



## Syllabus for English 1A, College Composition

### **Course Information**

Semester and Year: Spring 2020

Course ID and Section number: ENGL-1A, D8670 (048670)

Instructor's name: Ken Letko

Day/Time: M-W/ 9:00-11:05

Location: Room 34, Del Norte Campus

Number of units: 4.0

### **Instructor Contact Information**

Office location: DM 27

Office hours: Mondays, 2:35-3:00; Tuesdays and Thursdays, 1:30-2:00

Phone number: 707-465-2360

Email address: ken-letko@redwoods.edu

### **Required Materials**

Textbook title: *Writing and Reading across the Curriculum*

Edition: 14<sup>th</sup>, Print

Authors: Laurence Behrens and Leonard J. Rosen

ISBN: 9780134668512

Textbook title: *St. Martin's Handbook*

Edition: 8<sup>th</sup>, Print

Author: Andrea A. Lunsford

ISBN: 978-1-4576-6725-1

### **Catalog Description**

This is an introductory course that offers instruction in expository and argumentative writing, close reading, cogent thinking, research strategies, information literacy, appropriate and effective use of language, and documentation.

### **Course Student Learning Outcomes**

1. Demonstrate the capacity to read, analyze, and evaluate nonfiction texts in support of academic inquiry and argumentation.
2. Utilize flexible strategies for writing expository and argumentative college-level essays.
3. Incorporate primary and secondary sources into essays using appropriate documentation format.

### Prerequisites/co-requisites/recommended preparation

Placement into English 1A is determined according the default AB 705 guidelines or the results of the guided self-placement process.

### Evaluation and Grading Policy

English 1A is graded A, A-, B+, B, B-, C+, C, D, F. If you successfully meet all course requirements, your final grade will be calculated as follows:

Class preparation and participation.....	10%
Written exercises and short quizzes.....	10%
Essays....(plans, drafts, and finals; summary and synthesis).....	30%
Portfolio.....	20%
Research paper.....	30%

While submitting documents for evaluation past the established deadline is discouraged, no penalty will be applied to late documents. Nevertheless, students should take responsibility for deadlines by making prior arrangements for late documents with the instructor

### Course Overview

The persuasive, documented essay is the focus of this course. Students will read critically, annotate texts, and learn to write and document quotations, paraphrases, and summaries. Throughout the term, students will read passages in *Writing and Reading across the Curriculum* and study academic conventions in the *St. Martin’s Handbook*, becoming familiar with Modern Language Association (MLA) parenthetical documentation format. During weeks fifteen and sixteen students will concentrate on final portfolio preparation. To build a portfolio, students should **save all written work** during the semester.

The weekly structure described below is for general planning purposes and will be adjusted as needed. Daily readings, written exercises, and quizzes will be scheduled on a day-by-day and week-by-week basis. Class attendance is vital for information about deadlines and class activities.

**Weeks one through three** students will focus on understanding summary and synthesis writing as elements of academic discourse. Reading will mostly be in the *Writing and Reading across the Curriculum* text (WRAC), pages 1-42 and 243-265, the chapter titled, “Obedience to Authority.” Students will establish turnitin.com accounts, and begin studying MLA format in the *St. Martin’s Handbook*, pages 402-450. Other supplemental readings in the WRAC, the Handbook, and on-line will also be required.

**Weeks four through six** students will complete a documented synthesis, building a text from planning and drafting through revision and editing. See “Explanatory Synthesis” and “Argument Synthesis” on pages 263-266 to choose a writing task.

**Week seven** students will launch a research essay assignment.

**Weeks eight through twelve** students will read the “Artificial Intelligence” chapter in the *WRAC* text, pages 369-431, and complete a second, full-length synthesis. In addition, students will make incremental progress on developing a research essay, including formal bibliography. Additional readings and subsequent study in the *WRAC* and *Handbook* texts will be required.

**Weeks thirteen through fifteen** students will complete a research essay and begin a final portfolio.

**Week sixteen** students will complete a final portfolio.

### **Requirements**

1. You must hand in all assignments on time unless you make prior arrangements.
2. You must submit all out-of-class papers to turnitin.com.
3. You must keyboard all out-of-class essay assignments.
4. You must successfully complete all assigned essays, a research paper, and a portfolio.

### **Manuscript Format**

Use Times New Roman font, size 12, double-spaced, .5 inch indentation for paragraphs (no extra spacing between paragraphs), 1 inch margins all around, with page numbers preceded by your last name at top right, all pages stapled. Your name, instructor’s name, class, assignment label, date, and word count should be double-spaced and aligned left at top of first page; title is centered. In general, follow MLA format with the addition of an assignment label and word count. See pages 405 and 442 in *Handbook*.

### **Class Policies**

1. Cell phones and other personal electronic devices are not part of English 1A. Do not bring them to class unless they are turned off or set on the vibrate mode. If you must take a call, quietly leave the room. Texting and camera use are never appropriate during class.
2. Laptops should not be open during class discussions but can be used when the instructor allows.
3. This syllabus is subject to change should circumstances warrant revision.