

English 1A: College Composition

Fall 2018 (MW 1:00 – 3:30 p.m., TTh 9:30 – 12:00, TTh 1:00 – 3:30 p.m.), Transfer-Track

“I actually wanted to come to class because it felt more like a group of friends all learning together rather than individually.”

“You are a no bull---- type of teacher, and that’s what I like. Also, you are fair & you care.”

--Former composition students

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Sections: **2424**: MW/**2427**: TTh 9:30/**3648**: TTh 1:00
Classroom: Call Hall 691 (2424 & 2427)/Jacobs Hall 123 (3648)
Faculty Profile page: <http://profiles.santarosa.edu/johnny-sarraf>
Office Hours: MW 11:40-12:15, 3:20-4:50, TTh 11:50 -12:10, 3:20-4:10*
* (except 1st Th of every month)
Also by appointment

COURSE DESCRIPTION

Welcome to English 1A. In this class you will be exposed to different types of expository writing, as well as some research and documentation skills. You will be expected to write regularly, both in and out of class. Your writing and our class discussions complement each other; therefore, your participation in both areas is crucial to your success.

Although this syllabus may seem intimidating, past students have found the class much more comfortable than what the syllabus suggests. Check out what my past students have said, in *their own* words (under “Welcome” of our Canvas homepage). The syllabus is so specific in order to put you in the best position to succeed in the course. If you make the needed effort, I’m confident that you’ll get a lot out of the class, and hopefully you’ll also enjoy it.

Be advised, however, that we will be dealing with some sensitive material that requires maturity and an open mind to examine. If any material is a concern to you, please speak to me about it.

REQUIRED TEXTS & OTHER MATERIALS*

- *Oleanna* (Vintage, a Division of Random House), by David Mamet. ISBN: 0-679-74536-X
(Also on Reserve: PS 3563.A4345 O4 1993)
- *Frankenstein*, by Mary Shelley. 2nd Norton Critical Edition. Ed. J. Paul Hunter. ISBN: 978-0-393-92793-1
- *A Pocket Style Manual* (7th ed. with **MLA 2016 Update**), by Diana Hacker & Nancy Sommers. Bedford-St. Martin’s. ISBN: 978-1-319-08352-6
- 1 large Green (Examination) Book
- A college level (portable) dictionary
- Green, blue, and yellow highlighters
- Large three-ring binder, w/paper, and blue or black ink pens
- Flash drive (to save all outside writing in as backup unless you use a web-based app. like Google Drive)
- Access to a printer. I omitted a course packet that I used to assign, but you will need to **print** a number of assigned readings from Canvas. It will save you a lot of money overall.

***You must have the exact editions of the materials listed.**

STUDENT LEARNING OUTCOMES

1. Demonstrate proficiency in using academic behaviors to foster collegiate level reading, writing, critical inquiry, and metacognitive processes that facilitate successful acquisition of academic discourse.

2. Demonstrate the capacity to comprehend, summarize, analyze, evaluate, and synthesize primarily nonfiction, college-level texts of various lengths and genres.
3. Use critical reading and thinking strategies to write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts and incorporate college-level research.
4. Locate, identify, evaluate, and synthesize outside source materials and integrate them into writing assignments using MLA style.
5. Engage in inquiry and analysis of texts (including their own compositions) to identify and evaluate rhetorical choices, assumptions, implications, and biases to determine how meaning is constructed and relates to lived experiences.

COURSE GOALS

Upon completion of the course, students will be able to do the following:

Critical Reading

1. Demonstrate close reading strategies in order to comprehend primarily nonfiction texts through techniques such as identifying format, genre, purpose, and audience.
2. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
3. Read, analyze, and evaluate a variety of primarily non-fiction texts critically to make inferences, identify biases, and assumptions to construct meaning from text and make connections to the world around them.
4. Summarize a text's thesis and major supporting points.

Writing

1. Per IGETC standards, students will write, revise, and edit predominantly academic essays totaling 6,000 to 8,000 words.
2. Organize and develop essays and paragraphs logically and coherently with relevant and sufficient support, demonstrating effective use of rhetorical strategies.
3. Revise essays, paragraphs, and sentences for coherence and development.
4. Demonstrate the capacity to employ academic writing conventions of punctuation, grammar, and spelling to achieve one's desired rhetorical purpose.

Research

1. Demonstrate facility with research techniques, including use of library and online tools.
2. Evaluate ideas and arguments that address a variety of social and cultural topics.
3. Recognize the difference between primary and secondary sources.
4. Synthesize ideas from outside source materials to draw evidence-based conclusions and integrate outside source material into writing assignments using MLA format for essay and Works Cited.
5. Understand the ethical implications of source attribution to avoid plagiarism.

