an electronic version of each essay to me on the due date, so I can check everyone's work for plagiarism before returning your graded papers. (I cannot print out your essays for you.)

Each final draft must be completed in the following format:

- ✓ MLA style and formatting
- ✓ Times New Roman or similar, 12-point font, double-spaced
- ✓ Standard margins (one inch) and spacing between paragraphs (10 point)
- ✓ Your name, the date, and the course/section number in the upper-right-hand corner
- ✓ Title in bold letters in the center of the top of the page before the essay begins

Journal Entries: Throughout the semester you will be asked to complete short written assignments at home (or wherever else you do homework). You will collect these assignments in a notebook, folder, or binder that you bring with you to each class session. Unlike the free writing we do in class, which is ungraded, journal entries will be graded on a scale of 1-10 and will count towards the written assignments portion of your grade. These journal entries may include (but are not limited to) the following:

- Dialectic (double-entry) journals on book chapters, essays, speeches, and other readings
- Exploratory writing and plans/outlines to prepare for formal written assignments
- Sentence-level exercises for grammar, spelling, punctuation, tone, and style

In-Class Writing: We may engage in a variety of ungraded writing activities during any given class session, which will count towards the participation portion of your grade. Many of these will be free-writing activities that provide excellent practice to boost your critical thinking and composing skills without the constraints and pressures of formal writing assignments. We will use in-class writing to reflect on our reading, writing, and learning processes; brainstorm for assignments; respond to course content; prepare for and react to discussions; practice our grammar, spelling, and punctuation skills; and perform other valuable tasks.

Exams

We will not have a final exam, but we will have a mid-term exam to test your reading comprehension after we finish reading *Just Kids*. The mid-term is worth 50 points, or 5% of your grade, and will be an in-class essay exam with several choices of questions you can answer. There will also be a few reading comprehension quizzes in class throughout the semester.

Grading

Written Assignments: 55%

Includes five formal written assignments as well as informal homework assignments such as dialectic journal entries.

Final Portfolio Project: 20%

Includes the final written assignment, one revised version of a previous writing assignment (with a copy of the original), three edited and typed dialectic journal assignments reflecting your best work, and a two-page reflective cover letter discussing how you developed as a writer throughout the course as evidenced by the work in the portfolio. Guiding principles are choice, variety, and reflection. Must attend a conference and take instructor's comments into consideration when making revisions in order to receive full credit for the final portfolio.

Graded In-Class Work: 15%

Includes a mid-term exam, quizzes, and submission of rough drafts for peer review sessions.

Participation: 10%

Includes regular attendance/punctuality and participation in group discussions, free-writes, etc.

1,000-Points Breakdown

- ✓ Formal Writing Assignments – 50-150 points possible for each assignment (450 possible)
- ✓ Informal Homework Assignments – 100 points possible
- ✓ Final Portfolio with Cover Letter – 200 points possible
- ✓ Class Work & Participation – 200 points possible
- ✓ Mid-Term Exam – 50 points possible

Letter Grade Breakdown

A	90-100%	C	70-79%	F	0-59%
B	80-89%	D	60-69%		

**** If you are not happy with your grade on any formal writing assignment, you may rewrite it within two weeks for a potentially better grade. This will require meeting with me first and making substantial revisions that addresses specific issues marked on your previous draft. Please see me during my office hours if you have questions or require assistance with revisions.*

Writing Help on Campus: There are several resources on campus that provide assistance with student writing, including the Writing Center located at 1629 Emeritus Hall, which is open Monday-Thursday during scheduled hours for drop-ins. It is staffed by instructional aides and English faculty ready to assist you with any of your writing assignments. Students also have access to various resources in the library and several computer labs with word-processing software and printing centers to complete your formal writing assignments.

Office Hours: I am available in 1642 Emeritus Hall during my office hours (Tuesdays and Thursdays from 4:00 p.m. – 5:30 p.m.) to clarify any confusing aspects of the course, answer any questions you're not comfortable asking in class, and/or assist with any issues related to writing or the course in general. If you have questions about an assignment, please make sure the answer isn't somewhere in the assignment prompt, on Canvas, or in this syllabus before visiting or contacting me. If you want to talk to me outside of class, but you can't visit during my office hours, contact me and I will see if I can arrange a different time that works for both of us.

