

## English 1A: English Composition

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Norco College, Fall 2014

Instructor: Bri Lafond

Email: bri.lafond@rccd.edu

Class Location: IT-111

Writing Center Location: IT-121

Class Meeting Times: Tuesdays & Thursdays, 8:15am – 10:20am

### **Course Description:**

According to the Course Catalog, English 1A “emphasizes and develops skills in critical reading and academic writing” (*Norco College Catalog* 143). As such, in this class, you will do a lot of reading, writing, and analyzing in order to develop useful strategies for analytical writing. There are many different ways to analyze a text, and you will learn to employ a few different analytical strategies over the course of this class. You will learn to pay particular attention to writing as a process and learn to provide constructive feedback to others and incorporate reviewer feedback into your own writing. This course includes 72 hours of lecture (regular class sessions) and 18 hours of lab (Writing Center hours).

### **Prerequisites:**

ENG 50: Basic English Composition or English 80: Preparatory Composition or qualifying preparation score.

### **Required Texts:**

Rose, Mike. *The Mind at Work: Valuing the Intelligence of the American Worker*. New York: Penguin, 2014. Print. ISBN 978-0143035572

Wilhoit, Stephen. *A Brief Guide to Writing Academic Arguments*. New York: Pearson Longman, 2009. Print. ISBN 978-0205568611

\*In addition to these two books, there will be additional readings available as downloadable .pdf files and/or web links in our shared class Dropbox. I will discuss how to access these files in class.\*

### **Grading:**

English 1A is graded using a standard A through F scale.

### **Grade Breakdown:**

10% Attendance and Participation

5%	Writing Center Attendance and Activities
15%	Paper One and Supporting Documents
15%	Paper Two and Supporting Documents
20%	Paper Three and Supporting Documents
35%	Final Paper and Supporting Documents

### **Attendance & Class Participation**

Earning points for this category is not as simple as showing up to class. You will need to show up ready to discuss the readings, ask and answer questions, and participate in class discussion. If class discussion seems to be going poorly and/or people don't seem to be doing the reading, I will implement quizzes to gauge who has been engaging with the texts. Occasionally I will assign impromptu writing exercises that will require you to write on a chosen subject with little to no warning. These writing exercises are more casual than the formal papers you will write; therefore, I don't expect perfect grammar, punctuation, etc. You should consider these exercises as practice to sharpen your writing.

### **Writing Lab Attendance and Activities**

Each week, you will need to attend your lab class (50 minutes each week) and complete the reading and/or activity located in our class Dropbox folder (I'll discuss how to access this folder in class).

You can miss **up to three sessions** of your lab course without penalty; however, some lab appointments will automatically include missed sessions due to school holidays. For example, if you choose a Monday lab class, you will automatically miss two sessions due to the Labor Day and Veteran's Day holidays. This means that you can only miss one additional lab hour without penalty. If something comes up and you have to miss an additional lab hour beyond these three excused absences, please let me know as soon as possible so we can make alternate arrangements.

### **Formal Papers and Supporting Documents**

You must complete each of the formal writing assignments for this class in order to earn credit. Each of these assignments consists of the actual paper as well as supporting documents. For example, we will conduct in-class workshops in which you work with your classmates to review and revise your work in progress; you have to participate in these workshops and fill out the accompanying Response Chart to earn credit for the assignment. Any part of an assignment that requires peer feedback must be completed by a fellow classmate in our own section of English 1A: no roommates, no parents, no siblings. If you are absent on a day we hold an in-class workshop, you must find the time outside of class to get your workshop documents completed.

We will discuss each of these assignments in more detail when they are formally assigned.

