# *English 1A: Composition and Reading*

# *(Reading and Writing Expository Prose)*

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***Course Information***

*Course Code: 30005*

*Session: Summer*

*Units: (4)*

*Credit/ No Credit (As Stated in C.O.A Catalog)*

*Transferable: Yes*

***Prerequisites:*** *English 201B or ESL 21B or Placement through Multiple-Measures Assessment Process*

*Students should be able to:*

* + *Write at minimum a 600-word sustained, clear, and coherent essay supporting a thesis through adequately structured paragraphs.*
  + *Write a variety of essay types, organizing developed paragraphs into a logical sequence, bringing the central idea of the essay to a logical conclusion, and using clearly expressed topic sentences and details that support the thesis statement.*
  + *Demonstrate how to use processes in writing exposition: brainstorming, restricting topics, creating thesis statements, developing supporting information, formulating conclusions, revising, and editing.*
  + *Compose essays with a variety of sentences structures.*
  + *Proofread writing to minimize errors in grammar or usage.*
  + *Apply active reading strategies.*
  + *Summarize course readings in order to demonstrate comprehension of college-level texts*
  + *Analyze, evaluate and synthesize college-level essays and apply to writing.*

***Purpose:*** *This class provides an introduction to the college level skills of reading, writing, and critical thinking necessary for students to succeed at College of Alameda and beyond. Students will read strong expository writing from a variety of contexts and will develop their ability to make, support, examine, and defend informed judgments through writing soundly structured and carefully reasoned essays. In this course, we will challenge your assumptions, opinions, beliefs, and claims. Scrutiny may be strenuous at times, please do not become frustrated or offended. You will gain valuable reading, writing, and thinking skills that will aid you in achieving your future endeavors. Reading selections and assignments are designed to make students aware of, and proficient in, the conventions of formal scholarly writing. Toward this end, grammar and editing skills are integrated into the daily goals of the class. The class encourages students to draw connections between their writing and reasoning skills, their individual professional training, and their informed participation in society.*

***Expectations:*** *I expect you to attend every class. You are permitted two absences without consequence. Should you choose to take advantage of these, I expect all work due on those days to reach me by the beginning of the class period; all assignments and notes given in class will be your responsibility as well. More than two absences will negatively affect your grade, and five absences or more may result in a failing grade. The grading for this class works on a point system and tardiness will have a negative effect on your daily attendance points. I expect you to be on time, prepared for class, and ready to participate. Class participation is crucial and important to your success and grade. Every voice in class is important and expected to be heard. And finally, I expect you to be an active, aware, and respectful member of our classroom community.*

***Assignments:*** *There will be three essay assignments in this class, two 4 page essays and one major 10 page essay, a final portfolio assignment, and various in-class writing assignments and quizzes. In addition, you will be asked to provide short essay responses to the readings and participate in a forum on Moodle. Assignments are due at the beginning of class on the due date; late papers will not be accepted. I do not accept late responses or provide make-up quizzes. Our classroom community is a public space and will involve peer-editing, so be aware that your writing will be read by me and your fellow students. I have the utmost respect for the challenges and triumphs of the writing process, and every member of our class will give that respect to your written assignments. Likewise, you should respect your own work: any work containing plagiarism will receive a zero and may result in failing the class and further disciplinary action. You must complete all assignments in order to pass the class.*

***Quick Success Tips:*** *Talk to me, talk to each other, talk to the folks at the Learning Resource Center. Email is good too. Read ahead; re-read, ask questions, offer opinions—engagement makes everything more interesting.*

# *Grading Policy: Grades will be based on a point system, but the percentage weight breakdown is roughly as follows: Three essays: 60%*

