

**ENGL 1A: Freshman Composition**  
Fall 2017

Dr. Ned Weidner | Mt. San Antonio | Humanities Division | English Department

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**CRN:** 21477 **Sec:** 75

**Class Time/Location** 4:30 – 6:35, M/W **Room:** Bldg 26A Rm 2871

**Contact Information:** nweidner@mtsac.edu | Ph: 513-315-4860 |

**Office Hours:** Mon 3:00 – 4:00, Tues/Thurs 8:00 – 9:30 am, or by appointment

**Course Website:** <https://englishwithprofweidner.wordpress.com/>

**TC Information:**

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**Who I am...** Before I introduce you to the course, I feel it important to tell you a little about myself. First off, I think it is important for you to know that I have only recently graduated from not being a student, so I can appreciate the hardships of juggling life, school, work, and family. Academically, I have degrees from University of Cincinnati, CSU Stanislaus, and Claremont Graduate University. I like researching wilderness, the politics of everyday life, sensory experiences. Believe it or not, I also live rich life beyond the academy. I am an avid fisherman, climber, hiker, gardener, and sometimes surfer. I look forward to getting to know each and everyone of you.

**Course Introduction:** Welcome to English 1A! This is a student-centered college level course in composition designed to develop reading critical thinking, and writing strategies necessary for academic success. This course has been designed to facilitate a democratic and cooperative atmosphere. All of the reading, writing, and thinking we do in this class will be focused around local issues including environmental and social justice causes.

**Course Description:** Develops effective expository writing skills and investigates the principles and methods of composition as applied to the writing of essays and the research paper. Emphasizes critical reading of academic material. **YOU MUST BE CURRENTLY AND STAY ENROLLED IN ENGL 66 TO TAKE THIS COURSE!!!!**

**Required Texts:**

- *Between the World and Me* by Ta-Nehisi Coates
- Course Reader
- Online access to reading materials
- *They Say/I Say*

**Required Technology:** In order to succeed in this class, you will need to have regular access to the Internet so you can access our online readings, send/receive emails, check our class schedule, and most importantly update your research blog.

You will also need to type your papers and some homework, so you'll need to have word processor (like Microsoft Word). If you don't have a word processor, you can use google.docs. In fact I encourage everyone to use google.docs. Or you can download Open Office for free by clicking the following link:

<http://www.openoffice.org/>. **All papers you email to me need to be saved in either .doc or .docx format.** If you're having trouble with this, let me know. You will also need bluebooks for our in-class essays.

**Assessment:**

Essay #1 – Environmental Issues Essay: 100 points (3-5pgs)

Essay #2 – Racial Issues Group Essay: 100 pts (4-6pgs)

Essay #3 – Analyzing a Problem: 100 points (4-6 pgs)

Essay #4 – Proposing a Solution: 150 points (5-8 pgs)

In-class essays: 50 points/ea (6 Paragraph min)

Group Discussions: 20 pts each

Research Journal Entries: 10 pts each

Presentation: 75 pts

Synthesis Quizzes: 20 pts/ea

Writing Center Reflection: 10 points. *Up to 5 EC* each additional

Final Portfolio: 100 points

90-100 A

80-89 B

70-79 C

63-70 D

Below 63 F

**Format:** In this class, all assignments will be written to MLA format standards. This means that all assignments must be typed, double spaced, and written in Times New Roman size 12 font. MLA format also requires that assignments have a header, and 1 inch margins on the left, right, top, and bottom of the writing. We will discuss this further in class, and if you have any questions during the semester, you should ask me or a tutor at the Writing Center or Tutoring Center for help.

**Late Work Policy:** In general I do not accept late work. Zero Reading Responses will be accepted as late. I will allow a one-week grace period for one draft of one essay. After one week the grade will be dropped by one letter grade each additional day. This does not include the Final Portfolio. It will not under any circumstances be accepted late. Any late essay will not, however, receive comments.

