

Santa Rosa Junior College, Department of English

English 1A, Section 4805, Spring 2020

1603 Emeritus Hall

Tuesdays/Thursdays, 4PM-6PM

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Required Texts

The Conscious Reader, 12th Edition

Supplemental Readings

Course Objectives

Provide effective peer response and criticism

Develop critical reading, thinking and writing skills

Approach writing as a process and write college-level essays

Have a positive and productive reading and writing experience

Recognize rhetorical modes used for writing organization and focus

Read and evaluate influential writings from a variety of disciplines and genres

Become familiar with composition, literary analysis, and critical thinking terminology

Utilize research material and critical analysis to effectively write a persuasive argument

Attendance

Regular attendance is vital to your success in this course. We will complete many assignments in class; therefore, it is essential that you come to class prepared. Participation is an important part of your overall grade, and it is based on presence and participation, not merely sitting in silent observation. Irregular attendance will have a negative effect on your grade as the workshop and in-class assignments cannot be made up.

*If you miss more than four class periods (2 weeks) you may be dropped from the class.

Earning full credit for workshops and participation also requires that you keep your cell phones turned off and laptops closed. If you have an emergency and need to use the phone, please excuse yourself from class.

*Students who use phones/devices in class will not receive credit for that session. Please note that I keep a list of offending students that is used to determine participation points at the end of the semester.

Student Learning Outcomes

Write expository and argumentative essays with a clearly defined thesis.

Organize your essays, sentence-to-sentence, paragraph-to-paragraph, with logical consistency.

Develop paragraphs with logical consistence and with relevant, concrete examples.

Write essays that demonstrate a mature understanding of your subjects, respond coherently to opposing arguments and avoid logical fallacies.

Revise your essays for clarity and insight, variety of sentence structure, correct diction and appropriate voice, and effective use of sources in MLA format.

Recognize and correct errors in grammar, punctuation, and spelling.

Demonstrate your ability to use the college library and utilize research techniques for a persuasive research essay.

Requirements and Grading

Assignment	Percentage
Journals	20
Response Essays	20
Workshops	10
Research	10
Quizzes	10
Presentations	10
Midterm & Final	20

SRJC Academic Calendar: <http://admissions.santarosa.edu/academic-calendar/>

All essays must be submitted on our Canvas course page. Instructions and due dates will be covered in class.

Essays and journals must be submitted in MLA format.

Response Essays

Response Essays will be written in response to readings, discussions, current events, films, and classroom discussions. Specific instructions for each response essay will be covered in class and posted on the class Canvas page. Response essays are two to three pages, typed, double-spaced, written in MLA format with in-text citations and a works cited page, and submitted on our Canvas page.

Midterm

The midterm is an in-class exam written in response to readings from *The Conscious Reader*.

Final

Requirements and guidelines for the final will be presented in class at the end of the semester.

Research

A variety of research assignments are required in this class. The starting topic for the research project will be selected by students from topics related to reading assignments. Specific criteria and options will be discussed and developed in class, and a variety of research assignments are included in this category, in addition to the research essay. The research essay must be typed, double-spaced, written in MLA format with in-text citations and a works cited page with at least six citations, peer reviewed in class workshops, and submitted on our Canvas course page.

Presentations

Students will present their research essays to the class in the form of a powerpoint, prezi, googleslides, or other visual medium. In addition, students will present formally and informally throughout the semester on a variety of topics. Specific criteria will be presented in class and posted on the Canvas course page.

Participation

Participation in English 1A includes points earned from in-class assignments, such as peer review workshops, activities, and discussions, all of which require that you come to class prepared to think, write, and demonstrate basic comprehension of the assigned readings and topics. Students will earn full credit for being prepared and fully participating in classroom activities.

Journal

The journals and quizzes require that you come to class prepared to think, write, and demonstrate basic comprehension of the readings for the week. You will be asked to reflect upon what you read and develop opinions and support them with quotes, observations, and original ideas. This involves reading all the assignments and making an honest and thorough attempt at answering a question or responding to a prompt.

To earn credit for journals students must complete free writes and other in-class writing assignments during class and then type and upload the writings to the class Canvas page at the end of each month. MLA format required.

Do not use a laptop in class as it eliminates an important step in the writing process and can create distraction.

Quizzes

Students can expect weekly comprehension quizzes based on reading assignments. Make sure you do the reading and show up ready to write because your comprehension will be tested.

Revision Policy & Late Work

Students are encouraged to use the writing center during the revision process. Late work is rarely accepted; if accepted it will be assessed at a 20% deduction.

Disability Statement

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disability Resources (527-4278), Bertolini Student Center, Third Floor, Room 4844, as soon as possible to better ensure such accommodations are implemented in a timely fashion.

Grading

Students receive an “A” for outstanding work. This includes the ability to write about and present ideas clearly and demonstrate in-depth understanding of the essays, poems, or works of fiction that they analyze. It also includes developing a question with focus and meaning, depth, and writing with obvious effort and thorough development in response to that question (this relates to all writing assignments). The result is insight, and originality, and effective use of sources.

Students who receive an “A” employ MLA format and guidelines flawlessly.

Students receive a “B” for work that is good, sound work, but does not achieve the depth of thought or pursue the subject as far as “A” work. Work in the “B” range typically has some problems, but is essentially insightful and uses sources effectively. “B” work is usually developed in a basic sense and has limited detail. Students who receive “B” employ MLA format and guidelines flawlessly.

Students receive a “C” when their work satisfies basic requirement but has obvious errors in grammar, word choice, spelling and mechanics. In addition, “C” work does not follow MLA guidelines, is superficial in content and development, and has limited thought and development.

D and F work does not meet assignment criteria adequately. Students receiving a “D” or lower on written work typically reflect inconsistent attendance and limited attention to details relating to content, process, and basic writing mechanics. Students receiving a “D” or lower may be provided the opportunity to revise their work.

Outline of Record

COURSE CONTENT

Student Learning Outcomes:

1. Write a comprehensive, well-developed and coherent essay with a focused thesis and appropriate support.
2. Recognize and correct errors in grammar, punctuation, and spelling.
3. Identify and analyze argumentative, stylistic, and narrative techniques in non-fiction and fiction.
4. Obtain, summarize and synthesize research materials including correct use of MLA citations.

Objectives:

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

Reading - From expository essays, full-length works of non-fiction, and short and full-length works of fiction at or above grade 13 level:

1. Identify the main idea or thesis.
2. Identify the sequencing or order of the ideas presented.
3. Explain how the writer supports and illustrates ideas and connects them to the thesis.
4. Paraphrase and summarize paragraphs and essays.
5. Annotate an essay with appropriate comments.
6. Identify the stylistic features of an essay.
7. Identify an essay's tone.
8. Distinguish between literal and inferential information and identify the use of assumptions and biases.
9. Identify argumentative techniques and recognize logical fallacies.
10. Articulate their opinions and assumptions in relation to reading material.

Writing:

1. Write 6,000 to 8,000 words in expository and argumentative essays, each with a clearly identifiable thesis.
2. Organize their essays, paragraphs, and sentences logically and coherently.
3. Develop paragraphs with concrete, appropriate, and relevant details.
4. Write essays which express a mature attitude toward their subject with a consistent and appropriate point of view.
5. Write argumentative essays responding to opposing arguments and avoiding logical fallacies.
6. Revise their prose for clarity, precision, and variety of sentences; correct diction; and appropriate voice.
7. Recognize and correct errors in punctuation, grammar, and spelling.
8. Demonstrate familiarity with college-level library research techniques and with the basic reference works and facilities of the college library.
9. Use MLA format in citing research