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### **Course Policies & Information**

#### **Plagiarism:**

In short: don't do it. Ever. To elaborate, RCCD's *Student Handbook* says that plagiarism is defined as "presenting another person's language (spoken or written), ideas, artistic works or thoughts as if they were one's own" and that being caught plagiarizing "shall constitute good cause for discipline, including, but not limited to, the removal, suspension or expulsion of a student" (64). Though I copied and pasted that definition from the *Student Handbook*, I acknowledged my source, making it a citation rather than plagiarism. You must acknowledge any source you use in order to avoid plagiarism. We will discuss citation practices in much more detail as the class progresses, but you should be familiar with the college's official policies regarding plagiarism. You can learn more about these official policies by reviewing the "Rights and Responsibilities" section of the *Student Handbook*.

#### **Attendance:**

While I don't have an official policy on "excused absences" for the lecture portion of this class, I understand that sometimes things come up and you may have to miss class. You are still responsible for classwork that takes place on the days you are absent. If you miss an in-class workshop day, you must make it up by asking three of your classmates (in THIS class) to review your draft and fill out your Response Chart outside class time. I will not accept a final assignment that requires peer review without a completed Response Chart. My attendance policy for Writing Center hours is outlined under the "Writing Lab Attendance and Activities" section above.

#### **Lab Hours:**

Part of your grade for this class is made up of Writing Center attendance. When you signed up for this course, you also should have signed up for a weekly appointment at the campus Writing Center. Each week, you will need to attend your lab class (50 minutes each week) and complete the activity located in our class Dropbox folder (I'll discuss how to access this folder in class). My attendance policy for Writing Center hours is outlined under the "Writing Lab Attendance and Activities" section above.

#### **Completion of Projects:**

You must complete ALL MAJOR PROJECTS in order to earn credit for this course.

#### **Extra Credit:**

I will periodically offer extra credit opportunities of one or two points towards your final grade.

**Computer Access:**

You must have access to a computer in order to maintain email correspondence with me as well as to retrieve online texts via Dropbox. There are many computers available to Norco College students on campus, including in the William J. Airey Library.

**Electronic Devices:**

I encourage the use of laptops, tablets, e-readers, and similar technology in conjunction with this class. However, these electronic devices should only be used for class-related activities. If people abuse this privilege, I will revoke this permission and require students to bring printed versions of online readings to class. Cell phones should be turned off in the classroom (not on vibrate, as a vibrating phone can be just as distracting as a ringing one).

**ADA Compliance:**

If you have a documented disability and wish to discuss academic accommodations, please contact me after class or contact The Office of Disabled Student Programs & Services (DSP&S) at (951) 372-7070 (or TTD at (951) 222-8061).

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**Entry-Level Skills**

According to the Course Outline of Record, which determines the content of this course, students entering English 1A should be able to do the following:

1. Recognize thesis, audience, purpose and evidence in advanced pre-collegiate texts
2. Compose developed, unified, stylistically competent essays of 650-1000+ words that are relatively free from errors in grammar and mechanics; employ one or more patterns of development; respond to advanced pre-collegiate texts; adjust for audience and purpose with advanced-intermediate skill; control voice, tone, and level of formality with advanced-intermediate skill; employ, at advanced-intermediate level, the standard methods of academic written discourse for guiding readers through an analysis or argument (e.g., introductions and conclusions, transitions, topic sentences); use evidence effectively, with advanced-intermediate skill, to support a thesis; and demonstrate awareness of the writing process and an ability to critique their own work and the work of others with advanced-intermediate skill
3. Understand the purpose of textual source citations and be able to employ MLA conventions for documenting sources and citing parenthetically, with basic-level skill

If you feel at all uncertain about your preparedness for English 1A, please see me immediately in order to discuss your options.

