Instructor: Sara Cipriano Office Hours: Room 202, during lunch and

by appointment

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1. **Course Description**

Critical reading, writing, and thinking. Students will critically read and write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts and incorporate college level research. Students will complete a minimum of 6,000 words formal writing. **Prerequisite**: English Level 6—Transfer or ENGL B50 or ENGL B53 or ENSL B50 with a grade of “C” or better. **Hours**: 54 lecture. **CCS**: Credit Course. **Transferable**: UC, CSU, and private colleges; IGETC 1.A; CSU GE a.2; BC GE A.2.

1. **Required Text**

Barnet, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions: A Guide to*

*Critical Thinking and Argument, with Readings.* Macmillan Learning, 2014.

Gladwell, Malcom. *Outliers: The Story of Success*. Back Bay Books/Little, Brown, and

Company, 2008.

Other materials per instructor’s discretion.

1. **Student Learning Outcomes**

At the completion of English 1A, the student will be able to perform the following:

* Read and think critically, including a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
* Evaluate and establish the credibility of print and online sources;
* Demonstrate the legitimate use of scholarly sources by
  + using library and online reference materials;
  + summarizing and paraphrasing sources;
  + synthesizing multiple sources;
  + avoiding plagiarism.
* Write essays that
  + demonstrate the use of expository and argumentative or persuasive forms of writing;
  + reflect an orderly research and writing process;
  + use correct MLA form and documentation;
  + show evidence of drafting, editing, and revision to reflect an academic style and tone.
* Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

1. **Resources**

* Purdue Online Writing Lab: MLA Style: <https://owl.english.purdue.edu/owl/section/2/11/>
* BC Library Webpage: <https://www.bakersfieldcollege.edu/library>
* BC Tutoring Center:
  + Delano   
    Campus, Room 1101/1102 (M-Th, 10am-6pm)
  + [monica.huyck@bakersfieldcollege.edu](mailto:monica.huyck@bakersfieldcollege.edu)
  + 661-720-2076
* BC Writing Center:
  + [writingcenter@bakersfieldcollege.edu](mailto:writingcenter@bakersfieldcollege.edu)
* BC Library Workshops & Tutorials <https://www.bakersfieldcollege.edu/library/workshops>
  + 1. **Student Success Intervention:** Every student has the potential to be successful. Using an early alert method faculty identify students who need to overcome challenges that prevent them from completing their coursework successfully, providing students with the opportunity to make changes.  If you receive a “Student Success Notification” email, it is expected that you seek the assistance of the campus service area outlined in the notification as soon as possible.  The notification will also be sent to the campus service area that you are referred to (for example: the tutoring center); therefore, do not be surprised if you receive a message directly from the service area.  Should you have general questions or concerns about this program, please contact Grace Commiso, Early Alert Counselor, at [grace.commiso@bakersfieldcollege.edu](mailto:grace.commiso@bakersfieldcollege.edu) or 661-395-4565.
    2. **Habits of Mind:** How will you succeed at BC this semester? What determines success is not circumstance, but habit. **Habits of Mind, It’s POSSIBLE at BC** has many free tools intended to help you accomplish your goals in school. Only you can overcome the challenges you face this semester and in life.  Start out successfully with these steps.
* Visit the Habits of Mind website:  [www.bakersfieldcollege.edu/habits-of-mind](http://www.bakersfieldcollege.edu/habits-of-mind).
* Download the app for Habits of Mind at Bakersfield College for power in your palm.
* Ask for help, do the work, and refuse to quit.

Success takes energy, planning, and strategies for both the expected challenges in school as well as the unexpected twists life can take. Ask your professor for more information. Now is the time to develop new habits.

**Students with Disabilities:** Students with disabilities needing accommodation, including those who had an IEP in high school, should make requests to Disabled Students Programs and Services in CSS 10, or Delano room 1001 (661-395-4334, (661-720-2000 Delano)).  All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with me so we can work together to ensure your access and success at BC.