**Revision Policy:** All final graded papers that receive a **score below 72%** may be revised one time after I have graded them. The revised paper will be re-assessed and scored. This second score will be your new grade – unless it happens to be lower than your first.

**Attendance:** Attendance is absolutely mandatory. Missing class is not only detrimental to your learning as we will have regular in class reading quizzes, but since we will be doing a lot of group work, it will also be a detriment to your group. It is my hope that each group will hold the individuals in the group accountable. This is your class!

*More than four absences* in the class warrants being dropped from the course. A tardiness of more than 20 minutes will be considered an absence.

This is college – not high school! This means YOU are responsible for YOU. I realize emergencies happen, people get sick, and cars break down and depending on the circumstances and validity of the case these may be excusable. Vacations, work problems, or baby sitting problems are things that should be taking care of before you sign up for a course. Reasons such as this will not be excused. If, however, you are abducted by aliens, kidnapped by a band of time-travelling gypsies, accidentally step into a wormhole, or discover Pan's Labyrinth these may be considered excusable absences handled on a case-by-case basis. All alien or otherwise extremely abnormal absences must be accompanied by a one-page, detailed write up of the event. Validity of the event will be assessed by the quality of the writing.

**Conferences:** Every student will be required to meet with me, whether that be virtually or in person, at least twice throughout the semester. The first time will take place somewhere between Weeks 5 – 7 depending on our (both yours and mine collectively) availability. The second meeting will occur near the end of the semester.

**Classroom Decorum:** Talking on cell phones, texting, or using your computer or tablet for leisure during class hours will not be tolerated, and disciplinary action will be enforced.

**Wait Time For Late Instructors:** If the instructor does not arrive at the scheduled start time for a class, you are required to wait 15 minutes. After 15 minutes, if you have not received notification to wait for the instructor, you may leave without penalty.

**Writing Center:** The Mt. San Antonio College Writing Center is a wonderful free resource available to all students of Mt. SAC. It is located in Building 26B, Room 1561A (Behind the wall clock). Together we will take a walk down to the center. It is a valuable resource that I encourage you to use. *You will receive extra-credit for receiving assistance from the Writing Center.*

**Special Accommodations:** This campus will provide reasonable accommodations for students who face unique physical, learning, and emotional challenges. If you have special conditions as addressed by the Americans with Disabilities Act and need accommodations, please inform me within the first two weeks of the semester. There are eligibility requirements for some of the programs offered. Please visit Disabled

Student Programs and services or call ext. 4290. It is your responsibility to work with DSP&S to make arrangements for special accommodations in this class.

**Prerequisite(s):** ENGL 68 or satisfactory score on the English Placement Test

**Corequisite(s):** ENGL 66

**Advisory(ies):**

**Student Learning Outcomes:**

SLO 1: Students will write an essay in which they synthesize information from multiple texts.

SLO 2: Students will apply MLA format for citing and documenting sources.

**Course Measurable Objectives:**

1. Demonstrate critical thinking skills in the interpretation of texts in both discussion and writing.
2. Draw inferred arguments from primarily written texts with the option of some non-written texts.
3. Formulate effective thesis statements that focus the essay's argument and advance a clear assertion.
4. Develop arguments in response to prompts, using close reading and critical analyses of texts as well as support.
5. Organize essays in an effective, systematic manner appropriate to the material.
6. Employ direct quotation, paraphrase, and summary for textual support.
7. Combine rhetorical modes as a means for constructing, developing, and supporting arguments.
8. Research topics as a means of writing arguments that engage in a dialogue with the alternative and original of view.
9. Gather and evaluate the reliability of information from a variety of print and electronic sources.
10. Apply MLA format for citing and documenting sources.
11. Write essays of a minimum of 6000 words total for all essays, excluding revisions.
12. Employ a variety of sentence types in composition, the use of subordination and coordination.