## **Learning Outcomes**

By the time you successfully complete this course, you should be able to do the following:

### **Critical Reading**

- Analyze college-level expository and argumentative texts of intrinsic value and directed at advanced readers;

### **Writing Academic Prose**

- Write essays of 1500-3000 words, synthesizing multiple patterns of development, that pursue answers to challenging questions or advance substantial arguments;
- Illustrate and support claims effectively, with relevant, thoughtful, and sufficient evidence drawn (as appropriate) from written texts and the writer's own experience and knowledge;
- Employ the conventions of academic English to produce intelligible and stylistically mature essays almost entirely free from errors in syntax, grammar, punctuation, diction, and spelling;

### **Research Methods and Conventions**

- Write a competent college-level research paper, gathering sources effectively, evaluating them for relevance and reliability, using a system to manage the research process so it leads to a thoughtful and intelligible paper, and employing MLA conventions at an advanced level to cite and incorporate sources effectively in the finished paper;

### **Rhetorical Knowledge**

- Write essays in several different genres (e.g., expository, argumentative, exploratory, personal, etc.), demonstrating awareness of audience and appropriate use of voice, tone, and level of formality;
- Write essays that employ, at an advanced level, the standard methods of academic discourse (including effective thesis statements, introductions, conclusions, transitions, topic sentences, and summative sentences) for guiding readers through an analysis or argument;

### **Awareness of Writing Process**

- Demonstrate awareness of all stages of the writing process, and critique, at an advanced level, their own work and the work of others.

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## Course Schedule\*

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\*Subject to change

BG = *A Brief Guide to Writing Academic Arguments*

DB = Class Dropbox

MW = *The Mind at Work: Valuing the Intelligence of the American Worker*

### **Week One: Literacy and Literacies**

**Tuesday, August 26<sup>th</sup>**

- Introductions
- Review of Syllabus

**Thursday, August 28<sup>th</sup>**

- “Mother Tongue” by Amy Tan, DB [**Print for class.**]

### **Week Two: The Making of You**

**Tuesday, September 2<sup>nd</sup>**

- “Mother Tongue” continued
- **PAPER ONE ASSIGNED**

**Thursday, September 4<sup>th</sup>**

- “Superman and Me” by Sherman Alexie, DB

### **Week Three: Evaluation and Revision**

**Tuesday, September 9<sup>th</sup>**

- “Illiteracy at Oxford and Harvard: Reflections on the Inability to Write” by Peter Elbow, DB

**Thursday, September 11<sup>th</sup>**

- **PAPER ONE ROUGH DRAFT DUE**
- **In-class Peer Review Workshop**
- “Responding to Other People’s Writing” from the University of North Carolina at Chapel Hill Writing Center, link in DB
- “Responding—Really Responding—to Other Students’ Writing” by Richard Straub, DB

### **Week Four: (At Least) Two Sides to Every Story**

**Tuesday, September 16<sup>th</sup>**

- **PAPER ONE DUE**
- “Chapter 1: What Makes an Academic Argument ‘Academic’?” BG p. 1 – 12
- “Chapter 2: The Elements of Persuasive Academic Arguments,” BG p. 13 – 39

**Thursday, September 18<sup>th</sup>**

- **PAPER TWO ASSIGNED**
- “Immigration Protest: Murrieta Latest Flashpoint in Debate” from Fox News, link in DB
- “Murrieta’s Anger Towards Immigrants Comes from the Top” from Racialicious, link in DB

### **Week Five: Identity and Truth**

**Tuesday, September 23<sup>rd</sup>**

- “Chapter 3: Reading Academic Arguments Critically,” BG p. 40 – 52
- “The Difference Between Cultural Exchange and Cultural Appropriation” by Jarune Uwujaren, link in DB
- “Nothing Comes from Nowhere: Reflections on Cultural Appropriation as the Representation of Other Cultures” by James O. Young and Susan Haley, DB

**Thursday, September 25<sup>th</sup>**

- “Chapter 4: The Role of Claims in Academic Arguments,” BG p. 53 – 62
- “Chapter 5: Supporting Claims,” BG p. 63 – 73
- “Iggy Azalea’s Post-Racial Mess: America’s Oldest Race Tale, Remixed” by Brittney Cooper, link in DB

### **Week Six: Juxtapositions**

**Tuesday, September 30<sup>th</sup>**

- **PAPER TWO DUE**
- **PAPER THREE ASSIGNED**
- “Collective Memory and the Danger of Forgetting” by Karen Sternheimer, link in DB

