

English 1—Reading and Composition Online (Section 73059)—Fall 2015
Class Website (<https://canvas.instructure.com/courses/938639>)

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Office Hours: T 7:00-7:30, 12:00-1:30

Th 7:00-7:30

Available for online synchronous chat Wed. 11:30-12:30

Welcome to English 1!

English 1 is a course that focuses on expository, persuasive, and argumentative essay writing, reading, and analysis. Emphasis is on critical thinking skills, close textual analysis, clear writing, and reasoned support.

The essays you produce will need to be written in an academic and scholarly tone, appropriate for a college audience, but that does not mean dry, dull, boring prose. **This class will concentrate on you creating strong essays that are interesting to read.**

STUDENT LEARNING OUTCOMES

To complete this course successfully, students must be able to demonstrate proficiency in the following areas:

- Read and analyze college-level texts.
- Write academic prose with a clear purpose and effective, logical, relevant support from sources.
- Locate, evaluate, organize, and synthesize research material from a variety of sources.
- Compose essays that demonstrate consistent control of academic discourse and rhetoric.

Getting Started

Please visit the navigation links on the left to get started. Become familiar with the layout and navigation of the course. Pay particular attention to the “**Syllabus**” and “**Announcements**” links. You should check the Announcements page each time you log on, just to be certain that nothing has been added/deleted/adjusted. As a good rule of thumb, I suggest that each time you log on to the class, you check the “**Announcements**” page, and then go to the “**Modules**”--both links are on the left.

After reading the Module One introductory information and the syllabus, be sure to take the [Introduction Quiz by clicking on this link](#)--you can also access it from Module One. Please take the quiz as many times as needed until you get a 100%--this is just to help you sift through the required information.

Modules

We will be using [Modules](#) in this class, and one module mimics a week of class; therefore, there are sixteen modules. Each module begins on Monday of that week, but I will make it available on Sunday, in case you would like to get a jump on the week. Keep in mind that each module closes on Saturday at 11:59 p.m., although the information will still be available to you if you would like to refer back to it at any time.

ONLINE SUCCESS

Learning online is both a great educational opportunity and challenge. Although you can better schedule your course time around your needs, you also must take a greater responsibility for managing your time and getting your work done.

This course is not self-paced. You will have work to complete each week: discussions, assignments, and other activities. This class should be engaging and challenging, but the ultimate success of the course rests on your participation.

REQUIRED MATERIALS

- The reading materials will be provided to you each week via the “Modules” link on the left-side of the page. We will also be reading from *College Writing* (<http://collegewriting.org/>), a free text made available by the Community College Consortium for Open Educational Resources. Hover over “**Open Text**” to see a list of topics.
- You may also want to access a style guide, like Strunk and White's *The Elements of Style*, which can be viewed for free here: <http://www.gutenberg.org/ebooks/37134>
- If you do not already have a documentation guide, like Diana Hacker's *Writer's Reference*, you can find answers to your MLA, writing, and grammar questions at many online writing labs (OWLs); I think Purdue University's Online Writing Lab (OWL): <https://owl.english.purdue.edu/owl/> is particularly easy to navigate and full of information.

COURSE ESSAYS

- There are four major essays required to pass this course: an Education **Analysis** Essay (3-5 full pages), a **Synthesis** Essay (4-5 full pages), and two **Argumentative** Essays (4-5 full pages). The final **Argumentative** essay includes a **Prospectus** (1-2 full pages) introducing your Essay 4 topic and research progress. You will also have a midterm exam approximately midway through the semester.
- Each essay that you write will be a *process*, and you will demonstrate that process in your ePortfolio (see below). Along with the final draft you turn in to me, you will add to your ePortfolio the prewriting, drafting, revising, and reflecting you did on the essay.

ePORTFOLIO

- A portfolio is a collection of the work you have done over the semester--it shows both your process as well as the final product. Since writing is recursive (you prewrite, draft, and revise and move back and forth between these elements), the portfolio allows you to illustrate and reflect on this process. You can begin to create your portfolio by following the steps listed [here](#). I will also walk you through the process in much more depth in Module Three.
- At the end of the semester, instead of taking an essay examination, you will finish and submit your portfolio (including Essay Four) for final evaluation.
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CLASS EXPECTATIONS AND LATE WORK

- Your work must adhere to MLA (Modern Language Association) guidelines for all essays and posts.
- All essays submitted after the due date will be subject to a **penalty of 5% for each day** that the work is late. Points are earned by participating in class discussions, writing activities,

discussion postings and other related homework assigned throughout the semester. I will not accept any weekly assignments (like discussions, writing exercises, etc.) late.

ACADEMIC HONESTY/RESPONSIBILITY: As a student you have certain responsibilities as outlined in the College Catalog. Plagiarism is the use of another person’s distinct ideas or words without acknowledgement. The integration of another person’s work into your own requires appropriate identification and acknowledgement. All work, whether it has a research component or not, **MUST** be yours. If you use someone else’s ideas, thoughts, or exact words, you are required to give that author his/her due. Please take time to read about Academic Honesty on page 31 of the [College Catalog](#). Know that plagiarism, depending on the severity of the case, may result in an **F** for the course and must also be reported; **“the consequences of cheating are severe and may include the possibility of expulsion”** (LBCC College Catalog 31).

COURSE GRADING

I will calculate your grade based on the following criteria:

Essays 1-4	40%
Participation in all writing exercises, quizzes, discussions, and drafting deadlines	30%
Exam	15%
ePortfolio	15%

COURSE GRADING SCALE: Below is the class grading scale. During the course, you will receive percentages on your assignments. Since LBCC does not allow final grades with plusses or minuses, your final course grade will be a full letter grade only.