Accommodations: Students with disabilities who require reasonable accommodations are encouraged to visit SRJC's Disability Resources Department on the 3rd floor of Bertolini Hall (<https://drd.santarosa.edu/>) within the first two weeks of class to obtain an Authorization for Academic Accommodations (AAA letter). Please contact me as soon as possible if you have received this letter. Qualified students may be authorized to receive academic accommodations including extra time for exams, mobility assistants, sign language interpreters, note takers, special furniture, and other services. ***If you do not inform me or the college of your disability within the first two weeks of the semester, we may not be able to accommodate you later on.***

Emergency Evacuation Plan: In the event of an emergency during class that requires evacuation of the building, please leave class immediately and follow me outside in a calm and orderly fashion to await further instructions. If you are a student with a disability and may require further assistance in an evacuation, please see me as soon as possible to discuss a plan.

Classroom Policies

- **Students are allowed three unexcused absences** each semester without consequence. **After more than four unexcused absences, you will be dropped from the course.** However, it is your responsibility to make sure you are dropped.

- **DO NOT use your cell phone during class.** Phones should be on silent or set to vibrate. However, if you are waiting for an important call, just let me know and politely step outside to take the call. If it's not important, then it can wait until after class. You will lose participation points if using your cell phone during class becomes a problem.
- **Laptops must be shut** unless we are working on a formal writing assignment in class. If you have a learning disability and require a laptop's video or audio recording capabilities to take notes, please see me early in the semester and I will make accommodations.
- **Please be on time.** You can't show up late to work every day and expect to keep a job, right? Well, you can't show up late to class every day and expect to get a good grade. Not only will you miss out on important information when you're late, but it's also rude and **your third tardy of 15+ minutes will count as an absence.** However, I understand that things happen sometimes. So, if you are late, just make sure to check in with me before leaving in case I already marked you as absent and didn't notice you walk in.
- **Please respect your fellow students.** This course will require all students to share rough drafts of written work during peer review sessions *and* to share thoughts, ideas, questions, concerns, and opinions during group and class discussions. These activities will only work if everyone is respectful of one another and our differing points of view. However, there are some points of view that should not be tolerated in any situation, such as those involving racism, sexism, homophobia, ageism, ableism, and other types of bigotry. It is not possible to engage in constructive, critical, thought-provoking discussion when such hateful points of view are allowed equal space in the classroom.

Plagiarism & Academic Integrity: Plagiarism is passing off someone else's words or ideas as your own. It is a serious matter with serious consequences ranging from failing an assignment to being expelled from the course. Whether you pass off an entire essay that you didn't write as your own, or just include a brief passage written by someone else without acknowledging the source, it constitutes plagiarism. We are here to learn and grow. We are not here to copy and paste. I have seen several examples of student plagiarism during my illustrious teaching career, and it doesn't take long for me to get to know students' unique writing styles each semester, so don't try to fool me!

To learn more about SRJC's policies on plagiarism and other matters of academic integrity, visit <https://rightsresponsibilities.santarosa.edu/academic-integrity>.

You can use **Grammarly's plagiarism checker** (<https://www.grammarly.com/plagiarism-checker>) to make sure you haven't accidentally plagiarized in an essay. This free online resource can be used to check your written work for all sorts of other writing issues, as well.

Purdue Online Writing Lab's MLA Style Guide also has all the information and guidance you need (free of charge) to properly cite sources and format your papers in MLA style:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Weekly Schedule – Use this to keep track of due dates, readings, homework assignments, etc.

Unit One: Writing to Tell Your Story

Formal Writing Assignment: Personal Narrative

<p>Week 1 <u>The week of Tuesday, September 3</u> <i>Focus on Annotation & Narrative Writing</i></p>	<ul style="list-style-type: none"> • Purchase required texts and re-read syllabus by 9/5 • Read Chapter 2 of <i>Norton Sampler</i> and write a brief summary/response for Thesis, Coherence, Tone & Style, and Putting It All Together sections by 9/10
<p>Week 2 <u>The week of Tuesday, September 10</u> <i>Focus on Developing a Thesis & Main Ideas</i></p>	<ul style="list-style-type: none"> • Read up to pg. 31 in <i>Just Kids</i> and write a one-page summary/response journal entry by 9/12 • Read Chapter 6 of <i>Norton Sampler</i> (including <u>only</u> your assigned essay to discuss/present) by 9/17 • Finish rough draft of essay #1 by 9/17
<p>Week 3 <u>The week of Tuesday, September 17</u> <i>Focus on Peer Review</i></p>	<ul style="list-style-type: none"> • Rough draft of Essay #1 due Tuesday, 9/17 • Read up to pg. 88 in <i>Just Kids</i> and write a one-page summary/response by 9/19 • Read Chapter 11 of <i>Norton Sampler</i>, choose one essay to summarize and respond to by 9/24 • Finish Essay #1 by 9/24