# *In-class work, quizzes, and short written responses: 15%*

# *Participation (including peer review): 10%*

*Oral Participation: 5%*

### Final portfolio assignment: 10%

***Grading Scale:*** *100-91 points= A; 90-81=B; 80-71=C; 70-61=D, below 61=F*

***Note:*** *In order to pass this class, you must turn in all essays. It is the student’s responsibility to keep all class work for the length of the semester. Failure to write and to submit any one of the essay assignments may result in a non-passing grade for the course. However, the writing and submission of all essays assignments do not guarantee a passing grade.*

***General Paper Requirements:*** *All papers should be typed in 12-point font, double-spaced, and have one-inch margins. On rough draft days, you need to bring three copies of your paper to class, and on final draft days, one clean copy accompanied by all drafting materials. ROUGH DRAFTS ARE MANDATORY and must be at least 3/4 the required length of the final paper. Fewer pages than that will result in point loss. All papers should be page-numbered and the first page should contain: Your name, date, essay#, and my name in the upper right or left-hand corner. You should always title your papers. Late papers will not be accepted. I ONLY ACCEPT HARD COPIES OF FINAL PAPERS.*

***Plagiarism:*** *Plagiarism is the intentional or unintentional illegal appropriation of “ideas or writings of another as one’s own” (Webster’s II New Riverside University Dictionary). “As a rule, you should document word-for-word quotations from a source, idea from a source that you put in your own words, and tables, charts, graphs, or statistics from a source” (Patterns for College Writing). Any student caught plagiarizing any assignment will face appropriate disciplinary action (in accordance with District Policy). Students can be asked at any given time to give an account of any aspect of their work.*

***Essay Grade Descriptions:***

***An “A” essay:***

* *Follows exactly the assignment instructions*
* *Presents an argument with an analytical thesis*
* *Shows superb, profound, and sophisticated original thought/analysis*
* *Demonstrates clear and excellent organization and development of ideas according to the purpose of the assignment*
* *Is coherent*
* *Does not contain major and excessive grammatical errors*

***A “B” essay:***

* *Follows exactly the assignment instructions*
* *Presents an argument with an analytical thesis*
* *Shows good, profound, and sophisticated original thought/analysis*
* *Demonstrates clear and good organization and development of ideas according to the purpose of the assignment*
* *Is coherent*
* *Does not contain major and excessive grammatical errors*

***A “C” essay:***

* *Follows exactly the assignment instructions*
* *Presents an argument with an analytical thesis*
* *Addresses the subject in a general manner and is somewhat vague*
* *Shows original thought/analysis that needs more depth and sophistication*
* *Is coherent*
* *Has a number of grammatical errors*

***A “D” or “F” essay (view any one of reasons listed below):***

* *Failure to follow the instructions of the assignment*
* *Lack of an argument*
* *Lack of originality/analysis*
* *Lack of organization and development of ideas*
* *Excessive grammatical errors*
* *Incoherency*
* *Failure to hand-in essay on the assigned due dates*
* *Plagiarism*

***Learning Environment:*** *This course expects and will provide a safe, secure, and holistic learning environment, where students can express their ideas, theories, opinions, and viewpoints in a civil and respectful manner. All State, Federal, and District codes that guarantee and protect students’ classroom rights will be observed and enforced. Please review the Student Code of Conduct in the College of Alameda Catalog 2001-2003. The following are some of the basic rules of the course:*

* *No using derogatory language (racial, sexual, etc…) or obscene gestures*
* *No kissing or displaying behavior of a sexual nature*
* *No smoking, listening to the radio, reading the newspaper, playing cards, etc.*
* *No eating or drinking*
* *Cellular phones and/or pagers are to turned off*
* *Tape Recorders are prohibited (lectures cannot be recorded)*

*\*Exceptions will be made if the student has a legitimate and documented need to record class lectures*

* *Side conversations are to cease once class begins and are not to continue until the class has ended.*
* *Take care of all bathroom needs before class.*

