

Hybrid English 1A (#10404)

Fall 2019

Fridays 9-11:05 am (Briggs Building, Room 5)

Class Theme: Technology

Welcome Message from your instructor:

“Education is not the filling of a pail, but the lighting of a fire.”

-William Butler Yeats

What does this quote generate in your mind? Questions? A visual image? A judgment? There is no right or wrong answer; however, the quote should produce a spark of an idea, a window into something you may or may not have thought about before. The quote should lead you down another road of contemplation rather than lead you into a dead-end observation where you stop, read, and then quickly move on.

That is the purpose of this class: to get you thinking, questioning, and analyzing one idea and producing your own ideas in response to what you read, discuss, or write in this class. While taking an English class is probably not your first choice, it is fundamental to everything you will do in college and beyond. You need to communicate well to succeed; and while “success” looks different to everyone, in order to get where you are going—whether it is personal or professional—you need to be able to write and communicate well.

Take it upon yourself to not only “fill your pail” with your knowledge just to get to the next class but to “light a fire” within yourself. How you approach this class will determine what you will get out of it. Let me help you on your journey not only as a fledgling academic but as a person with individual thoughts, motivations, and goals.

Instructor: Angela Mora

Office Hours: 8-9 am on Hollister campus

Email: amora@gavilan.edu

Course Description: This course focuses on developing a solid background in academic writing by providing the skills necessary to succeed in any college course. Students will review the fundamentals of writing and the writing process; learn about the importance of listening to other experts in the field in order to form their own opinion; and will respond and reflect on required texts throughout the semester.

PREREQUISITE: English 250 and English 260 or equivalent with grade of 'C' or better or satisfactory score on the English Placement examination.

***Guidance 550.** Due to the challenging academic nature of this course, it is recommended that you utilize the free services on campus through the Writing Center (Lib 168) via Guidance 550*

Required Texts:

Practical Argument by Kirszner and Mandall (3rd edition)

iDisorder: Understanding our Obsession with Technology and Overcoming its Hold on Us by Rosen

Ray Bradbury's *Fahrenheit 451*

Course Objective: The primary objective of this course is to prepare students to think, read, write and research at the university level. Upon successful completion of English 1A, students should be able to perform satisfactorily in any general education course requiring writing and research. Students should also be able to express strong opinions with clarity and conviction as well as individual style and creativity.

Learning Outcomes:

1. Apply analytical reading strategies such as summarizing, annotating, interpreting, paraphrasing, synthesizing, and responding to texts, including identifying and evaluating the author's thesis, methods of support, audience, tone, and bias.
2. Utilize readings from texts and recognize effective rhetorical appeals and strategies for specific audiences. Students will learn to integrate key passages, quotes, and summary from readings as support for a variety of writing tasks, such as expository writing.
3. Compose a variety of thesis-driven essays that use the readings as models; show an awareness of and write according to rhetorical features, such as purpose, audience, unity, coherence, emphasis, and rhetorical appeals; and apply the conventions of standard English, demonstrating college-level use of language, as well as clarity and grammatical proficiency in writing.
4. Recognize and practice the steps in the writing process.
5. Plan and construct an original research project through developing a hypothesis, synthesizing information, constructing an argument, and applying research techniques.

| | |
|---------------------------|-------------------------|
| Discussions (10) | 100 |
| Essays (4) | 400 |
| Peer review (4) | 40 |
| Revision Reflections | 40 |
| Responses (4) | 40 |
| Research Paper Components | 150 |
| Attendance/Participation | 75 (5 pts for 15 weeks) |
| Reading Quizzes (4) | 40 |

= 885 points

***All grades will be recorded on Canvas, so you should know your grade at all times. If you have questions, email me.**

Online Course Requirements: (All the following assignments will be turned in online via Canvas.)

Discussions (*Due Thursday nights on Canvas by 11:59 pm*)

Nearly every week you will be expected to participate in an online discussion to prepare you for the class meeting on Friday. To receive the most benefit from discussion, try posting earlier in the week; your grade is also more likely to be higher if you post early and not right before the deadline.

Essays (*Due Sunday nights on Canvas by 11:59 pm*)

You will be expected to write a total of 4 essays at 4 pages each. Text must be present on the 4th page to receive a passing grade. (Passing includes 70% or higher.) All papers must be in MLA format, typed, double-spaced, Times New Roman, in 12-point font, and with one-inch margins. Essays must be uploaded to turnitin.com to be checked for plagiarism. (You will be able to submit the essay via Canvas into turnitin.com.)

Essay 1: Literary Argument

Identify ways the society detailed in *Fahrenheit* is similar to our society today. Topics you might consider are addiction to technology, addiction to drugs, deterioration of relationships, the predomination of false news, and censorship. (Feel free to add to this list!)