**Thursday, October 2<sup>nd</sup>**

- “Expanding Bitterness” by Yasmine Soriano (Student Writer), DB

### **Week Seven: What Do You See?**

#### **Tuesday, October 7<sup>th</sup>**

- “Chapter 6: Explaining Your Argument,” BG p. 74 – 87
- “Chapter 7: Qualifying Claims and Rebutting Opposition in Academic Arguments,” BG p. 88 – 96

#### **Thursday, October 9<sup>th</sup>**

- “Chapter 8: Working with Sources in Academic Arguments,” BG p. 97 – 113

### **Week Eight: Where Do You Stand?**

#### **Tuesday, October 14<sup>th</sup>**

- “Chapter 10: Writing Arguments: An Overview,” BG p. 123 – 153

#### **Thursday, October 16<sup>th</sup>**

- **PAPER THREE ROUGH DRAFT DUE**
- **In-class Peer Review Workshop**

### **Week Nine: A Different View of Literacy**

#### **Tuesday, October 21<sup>st</sup>**

- **PAPER THREE DUE**
- “Literacy, Discourse, and Linguistics: Introduction” by James Paul Gee, DB

#### **Thursday, October 23<sup>rd</sup>**

- “What Is Literacy?” by James Paul Gee, DB

### **Week Ten: Working Nine to Five**

#### **Tuesday, October 28<sup>th</sup>**

- **RESEARCH PROPOSAL ASSIGNED**
- “Introduction: Mind at Work” and “The Working Life of a Waitress,” MW p. xi – 30

#### **Thursday, October 30<sup>th</sup>**

- “Introduction to Primary Research: Observations, Surveys, and Interviews” by Dana Lynn Driscoll, DB



### **Week Eleven: You Better Work! (Sashay Shante)**

**Tuesday, November 4<sup>th</sup>**

- **RESEARCH PROPOSAL DUE**
- **In-Class Peer Review Workshop of Research Proposal/Interview Questions**

**Thursday, November 6<sup>th</sup>**

- “Styling Hair” and “The Intelligence of Plumbing,” MW p. 31 – 66

### **Week Twelve: Working Hard for the Money**

**Tuesday, November 11<sup>th</sup>**

- “A Vocabulary of Carpentry” and “Reflective Technique: Electrical Wiring and Construction,” MW p. 67 – 115

**Thursday, November 13<sup>th</sup>**

- **FINAL PAPER ASSIGNED**
- “Two Lives: A Welder and a Foreman” and “Rethinking Hand and Brain,” MW p. 116 – 166

### **Week Thirteen: Taking Care of Business and Working Overtime**

**Tuesday, November 18<sup>th</sup>**

- “Hand and Brain in School: The Paradox of Vocational Education,” “Conclusion,” and “Afterword,” MW p. 167 – 223

**Thursday, November 20<sup>th</sup>**

- “Learning to Serve: The Language and Literacy of Food Service Workers” by Tony Mirabelli, DB

### **Week Fourteen: Is It Worth It? Let Me Work It.**

**Tuesday, November 25<sup>th</sup>**

- “Nickel-and-Dimed: On (Not) Getting by in America by Barbara Ehrenreich, DB
- *30 Days: Minimum Wage* [Video in class.]

**Thursday, November 27<sup>th</sup>**

- **NO CLASS, THANKSGIVING HOLIDAY**

**Week Fifteen: We Can Work It Out**

**Tuesday, December 2<sup>nd</sup>**

- **FINAL PAPER ROUGH DRAFT DUE**
- **In-Class Peer Review Workshop**

**Thursday, December 4<sup>th</sup>**

- **PEER RESPONSE LETTER DUE**

**FINALS WEEK: Working for the Weekend! (aka the Homestretch)**

**Tuesday, December 9<sup>th</sup>**

**8am – 10:30am**