**Delano Join Union High School District Addendum:** Students with disabilities are provided accommodations and modifications as specified in their Individualized Education Plan or 504 Plan. Please contact the special education office with any questions at (661) 720-4146. At Robert F. Kennedy High School, several special education instructors are available on campus throughout the day to assist the students in accordance with their plan in classroom MOD 2. Instructors at can be reached by phone at 661-720-5102 ext. 3202. For any other questions related to special education services, please contact the special education office at the Delano Joint Union High School District office (661) 720-4146.

1. **Classroom Policies:**
   * 1. **Classroom Etiquette and Expectations:** Please silence cell phones before entering class. Do not text during class. Please turn off laptops, Ipads, and any other electronic devices. There may be occasions where you can utilize electronic devices to complete assignments, however, do not utilize these unless otherwise instructed. When using computers for in-class assignments, please stay on page with the class and do not “surf,” visit Facebook, “Tweet,” check your e-mail, etc. Please do not speak while others are speaking. If you need assistance, please e-mail me.
     2. **Attendance Policy/Withdrawal Policy:** Attendance is a crucial part of being a successful student. You are expected to attend every class meeting and be on time. If you know you will be missing classes because of illness or any other reason, you should consider taking the course at a later time. Drop/Withdrawal deadlines are shown on the college’s main webpage: [www.bakersfieldcollege.edu](http://www.bakersfieldcollege.edu). You are responsible for withdrawing from the class if you decide not to attend. Failure to withdraw from the class before the ‘W’ date ends, if you choose not to attend, will result in you earning a grade of ‘F’ for this class.
     3. **Academic Integrity and Plagiarism:** Academic integrity includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Academic Integrity and Plagiarism in this course results in one or more of the following consequences: failure of the assignment, referral to the Dean of Instruction, and/or disciplinary actions by the Director Student Life. Cite sources carefully, completely, and meticulously; when in doubt, cite. Familiarize yourself with BC’s Student Code of Conduct and KCCD’s definitions of plagiarism and cheating ([KCCD Board Policy 4F8D](https://www.kccd.edu/sites/kccd.edu/files/Section%2004__Students_Instructional%20Services_0.pdf), pg. 144).
   * Any student who plagiarizes **any part** of an essay or research paper will receive an “F” for that assignment.
   * Any part of his/her final paper will receive an “F” on the paper and fail the course.
     1. **Grading Policy:** This is a letter grade course (A, B, C, D, and F). Your grade will be determined by both completion of all assignments listed in this syllabus as well as work assigned in class and class participation. All students must turn in their Student Educational Plan (SEP) by the end of this course in order to receive a passing grade. All work will be turned in at the beginning of each class period. Turn in all of your assignments on time. Any assignment turned in late will not receive credit.If you are having problems completing the assignments, do not hesitate to contact me for assistance. Do not wait until the assignment is due to request assistance. No assignments will be accepted after the last class meeting. There will be no make-up tests. There will be no incomplete ‘I’ grades.

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| Essays & Writing Assignments | 35 % |
| Assignments (Classwork, Homework, Quizzes) | 25% |
| Required Final Research Paper Steps | 10% |
| Final Research Paper and Presentation | 30% |
| Total | 100% |

**GRADING SCALE**

100% – 90% = A **/**  80% – 89% = B **/** 70% – 79% = C **/** 60% – 69% = D **/** 0 – 59% = F

1. **Course Requirements**

* **Eligibility for passing**: To be eligible to pass this course, **all parts of the following criteria must be met**:

1. Successfully complete **all** writing assignments.
2. Successfully complete **all** stages of the final research paper process.
3. Attend class regularly.