Unit Two: Writing to Define and Describe

Formal Writing Assignment: Definition Essay

<p>Week 4 <u>The week of Tuesday, September 24</u> <i>Focus on Description</i></p>	<ul style="list-style-type: none"> • Essay #1 Due Tuesday, September 24 • Read up to pg. 154 in <i>Just Kids</i> and write a one-page summary/response by 9/26 • Choose topic for Essay #2 by 10/1 • Read Chapter 7 of <i>Norton Sampler</i>, choose one essay to summarize and respond to by 10/1
<p>Week 5 <u>The week of Tuesday, October 1</u> <i>Focus on Definition</i></p>	<ul style="list-style-type: none"> • Rough draft of Essay #2 due Thursday, 10/3 • Read up to pg. 209 in <i>Just Kids</i> and write a one-page summary/response by 10/8
<p>Week 6 <u>The week of Tuesday, October 8</u> <i>Focus on Examples</i></p>	<ul style="list-style-type: none"> • Essay #2 Due Thursday, October 10 • Read up to pg. 258 in <i>Just Kids</i> and write a one-page summary/response by 10/15

Unit Three: The Art of Rhetoric

Formal Writing Assignment: Rhetorical Analysis Essay

<p>Week 7 <u>The week of Tuesday, October 15</u> <i>Focus on Rhetorical Strategies & Devices</i></p>	<ul style="list-style-type: none"> • Read remaining essays and speeches from class and choose one to focus on for essay #3 • Write one-page summary/response on the essay or speech of your choice by 10/17 • Finish rough draft of Essay #3 by 10/22
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<p>Week 8 <u>The week of Tuesday, October 22</u> <i>Focus on Organization & Structure</i></p> <p>Mid-term Exam on Thursday 10/24</p>	<ul style="list-style-type: none"> • Rough draft of Essay #3 due Tuesday 10/24 • Finish reading <i>Just Kids</i> by 10/29 and study for mid-term exam (in-class essay). • Read Chapter 8 in <i>Norton Sampler</i> and write a summary/response on “Mother Tongue” by Amy Tan by 10/29
<p>Week 9 <u>The week of Tuesday, October 29</u> <i>Focus on Analysis & Illustration</i></p>	<ul style="list-style-type: none"> • Essay #3 Due Thursday 10/31 • Read Chapter 13 in <i>Sampler</i> and choose one essay that has at least one idea you disagree with to write a one-page argument (respectfully) disagreeing with the author by 11/5

Unit Four: Writing That Takes a Side & Persuades

Formal Writing Assignment: Argumentative Essay on a Theme/Topic from *Just Kids*

<p>Week 10 <u>The week of Tuesday, November 5</u> <i>Focus on Argument in Writing</i></p>	<ul style="list-style-type: none"> • Topic proposal for Essay #4 due Thursday, 11/7 • Finish rough draft of Essay #4 by 11/14
<p>Week 11 <u>The week of Tuesday, November 12</u> <i>Focus on Opinions vs. Facts in Writing</i></p> <p>No class Tuesday for Veteran’s Day holiday!</p>	<ul style="list-style-type: none"> • Rough draft of Essay #4 due Thursday, 11/14 • Grammar worksheets due 11/19 • Read “Brief Guide to Writing Comparison” and one assigned essay from Chapter 10 of <i>Sampler</i>; write one-page summary/response by 11/19
<p>Week 12 <u>The week of Tuesday, November 19</u> <i>Focus on Sources to Support Your Points</i></p>	<ul style="list-style-type: none"> • Essay #4 Due Thursday, November 21 • Read “A Brief Guide to Writing a Process Analysis” & “Everyday Process Analysis, Three Steps” from Chapter 9 of <i>Sampler</i> and write a brief summary/response for each section by 11/26

Unit Five: Writing about Your Own Research

Formal Writing Assignment: Research Paper

<p>Week 13 <u>The week of Tuesday, November 26</u> <i>Focus on Library and Internet Research</i></p> <p>No class Thursday for Thanksgiving!</p>	<ul style="list-style-type: none"> • Write a brief topic proposal for Essay #5 <u>and</u> find at least one library source for your essay by 12/3
<p>Week 14 <u>The week of Tuesday, December 3</u> <i>Focus on Field Research</i></p>	<ul style="list-style-type: none"> • Rough draft of Essay #5 due Thursday, 12/5 • Finish final draft of Essay #5 by following week!
<p>Week 15 <u>The week of Tuesday, December 10</u> <i>Focus on Revision vs. Editing</i></p>	<ul style="list-style-type: none"> • Essay #5 due Tuesday, December 10 • Last chance to turn in any late work is Thursday, December 12