Letter Grade	Percentage Points	Letter Grade	Percentage Points
A+	100-97	C	76.9-73
A	96.9-93	C-	72.9-70
A-	92.9-90	D+	69.9-67
B+	89.9-87	D	66.9-63
B	86.9-83	D-	62.9-60
B-	82.9-80	F	Below 60
C+	79.9-77		

DISCUSSION POSTS

Each week, you will be asked (to some degree) to use the Discussion Forum. Your primary post must be completed no later than Wednesday at 11:59 p.m. You also must respond to a minimum of two students (on two separate days of the week) no later than Saturday at 11:59 p.m. I will grade your participation points by assessing the following criteria:

1. Your primary post is of appropriate length (aim for **at least** 100 words per post unless requirements ask for more).
2. Your post makes a genuine attempt at grammatical correctness.
3. Your post is respectful, professional, thoughtful and reflects your ability to think critically about the topic at hand, referencing the course reading (and your own research). You should always aim to supply examples, paraphrase, and/or direct quotations from the reading in order to strengthen your responses. MLA citations should be provided, as well as a Work(s) Cited entry at the end of the post.
4. Your replies are far more substantial than "great" or "I agree."
5. You post and reply **more than one day per week**.
6. You reply to **at least** two classmates' posts (see specific discussion prompt for weekly changes to this one).

I will monitor these discussions carefully and will also contribute to them.

Questions

I have created a Q&A discussion forum at the top of the discussion board for posting questions about course content or assignments. Please post all questions to the course Q&A Discussion Board before emailing me unless it regards a private matter. If you have a question, it is likely others do as well, and everyone will see the answer as soon as you do when we use the public Q&A forum. Even better, your colleagues may have the answer for you! If someone knows the answer to a question, please jump in and help each other. Don't be shy; if you have a question, it's likely that others do as well.

I'm looking forward to having you all in class!

Assignment Schedule

This schedule is **tentative**. Please keep an eye on the "Announcements" page on our class website for any adjustments that might be made.

Week 1 (8/23 - 8/29)

- Familiarize yourself with course website.
- Johnson's "Where Good Ideas Come From," "Annotating the Margins," and Plato's Plato's "Allegory of the Cave"
- Take Module One Quiz

Week 2 (8/30 - 9/5)

- "Critical Reading Practice," "Textual Analysis: The Thesis," and "The Thesis"
- Dweck's "Brainology," Baker's "School vs. Education," and Briceno's "The Power of Belief—Mindset and Success"
- Reading Response Due

Week 3 (9/6 - 9/12)

- "Invent" and "Learn How to Introduce and Correctly Summarize, Paraphrase, and Cite Sources," Mitra's "We Need Schools . . . Not Factories," Robinson's "How to Escape Education's Death Valley," and Duckworth's "The Key to Success? Grit." *Optional Reading Lamott's "Shitty First Drafts"*
- Essay One Assigned
- Thesis Due

Week 4 (9/13 – 9/19)

- “What Logical Plan Informs Your Paper’s Organization,” “Formatting the Works Cited Page,” and “Writers on Revising”
- Take MLA Quiz
- Essay One Draft due 9/15
- Peer Workshop/Review by 9/19

Week 5 (9/20 – 9/26)

- “Rhetorical Appeals,” “Visual Literacy,” “Ad Analysis” and Fowles’s “Advertising’s Fifteen Basic Appeals.” *Optional Reading Pollay’s* “The Distorted Mirror: Reflections on the Unintended Consequences of Advertising”
- Essay One Due

Week 6 (9/27 – 10/3)

- “Logical Fallacies,” Myers’s “The Funds, Friends, and Faith of Happy People,” and Conley’s “Measuring What Makes Life Worthwhile”
- Supplemental reading given to small groups this week.
- Response Paper Due
- Essay Two Assigned

Week 7 (10/4 – 10/10)

- Monbiot’s “Materialism: A System That Eats Us From the Inside Out”
- Peer Workshop/Review

Week 8 (10/11 – 10/17)

- Midterm Essay Exam
- Take Midterm Evaluation Survey

Week 9 (10/18 – 10/24)

“Using Databases: Periodical Indexes and Abstracts,” Asch’s “Opinions and Social Pressure,” Gansberg’s “Thirty-eight Who Saw Murder Didn’t Call Police,” Darley and Latané’s “Bystander Intervention in Emergencies: Diffusion of Responsibility,” and Smith’s “The Danger of Silence”

- Response Paper Due
- Essay Two Due

Week 10 (10/25 – 10/31)

- Milgram’s “The Perils of Obedience” and Burger’s “Replicating Milgram: Would People Still Obey Today?”
- Essay Three Assigned

Week 11 (11/1 – 11/7)

- “The Stanford Prison Experiment” documentary, Konnikova’s “The Real Lessons of the Stanford Prison Experiment,” and Lessing’s “Group Minds”
- Peer Workshop/Review

Week 12 (11/8 – 11/14)

- Hollander’s “How to Be a Hero” and Thoreau’s “Civil Disobedience” (Intro and Parts 1 and 2)
- Essay Three Due
- Essay Four Assigned

Week 13 (11/15 – 11/21)

- Thoreau’s “Civil Disobedience” (Part 3)
- King’s “Letter From Birmingham Jail”
- Essay Four Prospectus Due

Week 14 (11/22 – 11/28) Thanksgiving

- Annotated Bibliography Due

Week 15 (11/29 – 12/5)

- Tying Everything Up

Week 16 (12/6 – 12/12)

- Final Exam
- Essay Four Due

ⁱ Syllabus created by Lisa Fitzgerald for English 1: Reading and Composition. Feb. 15, 2016.