* **Assignments**:
  + All assignments **must be typed** unless otherwise directed.
  + All assignments must use Times New Roman (12) or Cambria (11).
  + All essays and reading responses must use correct MLA format.
  + Multiple page assignments must be stapled, with one staple, in the upper left-hand corner, before submission. **Note: I DO NOT provide time in class for you to print or staple!**
  + Missed in-class work and quizzes must be made up within two days of returning to class.
  + To receive credit, **revisions or rewrites must be submitted with the previously graded assignment**.
  + Photocopies and/or printouts of all research material are to be submitted with each research assignment.
  + All research material will be scholarly or academic from a college library or college website.
  + Abstracts and reviews are not acceptable for papers in this class. No commercial websites. **No Wikipedia.**
  + **THERE IS NO EXTRA CREDIT FOR THIS CLASS**. There is plenty of work without our taking on anything additional.
* **Late Work**
  + Late homework will be accepted with a penalty of 20% each day late. I will not accept assignments that are more than two days late. ***The final essay will not be accepted late under any conditions.***
  + In order for work to be considered "on time," you must turn it in on the day it is due at the time of collection (this takes place during the first 10 minutes of class). If you try to turn in an assignment after I have collected it, it is considered late.
  + Tests, quizzes, and essays will **not** be accepted late. Tests and quizzes are given at the ***beginning of class***. Good class attendance is crucial, and therefore quizzes and tests may not be made up. Students who arrive after I have passed out a test or quiz will not be eligible to take the assessment.
  + Essays are due at the start of class – no exceptions! Please plan ahead as technology issues or printing issues will not warrant extensions.
  + If an emergency arises, please notify me as soon as possible. Exceptions to these guidelines may be made at *only* my discretion and on a case-by-case basis.
* **Class Schedule:** The class and assignment schedule is a **working** schedule; therefore, it is subject to frequent revision. Changes will be announced in class.
* **Class Preparation:**  Bring your books to every class.
* **“Due”**means the assignment will be collected at the beginning of class **on the date indicated**.
* **“Read”** means that you have read the assigned material, completed any required written responses, and are prepared to discuss the material during class. Failure to be adequately prepared will result in a zero for the day.
* **“Weekly Focus”** indicates the **tentative** schedule for that week’s activities.
* **Peer editing/discussion groups:** On a regular basis, you will be working closely with other members of your class in small groups to work on the fine points of your writing, explore class readings, research topics, etc. Please be mindful of this and provide your peers the type of feedback and effort you want from them (positive but thorough and useful feedback).
* Because of transfer requirements, you must earn a 70% or higher on Essays 1 and 2. If these papers earn scores lower, you will be required to revise them until the revision is a score higher than a 80%.
* **Missed Classes and Course Work:** Each student is responsible for all material discussed in class and for all work assigned in class. The assigned homework can be found in the Course Schedule. It is your responsibility to read the syllabus and/or contact a fellow classmate for any information or assignments you may have missed.
* **No Questions Asked (NQA) Coupons**
* Life happens, children become sick, cars break down. That is what NQA coupons are for. Every student will be given two NQA Coupons. These may be used to extend the due date of an assignment by one class meeting. NQA coupons must be stapled to the top of the late assignment, and the assignment must be turned in at the beginning of the very next class meeting after the original due date. NQA coupons may not be used for any tests, quizzes, final draft essays, or assignments in bold on the course calendar. NQA coupons are nontransferable.

1. **Important Dates**

* **Last day to drop with a refund: September 17, 2018**
* **Last day to drop without a “W”: September 25, 2018**
* **Last day to drop with a “W”: October 31, 2018**

**Course Assignment and Calendar**

**Essay Assignments:**

**Essay 1:** Engage in the critical thinking process to define success in modern American society. As you seek to define success, touch on answers to the following questions: What are the characteristics of personal success? Are there universal guidelines by which success is measured? Or are the measures of success more fluid and varied? Does context determine the attributes by which success is measured?

Central to your paper will be a definition of success that you develop and use in exploring the attributes of success. Your completed essay will need to use three sources and be at least two pages but not more than three pages, excluding the Works Cited page. Your essay will be assessed on how well you establish a thesis, use evidence to support that thesis, attribute ideas to their sources, establish a strong and effective organization, and adhere to the conventions of standard English and manuscript requirements of MLA formatting.