***Useful information:*** *The Writing Center is a great resource—take advantage of it! It is located in the Library, 2nd Floor, rooms L234, L235, L226 (in the back behind the elevator). Services for Students with Disabilities (DSPS) is located in room D-117, phone (510) 748-2328. If you have a diagnosed learning disability or may require other course adaptations, please contact the DSPS and get the paperwork you’ll need to present to me. Arrangements with me should be made as soon as possible so that I can help you with the necessary accommodations. The Library will be an invaluable resource for you; please make yourself familiar with all that it has to offer. I also encourage you to make use of my office hours for brainstorming, draft questions, questions about the reading, etc. I am available at the listed times and by appointment; send me an email or talk to me after class about setting up a time.\**

***\*Moodle:*** *This class has a Moodle site on which are listed course policies, my grading rubric, and which will contain a discussion forum specifically for this class. As part of your participation grade, you will be required to post a minimum of six times in this discussion forum. We’ll talk more about what qualifies as participation on the first day of class.*

***Pedagogical methods:***

* *Lecture*
* *Discussion*
* *Oral presentation*
* *Textual analysis (of primary and secondary sources)*
* *Research (individual and group)*
* *Interpretation of relevant audio-visual materials*

***Required Texts:***

* *Models for Writers, Tenth Edition, Rosa and Escholz (Bedford/St. Martin’s)*
* *Rules for Writers, Sixth Edition, Hacke, Diane (Bedford/St. Martin’s)*
* *Can’t Stop Won’t Stop, Chang, Jeff St. Martin’s Press*

# *Recommended Texts:*

* *Desk Dictionary (dictionary.com is very limited)*
* *Thesaurus*

***Supplies:***

* *Folder (handouts will be given)*
* *Blue or black pens; pencils optional*
* *White paper for printing occasionally*
* *Flash drive (highly recommended)*
* *Optional: highlighters, sticky notes, stapler, paper clips*

Please note all paper due dates, reading assignment due dates, and peer review days. Please bring all relevant texts to class with you each day.

*Course Schedule:*

*Reading and Writing Schedule for 1A Summer of 2010: June 21-July 30*

*Week 1*

***June 21****: Introduction*

*In class written and diagnostic*

*Process of Writing: Models For Writers pp.7-38*

*Take home (2 page essay); Narration see Fredrick Douglass (Narrative of the Life of Fredrick Douglass)*

***June 22****: CSWS: Loop 1****- Babylon Is Burning: 1968- 1977*** *Read pp. 1-67*

***June 23****: CSWS: Loop 2****- Planet Rock: 1975- 1986*** *Read pp.89-189*

***June 24****: CSWS: Loop 3-* ***The Message: 1984-1992*** *Read pp. 215-331*

*Week 2*

***June 28****: CSWS: Loop 4-* ***Stakes Is High****: 1992-2001 Read pp. 357-381*

*From Reading to Writing: Models For Writers pp.43-66*

*In class writing (2 page essay); Description see W.E.B DuBois (The Souls of Black Folk)*

*First Rough Draft #1 (4 pages)*

***June 29****: Models For Writers: Using Reading in Writing Process p.56*

***June 30****: Rules For Writers: MLA manuscripts pp.463-466*

***July 1****: Essay 1 Due*

*Week 3*

*July 5: Holiday*

*July 6: Models For Writers: Elements of the Essay: Thesis pp.73-88*

*In class writing (2 page essay); Process see Malcolm X (Autobiography of Malcolm X)*

*Second Rough Draft #2 (4 pages)*

*July 7: Video “Sampling” (group discussion)*

*July 8: Quiz on CSWS*

*Week 4*

*July 12: Models For Writers: Paragraphs pp.169-186*

*July 13: Read Total Chaos: “On Lit Hop” pp.92-101 by Adam Mansbach*

*July 14: In class (2 page essay); Cause and Effect see James Baldwin (The Evidence of Things Not Seen)*

*July 15: Essay #2*

*Week 5*

*July 19: Models For Writers: Effective Sentence & Writing With Sources pp.217-245*