Essay 2: Observation-Reflection Paper

Choose a technology topic related to *Fahrenheit* to observe and reflect on firsthand. An observation might include watching customers in a restaurant and how they interact with one another: are conversations dead or are they still thriving? More specifics will be covered online and in lecture.

Essay 3: Summary-Response Paper

Using the article “The Decline of Play and the Rise in Children’s Mental Health Disorders,” summarize the basic points presented in the article and then respond to each point by agreeing or disagreeing. Utilize the article effectively throughout your response and include one additional article or book as reference (*iDisorder* does count if you find it applicable.)

Essay 4: Cause Paper

The World Health Organization expects that “by 2030 depression will be the largest single healthcare burden, costing \$6 trillion globally.... that’s roughly equivalent to the total global healthcare spent in 2012” (Baldwin). Hypothesize the reasons behind this trend (the rise in mental health illnesses). What do you think is contributing to the rise in mental health disorders? For example, is *iDisorder* author, Rosen, correct in suggesting that technology may be a contributing factor? What other factors might also be involved? List at least two causes in your thesis and give reasons and research for your hypothesis.

Note: You may want to choose a particular disorder to research rather than addressing all mental disorders generally (i.e. depression, anxiety, rising aggression, etc.).

***Essay Revision assignments:** Each essay will have a reflection assignment attached to it where you will assess your strengths and weaknesses as a writer. Minimum page length is 1 full page.

*You will have a chance to submit **one** revised paper at the end of the semester. This is entirely optional and is due the last day of the semester (whenever our Final is).

Late Paper/Extension Policy: **No essays emailed after the due date time will be accepted.** If you are having personal problems and need an extension, you need to email me **before** the due date time to see if an extension will be granted. In other words, email me ASAP if something happens and is interfering with your work. (ASAP does not include the day the assignment is due unless it is something outside of your control!) Communication is key to your success in this course.

Note: Having an internet issue is not an acceptable reason to not turn work in on-time. If there is a problem, you are still expected to email me about the issue (use your phone!) and/or send me the paper as an attachment by the due date time. Be sure to try to submit papers early so that if there is an issue something can be remedied.

Responses (*Due Sunday nights on Canvas by 11:59 pm*)

Occasionally 1-page assignments will help you apply the material being covered. Follow MLA formatting for all responses and write the full length of the page to receive maximum credit.

Response 1: What kind of reader are you? Reflection on yourself as a reader.

Response 2: Do you agree that books and the act of reading itself are important enough to cause problems like the ones depicted in Part 1 and 2 of *Fahrenheit*? Why or why not?

Response 3: Narcissism analysis. Analyze a social media post you have written to check for narcissistic tendencies. Also complete the quiz in *iDisorder* and reflect on your results.

Response 4: Track your technology use for one day. Use the questions on Canvas under the assignment for more details.

Research Paper: Components (various due dates; check dates on Canvas)

Research Paper: (100 pts)

Note: This paper is 8-10 pages in length.

Using Essay 4 as the foundation, write about the rising mental health crisis, the reasons for this rise, and your proposed solutions to help stem this epidemic.

Research Paper Proposal (25 pts)

A brief one-page paper discussing your plan for the Research Paper. (See Canvas for more details.)

Annotated Works Cited (25 pts)

A Works Cited for your research paper that will include a minimum of five sources. In addition to the source, you will provide a brief description of the source: what is it? What info does it provide? How will it contribute to your essay/argument?

In-Person (Class Meeting) Course Requirements:

Weekly Attendance:

Attendance will be monitored each week for a total of **five** points per week. Students are expected to attend as many class sessions as possible. Since this is a hybrid course (partly online and partly in-person), much of the lecture material will be discussed and applied in weekly class sessions. If you miss a class, be sure that you email me if you are confused about any of the concepts covered for the week in the textbook. Not every lecture will be posted online, though many articles or handouts relevant to your assignments will be posted regularly on the site.

Note: *I will allow one "mental health day" excused absence.* If you are going to take advantage of this option, please email me stating that you will be gone for that reason. (You don't have to tell me the reason why unless you wish to.)

Peer Review

For each essay you will be required to ***bring and turn in a rough draft to class to be peer-edited.*** Rough drafts do not need to be complete drafts, but they should demonstrate that you are working on your assignment. Ten points will be rewarded for complete drafts/nearly complete drafts, 9 points for 3-page drafts, 8 points for 2 pages, and 7 points for a 1-page draft. *Drafts started in class will receive half credit.* After peer-edits, I will check your work to see if you have questions on the essay.