**Essay 2:** After having read *Outliers*, write a research paper in which you qualify, extend, refine, complicate, or illustrate the claims Malcolm Gladwell makes about success. Your completed essay will need to use three peer-review sources in addition to *Outliers* and be at least four pages but not more than five pages, excluding the Works Cited page. Your essay will be assessed on the strength of your argument, demonstration of a sophisticated understanding of Gladwell’s argument, strength of thesis, use of peer-reviewed evidence to support that thesis, attribution of ideas to their sources, establishment a strong and effective organization, and adherence to the conventions of standard English and manuscript requirements of MLA formatting.

**Research Paper:** You will write a well-researched argument on the attainability of the “American Dream.” Your argument scope must be narrowed to focus on one aspect of American society or one reasonably defined social group. As you explore the attainability of the “American Dream” consider answers to the following questions: What constitutes the “American Dream”? Who has access to the “American Dream”? Is the “American Dream” still attainable? Should it still be a desirable goal? Who is the “American Dream” for? What is success? How does one attain success? How does success relate to the “American Dream”?

Your essay must make use of valid reasoning, be free of personal bias and logical fallacies. Your completed essay will need to use a minimum of fivesources that are scholarly and peer-reviewed. Your essay must be at least five pages but no more than seven pages, excluding the Works Cited page. Your essay will be assessed on the strength of your argument, demonstration of a sophisticated understanding of the issue, strength of thesis, use of valid reasoning, use of peer-reviewed evidence to support that thesis, attribution of ideas to their sources, establishment a strong and effective organization, and adherence to the conventions of standard English and manuscript requirements of MLA formatting.

**Oral Presentation:** You will conduct an oral presentation of approximately five minutes on the topic from your research paper. This presentation is not to be a summary of your paper but a transformation of your paper into a speech format. You will be assessed on the organization of your presentation, content of your presentation, and oral delivery of your presentation.