**Student Academic Honesty**

All members of the academic community have a responsibility to ensure that scholastic honesty is maintained. Faculty have the responsibility of planning and supervising all academic work in order to encourage honest and individual effort, and of taking appropriate action if instances of academic dishonesty are discovered. Honesty is primarily the responsibility of each student. The College considers cheating to be a voluntary act for which there may be reason, but for which there is no acceptable excuse

**Cheating and Plagiarism**

**Cheating (Academic Dishonesty)**

The term "Cheating" includes but is not limited to:

- Plagiarism

- Receiving or knowingly supplying unauthorized information
- Using unauthorized material or sources
- Changing an answer after work has been graded and presenting it as improperly graded
- Illegally accessing confidential information through a computer
- Taking an examination for another student or having another person take an examination for you
- Presenting another person's work as your own
- Forging or altering registration or grade documents
- Submitting collectively developed work as your own, unless specifically allowed by the professor

A professor who determines that a student has cheated may give the student a failing grade for the assignment and should report the alleged academic dishonesty to the Student Life Office, which will maintain a record of the report and appropriate action under the provisions of the Administrative Procedures on Student Discipline (AP 5520).

Students are advised that allegations of dishonesty are serious, and can lead to disciplinary

## **Class Schedule**

!!!!!!!!!!!!!!!!!!!!!!-----**SUBJECT TO CHANGE**-----!!!!!!!!!!!!!!!!!!!!!!

### **Week 1**

8/28: Introductions and Go over syllabus. Goals. Sheridan Blau. HOMEWORK: Create Blog according to Sample Portfolio. Email me link.

8/30: DUE: Blog according to Sample Portfolio. Email me link. IN-CLASS: Read and Discuss Dweck Article. Introduce Essay #1. HOMEWORK: RR for "Thirteen Ways of Seeing Nature in LA"

### **Week 2**

9/4: NO CLASS! LABOR DAY!

9/6: DUE: RR for "Thirteen Ways of Seeing Nature in LA" IN-CLASS: Introduce Unit I. Discuss Reading. Finding Nature on Campus Exercise. HOMEWORK: RR to "The Trouble with Wilderness"

### **Week 3**

9/11: DUE: RR to "The Trouble with Wilderness." IN-CLASS: Discuss Reading. Flash Research Skills. HOMEWORK: Find Article on Nature in LA.

9/13: DUE: Nature in LA Article. IN-CLASS: Discuss Research Experience. Discuss and Choose Articles. HOMEWORK: Synthesis Quiz

#### **Week 4**

9/18: DUE: Synthesis Quiz. IN-CLASS: In-Class Essay #1. HOMEWORK: RR to "Who is Minding the Kids?"

9/20: DUE: "Who is Minding the Kids?" IN-CLASS: Discuss Environmental Racism. Socratic Discussion. Read How to Create a Rubric." Begin Drafting a Rubric. HOMEWORK: Rubric for Environmental Issues Essay #1 and Decide on a Topic

#### **Week 5**

9/25: DUE: Final Rubric for Environmental Issues Essay #1 and Decide on a topic. IN-CLASS: Decide on Rubric. Environmental Essay Proposal HOMEWORK: Proposal and Research Log

9/27: DUE: Proposal and Research Log. IN-CLASS: Research Day. Discuss Proposals. Zero Draft. How to Use Quotations. Finish Research Log. HOMEWORK: Rough Draft Environmental Essay

#### **Week 6**

10/2: DUE: Rough Draft Environmental Essay IN-CLASS: Revision Day. HOMEWORK: Final Draft Environmental Essay

DUE: 10/4: DUE: Final Draft Environmental Essay. IN-CLASS: Read "A Mysterious Link Between Identity and Intellectual Performance" HOMEWORK: RR to Excerpt from *The New Jim Crow*

#### **Week 7**

10/9: RR to Excerpt from *The New Jim Crow*. IN-CLASS: Essay Reflection. Introduce Unit II. Freewrite. HOMEWORK: 4Ts, Reading Log, and RR to Milton Friedman, "Capitalism and Discrimination"

10/11: DUE: 4Ts, Reading Log, and RR to Milton Friedman, "Capitalism and Discrimination" IN-CLASS: Socratic Discussion. Watch Video. Read "How to

Collaborate” Read “Los Angeles Police Brutality” and “The Matter of Black Lives.”  
HOMEWORK: 4TS, Reading Log, RR to “America’s Strange Breed.”