Critical Inquiry

1. Evaluate a variety of perspectives and ideas through course readings, discussions and writing assignments.
2. Engage in deep analysis of ideas, issues, and themes that surface in course readings and assignments as part of a discourse community.
3. Understand the role and value of self-reflexive practices (such as metacognition) and apply to their own critical reading, writing, and inquiry practices.
4. Engage in dialogue that models democratic inquiry, debate, and critique to make meaning that shapes and structure students' analyses of ideas and issues.
5. Use critical inquiry (such as problem-posing) to examine multiple perspectives using academic discourse that is rhetorically effective.
6. Cultivate a sense of agency to understand the power of critical thinking applied to their own lives and the world.

ESSAYS

- You need to follow current **MLA** format (8th ed.) for each out-of-class essay:
 - Do not print on both sides of a page.
 - Double-space every line. (It's a good idea to set up double-spacing once you create a document.)

- Use one-inch left, right, top, and bottom margins.
- Use Times New Roman and have 12 characters per inch.
- Do not include a separate cover page.
- For the 1st page, in the upper *left* corner, include your name, instructor name, course name (and section number in parentheses), and date.
- For other pages include a header at the top right (e.g., Jones 2).
- Center your essay's title and come up with a title that directs and focuses the essay rather than just re-states the title or description of the assignment.
- Don't justify your text. Make sure the *right* side of the paper is uneven. (Use this syllabus as an example.)
- All your writing for the class should be in Standard Written English, which means that in your writing you should not use slang and language that would be appropriate in casual conversation.
- You must save every draft of every out of class essay in a flash drive (in addition to wherever you save it in the computer itself). There will be no excuse for a draft that you didn't save and can't access.
- One late paper will be accepted up to two days (48 hours) late, **but it will be lowered a letter grade (ten percentage points) per day that it is late.** You'll need to contact me right away if your paper is going to be late. If it is turned in a little bit later than the time class starts (e.g., while class is still in session but after it begins), the grade will be lowered one half of a grade (five percentage points). You won't receive feedback on a late paper and you might not receive it until the end of the term. **Failure to submit any one of the assigned essays will lead you to fail the course.**
- I encourage you to visit the Writing Center to get help on some area of your writing. Bring a copy of the assignment with you and have a focus for your visit—something particular to have the instructor address. You may earn five points of **extra credit** for one of your visits if you print the Writing Center form (from the Modules section of Canvas) and get a name and signature from the instructor there who helped you, and then turn in the form to me with the revision of your essay. Students who earn lower than a B- grade on the first essay are especially encouraged to visit the Writing Center in order to get help with their next out-of-class essay prior to the due date.

PLAGIARISM

- Plagiarism—the undocumented use of someone else's words or ideas—will result in a grade of F or 0 for the assignment, depending on the nature of the offense. Repeated plagiarism will result in an automatic F in the course and possible administrative action by the college. See SRJC's Academic Integrity policy: <https://www.boarddocs.com/ca/santarosa/Board.nsf/goto?open&id=A63TJQ77A2C8#>
- In its commitment to academic honesty and accurate assessment of student work, SRJC uses Turnitin.com to prevent and detect plagiarism. This instructor reserves the right to have students submit their assignments to Turnitin.com in order to check for similarities between student submissions and the Internet, various research databases, and the Turnitin.com database of previous student submissions. Furthermore, this instructor may also submit essays to other instructors seeking plagiarism matches. You are required to submit your written work to the instructor and electronically to Turnitin.com, and by taking this class you agree that all assignments are subject to plagiarism detection processes and plagiarism penalties. **I will not read your essay if you do not first submit it to Turnitin.com by the due date.** If you delay submitting it to Turnitin.com, the paper itself will not be given written feedback, so be aware of due dates in order to do well. Assignments submitted to Turnitin.com by students will become part of a database and will be used for plagiarism prevention and detection. Student papers, however, will remain the intellectual property of the author.

COURSE REQUIREMENTS & CLASS POLICIES

- You'll get the most out of the course by coming to class prepared and willing to participate in discussion and activities. Some of our class time will be in the form of "roundtable" discussions where you are an essential part. That means any assigned reading must be read carefully before—not during—class. You must have the assigned readings or exercises with you in class (including ones **printed** from our Canvas page online). Please note that in all my years teaching, students who succeeded always had their homework completed

and their materials with them in class. If you come to class unprepared and/or without your course materials, it will be noted, whether or not I actually say something to you about it (and it would serve as your warning). **If it occurs a second time, your class participation grade for the semester will be lowered a letter grade. If it occurs again, your semester class participation grade will be an F.** This will hurt your overall course grade. Also, most of the class (the students who are prepared) will not appreciate the disruptions that arise from students who are unprepared.