Note: You must be present in class to receive credit for peer-review; drafts emailed are not acceptable. *If you must be absent, you have the option of having a Gavilan writing tutor look at your draft and sign the draft stating they have gone over it with you, but you must have this done and emailed to me by the class period time.*

Reading Quizzes

Quizzes will be given throughout the semester to check that you are doing the required readings. They are unannounced and given at the beginning of the class. No makeups are allowed.

Student Honesty Policy Statement:

All written work MUST be your own—no exceptions or excuses. Violations of academic honesty such as cheating and plagiarism will result in disciplinary action up to and including an F in the class and dismissal from the college. Plagiarism can include using a previous paper from another class in this course; if you want to use a previous paper, you must ask for my permission prior to use.

ADA Accommodation Statement:

Students requiring special services or arrangements because of hearing, visual, or other disability should contact their instructor, counselor, or the AEC (Accessible Education Center). The AEC provides programs, services and support to help students with disabilities succeed in school. We strive to equalize student educational opportunities and improve access so that every student can participate fully in all aspects of college programs and activities. (Located in Library 117.)

Occupational/Vocational Statement:

Occupational/Vocational students – Limited English language skills will not be a barrier to admittance to and participation in Vocational Education Programs.

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these to the instructor, in advance if possible. Dewitt Stuckey, the The Veterans Resource Center (VRC) counselor, is available in L1 109 and can be reached at dstuckey@gavilan.edu.

Respect and Courtesy: The classroom is a cooperative learning environment created by the students and the instructor. You are expected to treat your instructor and classmates, their ideas, and their work product with the highest degree of respect and consideration. That means advance preparation for the lesson, attentive listening in class, and thoughtful participation. Remember that in our class, students will not always agree, yet we must treat ideas different from our own with respect. If you feel that you are not being treated in a respectful way, please see me or contact Interim Dean Eduardo Cervantes at ecervantes@gavilan.edu.

General Semester schedule:

Look online via Canvas to check for required assignments and readings. The following is the general schedule for each class meeting. Note that it is subject to change according to my discretion and the needs of the class.

Week 1: Meet and greet; overview of MLA format and its application; critical reading skills.

Week 2: Discussion for Part 1 of *Fahrenheit 451*. Overview of Essay 1 and brainstorming.

Week 3: Discussion for Part 2 of *Fahrenheit 451*. Drafting ideas for Essay 1 and how to summarize, quote and paraphrase.

Week 4: Discussion for Part 3 of *Fahrenheit 451*. Peer review (workshop) for Essay 1.

Week 5: Essay 2 overview and practical observation skills. How to create a survey.

Week 6: Essay 2 peer review (workshop); grammar and paragraphing.

Week 7: Overview of the pillars of argument and a thesis-driven essay; discussion of introduction to *iDisorder* (Chapters 1-2).

Week 8: Essay 3 overview; *iDisorder* discussion (Chapters 3-5).

Week 9: Overview of Toulmin Model; *iDisorder* discussion (Chapters 6-7)

Week 10: Essay 3 peer review (workshop); Chapter 9 of *iDisorder*.

Week 11: Essay 4 overview; Research Paper overview; conducting research/possible library orientation.

Week 12: Lecture on integrating research effectively. Discussion of Annotated Bibliography assignment.

Week 13: Essay 4 peer review (workshop); approaches to problem-solution essays (for the research paper).

Week 14: Thanksgiving Break!

Week 15: Workshop Research Paper for final questions; interviews for extra credit readers (those reading five or more only)

Week 16: Turn in final paper on Canvas; come to your final for a brief final presentation

Optional Extra Credit Opportunity:

“Don’t turn reading into the intellectual equivalent of eating organic greens or some fearfully disciplined appointment with an elliptical trainer of the mind in which we count words or pages the way some people fix their attention on the calories burned. How depressing...Read what gives you delight.”

-Alan Jacobs, *The Pleasures of Reading in the Age of Distraction*

Good writers are good readers, and so I want to encourage you to read for personal pleasure this semester (that means only books that are *not* on a teacher’s syllabus as required reading will count). Any genre is acceptable so long as it is at an appropriate reading level. Read whatever gives you pleasure—and earn points for it.

The rules are as follows:

Up to four books: 10 points (one book does count!)

5-9 books: 20 points

10+: 30 points

A book report is **not** required for this assignment; however, you will need to either post to discussion on Canvas on the 15th week of the semester (if you have read up to four books) or meet with me the 15th week of the semester to discuss your reading journey (if you have read 5 or more). The point of the assignment is to light a fire for you to read more often on your own, as many students only read when a teacher assigns them a book (if that).

I hope you take this into consideration as you continue on with the course. There are so many fabulous books out there—if you think you don’t like reading, you just haven’t found the right book.

Good luck!

-Angela