### **Week 8**

10/16: DUE: 4TS, Reading Log, RR to “America’s Strange Breed.”. IN-CLASS: Socratic Discussion. Read “The Whites of Their Eyes.” HOMEWORK: *Between the World and Me*, pp 1- 39

10/18: DUE: *Between the World and Me*, pp 1- 39 IN-CLASS: Socratic Discussion. Discuss Reading. Freewrite. Read: “*Between the World and Me*: Empathy is a Privilege.” HOMEWORK: *Between the World and Me*, pp. 40 – 75

### **Week 9**

10/23: DUE: *Between the World and Me*, pp. 40 – 75. IN-CLASS: Socratic Discussion. Group Posters. HOMEWORK: *Between the World and Me*, pp. 76 – 152

10/25: DUE: *Between the World and Me*, pp. 76 – 152. IN-CLASS: In-Class Essay Race. HOMEWORK: Research Proposal/Zero Draft.

### **Week 10**

10/30: DUE: Research Proposal/Zero Draft. IN-CLASS: Read Sample Essays. Writing Workshop: Intro and Conclusion. Mindomo. HOMEWORK: Rough Draft Group Essay

11/1: DUE: Rough Draft Group Essay. IN-CLASS: Group Conferences. Introduce Essays 3 and 4 Brainstorm Ideas. HOMEWORK: Final Draft Group Essay

### **Week 11**

11/6: DUE: Final Draft Group Essay IN-CLASS: Essay Reflection. Essay 3 and 4 Topic and Research Question Research Day. Read “Introduction to Primary Research.” HOMEWORK: Research Log

11/8: DUE: Research Log IN-CLASS: Read “Introduction to Primary Research.” Research Day. HOMEWORK: Collect Research and Write Research Journal response

### **Week 12**

11/13: DUE: Collect Research and Journal Response. IN-CLASS: Introduce CARS. Discuss MLA Guidelines. Revise Rubric and Read Sample Essay. HOMEWORK: Collect Research and Peer Review Sample Essay.

11/15: DUE: Research Journal Response and Sample Essay Peer Review. IN-CLASS: Discuss Sample Essay. Read and Discuss Additional Sample Essays. Begin Drafting Analyzing Problem Essay. HOMEWORK: Rough Draft Analyzing Problem Essay.

### **Week 13**

11/20: DUE: Rough Draft Analyzing Problem Essay. IN-CLASS: Revision Day. HOMEWORK: Final Draft Analyzing Problem Essay.

11/22: DUE: Turn in Final Draft Essay #3. IN-CLASS: In-Class Essay HOMEWORK: Final Draft Analyzing Problem Essay

### **Week 14**

11/29: DUE: Final Draft Analyzing Problem Essay. IN-CLASS: Solution Essay Overview.

11/27: DUE: IN-CLASS: Conference/Workshop Essay #4. HOMEWORK: Rough Draft Solution Essay

### **Week 15**

12/4: DUE: Rough Draft Solution Essay. IN-CLASS: Peer Review and Final Portfolio. HOMEWORK: Final Draft Solution Essay #5

12/6: DUE: Final Draft Solution Essay #5. IN-CLASS: Write Cover Letter. Workshop Portfolio. HOMEWORK: Finish Final Portfolio.

### **Week 16**

12/11: DUE: Final Portfolio. LAST DAY OF CLASS!!!!