**Assignment Schedule**

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| **9/10-9/14**  **Week 1** | **Weekly Focus** | * *Current Issues*: Chapter 1   + Critical Thinking, pp. 3-9   + On Flying Spaghetti Monsters, pp. 9-16   + Generating Ideas, pp. 16-19   + “The Genetically Engineered Salmon is Born for Consumers and Sustainability,” pp. 19-24     - Thinking Critically: Generating Topics, pp. 20-21 * Paper 1: Research (Find 3 sources) * *Current Issues*: Chapter 6   + Two Uses of an Outline, pp. 245-247 * Paper 1: Brainstorm and Outline |
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| **9/17-9/21**  **Week 2** | **Weekly Focus** | * *Current Issues:* Chapter 7   + Quoting from Sources, pp. 283-288   + Thinking Critically: Using Signal Phrases, p. 287 * Writing Skills: MLA 8 (2016)   + OWL Purdue MLA PPT   + *Current Issues*: Chapter 7     - Documentation, pp. 288-303 * **Paper 1: First Draft and Workshop** * **Test: MLA** * *Current Issues:* Chapter 2   + Active Reading, pp. 35-37   + Reading with a careful eye, pp. 42-43   + “This; Therefore, That,” pp. 43-44     - Exercise: Active Reading (Previewing; Underlining, Highlighting, Annotating; Thinking about a Reading with Heuristics) *Outliers*: Introduction   + Paraphrase, Patchwriting, and Plagiarism, pp. 54-61 * Writing Skills: citing and using evidence – quoting, paraphrasing, and summarizing * Critical Summary: *Outliers:* Introduction |
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| **9/24-9/28**  **Week 3** | **Weekly Focus** | * **Essay 1 Final Draft Due** * *Current Issues:* Chapter 4   + Visuals as Aids to Clarity: Maps, Graphs, and Pie Charts, pp. 165-170 * Writing Skills: Using Charts & Graphs * Discussion: *Outliers*: Part I: Opportunity (Chapters 1-5) * Critical Summary Response Paper: *Outliers:* Part I |
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| **10/1-10/5**  **Week 4** | **Weekly Focus** | * Writing Skills: Integrating quotes * *Outliers:* Part II: Legacy(Chapters 6 – 9) * Critical Summary Response Paper: *Outliers:* Part II * *Current Issues*: Chapter 7: Using Sources   + Choosing a Topic, p. 264   + Finding Material, pp. 265-269   + Evaluating Your Sources, pp. 271-273   + A Note on Plagiarizing, Paraphrasing, and Using Common Knowledge, pp. 275-278   + Compiling an Annotated Bibliography, pp. 278-279 |
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| **10/08-10/12**  **Week 5** | **Weekly Focus** | * Essay 2: Topic Proposal Due * *Outliers:* Epilogue * **Test: *Outliers*** * Library Skills: Using Databases and Online Journals; Using Peer Reviewed Sources * Essay 2:   + Annotated Bibliography   + Working Thesis and Outline |
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| **10/15-10/19**  **Week 6** | **Weekly Focus** | * Writing Skills: Thesis statements   + *Current Issues:* Chapter 6     - The Thesis or Main Point, pp. 230-232     - Thinking Critically: “Walking the Tightrope,” p. 233 * **Essay 2: Annotated Bibliography and Outline Due** * Critical Thinking & Reading   + Analyzing and Thinking about Visuals   + *Current Issues*: Chapter 4: Images as Arguments     - Uses of Visual Images, pp. 139-142     - Other Aspects of Visual Images, pp. 148-151     - “Migrant Mother,” p. 171     - “Analyzing Visuals: Immigration Then and Now,” pp. 567-570 * Image as an Argument Paper |
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| **10/22-10/26**  **Week 7** | **Weekly Focus** | * **Writing Workshop: Essay 2, Rough Draft** * Types of Appeals: Ethos, Logos, Pathos * *Current Issues*: Chapter 3   + Evidence: Experimentation, Examples, Authoritative Testimony, Statistics, pp. 96-105   + Nonrational appeals, pp. 105-108   + Does all writing contain arguments, pp.108-110   + “The Worker Next Door,” pp. 561-562   + “Angels in America,” pp. 563-567 * Critical Summary Response: Immigration: What is to be done? (“The Worker Next Door” & “Angels in America.”) |
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| **10/29-11/2**  **Week 8** | **Weekly Focus** | * **Essay 2 Final Draft Due** * Rhetorical Situation   + SOAPS   + *Current Issues*: Chapter 5     - Analyzing an Argument, pp. 181-187     - “For Environmental Balance, Pick up a Rifle,” pp. 188-190     - The Essay Analyzed, pp. 190-196 * Writing Skills:Word Choice and Tone   + *Current Issues*: Chapter 6     - Tone and the Writer’s Persona, pp. 247-250     - Thinking Critically: Varying Tone, p. 249 * *Current Issues*: Chapter 24   + “The Cradle to Prison Pipeline,” pp. 587-590 * Argument Analysis Essay: “The Cradle to Prison Pipeline” * **Research Paper: Topic Proposal** |
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| **11/05-11/09**  **Week 9** | **Weekly Focus** | * *Current Issues*: Chapter 9   + Deduction, pp. 335-345   + Induction, pp. 345-352 * **Research Paper: Annotated bibliography and outline** |
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| **11/12-11/16**  **Holiday: 11/12**  **Week 10** | **Weekly Focus** | * *Current Issues*: Chapter 10   + A Psychologist’s View: Rogerian Argument, pp. 373-75   + “Communication: Its Blocking and Its Facilitation,” pp. 375-380   + “Letter to a Southern Baptist Minister,” pp. 380-383 |
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| **11/26-11/30**  **Holiday Break: 11/19-11/23**  **Week 11** | **Weekly Focus** | * **Research Paper: Writing Workshop** * *Current Issues:* Chapter 9   + Fallacies, pp. 352-363   + Exercise: Fallacies – or not? pp. 363-365 * *Current Issues*: Chapter 12:   + A Debater’s View: Individual Oral Presentations and Debate,” pp. 409-414 * **Research Paper Conferences** |
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| **12/3-12/07 & 12/10**  **Week 12/Week 13** | **Weekly Focus** | * *Current Issues:* Chapter 6   + - We, One, or I, pp. 251-252     - Avoiding Sexist Language, pp. 253-254     - Thinking Critically: Eliminating We, One, and I, p. 252 * **Research Papers Due** * **Research Presentations Due** |
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