*Third Rough Draft (paper, 4 pages)*

*July 20: Teaching to Transgress: Education As the Practice of Freedom (TBA), Bell Hooks)*

*In class essay (2 page essay); Compare/Contrast see Zora Neale Hurston (Their Eyes Are Watching God)*

*July 21: “Dis Poem”- Mutaburaka and “Not You Exotic, Not Your Erotic”- Suheir Hammad*

*July 22: Quiz on CSWS*

*Week 6*

*July 26: Models For Writers: Types of Essays pp. 329-346 (TBA)*

*Introduction to Argumentation*

*Read: Henry Louis Gates Jr. What’s in a Name? pp.361-366*

*July 27: Read Maya Angelou Momma, the Dentist, and Me pp.373-381*

*July 28: Reflection of writings (group collaboration)*

*July 29: Final Essay 3*

***Essay Due Dates:*** *(subject to change with advance notice; please refer to handouts)*

* *June 23: Take home (2 page) essay*
* *June 30: Take home (2 page) essay*
* *July 14: Take home (2 page) essay*
* *\*\*June 28: First Rough Draft (paper 1)*
* *\*\*July 6: Second Rough Draft (paper 2)*
* *\*\*July 19: Third Rough Draft (paper3)*
* *\*\*July 1: Essay #1 (4 pages) + 2 citations*
* *\*\*July 15: Essay #2 (4 pages) +4 citations*
* *\*\*July 29: Essay #3 Can’t Stop Won’t Stop (8-10 page, final) +7 citations*

***Administrative Dates of Interest:***

* *No Classes On:* 
  + *July 5: Monday: Independence Day Observation*
* ***Other Dates of Interest (cont.):***
  + *June 26: Last Day to Add a Full Term class*
  + *July 1: Thursday: Last Day to Drop Full-Term Credit Classes without “W” Appearing on Transcript*
  + *July 6: Tuesday: Last Day to Drop Full-Term Credit Classes and Receive a Refund*
  + *July 8: Thursday: (Library Study Day)*
  + *July 12: Monday: (Library Study Day)*
  + *July 15: Tuesday: Last Day to File Petitions for AA or AS Degree/Certificate*
  + *July 21: Wednesday: Last Day to Withdraw and Receive a “W.” All outstanding fees due even if classes dropped today.*
  + *July 26-30: Monday- Thursday: Last week of Semester*

*PERALTA COMMUNITY COLLEGE DISTRICT COURSE OUTLINE*

*STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS)*

*Students will be able to*

* *Compose well-organized and coherent essays of 600-1000 words or longer, which demonstrate analytical reading skills and critical thinking skills.*
* *Apply modes of development in writing essays such as persuasion, analysis, classification, comparison and contrast, definition, précis, and description with minimal errors in grammar, diction, spelling, and punctuation.*
* *Write effective introductory and concluding paragraphs.*
* *Construct meaning from oral, written, and graphic messages to understand the writing process of generating ideas, planning, drafting, editing, and revising*
* *Create sentence variety and style, using such structures as relative clauses, appositives, verbal phrases, parallel structure, and subordinate clauses.*
* *Develop a research paper, using a variety of sources, demonstrating breadth of thinking necessary to handle complex issues, evaluating information for relevance and credibility, incorporating quotations and paraphrased passages, and providing MLA citations.*
* *Analyze college-level readings, discerning thesis statement, topic sentences, and details; recognizing major techniques used to embody meaning; understanding a variety of rhetorical techniques; distinguishing between fact and inference, and identifying common fallacies in reasoning.*

*Please note all paper due dates, reading assignment due dates. Please bring all relevant texts to class with you each day.*

*\*See our Moodle site for further information on plagiarism, and other services & policies.*

*\*\* Double asterisks indicate important due dates.*

*This syllabus is subject to change. I will let you know accordingly.*