- To give yourself a chance to do well, you need to be in class regularly. **You may not miss more than 3 class sessions or be tardy frequently (3 tardies = 1 absence).** If you exceed 3 absences (including from tardiness), **your class participation grade for the semester will be an F (and you should consider dropping the course).** Even a little more lenient than SRJC's official attendance policy, if you exceed 4 absences, **you will be dropped from the course; if your absence occurs after the drop deadline, your class participation grade for the semester will be a 0. Do not expect a warning.**
- Class begins on time, so you should not be late. If an occasion arises when you must be late, you may join the class if you do so without interruption. You may not be habitually tardy; if that occurs, you will be asked to drop the class. Remember that being tardy three times equals one absence.
- If you come to class at least 20 minutes late, you will be marked absent. Do not be late from a break since it is disruptive to the class. If you are late from a break, it will count as a tardy. If it persists, you will need to drop the class.
- Students who miss the first meeting without contacting me ahead of time with what I consider a legitimate reason may be dropped from the class in order to accommodate students in attendance at the first meeting with the hope of adding the class. Students who miss the first two meetings will be dropped from the class.
- Don't miss class just because you're unprepared to turn in an assignment. Everyone has a rough week on occasion. Missing class can make things even more challenging for you in the course, so help yourself by coming to class and just take the late grade by turning in the paper the next day.
- If you can't remember how many absences you have or how often you've been tardy, it has probably happened too often. If, for some reason, you'll be missing two classes in a row, you need to contact me right away so that we can discuss why you can't be in class. Students who have missed consecutive classes in the past have usually not been successful in the course, so I highly discourage you from ever missing two in a row unless it's really an emergency. I will always try to take roll and begin class on time. I highly recommend you don't miss any classes, except for an urgent situation. Save your absences for such a situation; don't be absent just because you're tired or just don't feel like going to class.
- You are considered absent if you leave early without making some arrangement with me ahead of time.
- Attendance counts starting on the first day of the term when the class meets, not the first day a student adds the class; students who add a class after its first official meeting collect the earlier absence(s).
- If you are absent or tardy, it is your responsibility to drop off any assignments to my mailbox or office or send them to class with someone. **It is also your responsibility to contact a classmate to find out what we did and what was assigned.** Absence does not excuse any lack of understanding about new dates and assignments. I highly encourage you to exchange contact information with classmates. If, *after* you've contacted a classmate to get the information, you don't understand something about what we covered or what is assigned, then please contact me early enough to be able to help you, but do not expect me to go over what I covered in class. Don't be the "Blue-haired Boy" from the video that I show you: <https://www.youtube.com/watch?v=qeSdC7lbAIA>
- In case I am ever absent, submit homework due that day to the Homework Box (right next to Room 631 of Call Hall, lower level). It must be submitted on time in order for you to receive credit.
- Go to the bathroom BEFORE class, or wait until the break or after class. It is disruptive and disrespectful to wander in and out of class during a discussion. If you really have to leave class, I will not say no, but this shouldn't happen often.
- The best time to reach me is during my office hours, and my office is where you should see me if you have any questions about your grade, attendance, or anything we're doing in the class.

- Withdrawals must be completed according to college policy (see catalog) or risk a grade of F. **You may not count on being dropped by me;** if you plan on dropping the class, you'll need to do so officially.
- We'll have regular (but unannounced) **quizzes** based on readings—no makeup's! Quizzes are meant to encourage you to do careful reading and have regular attendance, **so if you're late you don't get the quiz.**
- As a student here, you are required to abide by SRJC's Student Code of Conduct: <https://student-conduct.santarosa.edu/code-conduct-0>
Failure to do so will result in suspension and/or dismissal from the class.
- Cellular phones must have the volume turned OFF in class. Please have your phone and any electronic devices such as iPods, tablets, laptop computers, so-called smart watches, and any recording devices out of your sight (not on your desk or in your lap) so that they don't distract you and others. **If you use either of these in class, your semester class participation grade will be an F. If you use either of these again, your semester class participation grade will be a 0, and you will be suspended from class, which counts as an absence.**
- There should be nothing on your desk except for the course materials that you're using at that particular moment. Backpacks, handbags, and other such materials may not be on your desk to distract you or serve as cover while you text or read messages on your cell phone.
- Please do not chew gum or eat during class time. Use our short break to have a quick snack, or eat before or after class.

GRADING

Letter grades equal the typical grade percentage (for example, a B = 85%, a B- = 80%, etc.). The grading breakdown below has to do with how much weight each assignment or category is given (for example, the In-class Essay accounts for 15% of the total course grade).

20% = Essay on Protest Music

25% = Research-based Argumentative Essay

15% = In-class Essay (*Frankenstein*)

15% = Quizzes, Homework Exercises

10% = Class Participation

15% = Final (Essay)

IMPORTANT DATES

24 Sept.	Last Day to Drop (without a W): Section 2424
25 Sept.	Last Day to Drop (without a W): Sections 2427, 3648
12 Nov. (M)	Vet. Day Holiday (No Classes)
18 Nov.	Last Day to Drop (<i>with</i> a W): Section 2424
19 Nov.	Last Day to Drop (<i>with</i> a W): Sections 2427, 3648
22 Nov. (Th)	Thanksgiving Holiday (No Classes)
12 Dec. (W)	Final (2424)
13 Dec. (Th)	Final (2427, 3648)

ADA STATEMENT

SRJC is committed to providing reasonable accommodations for students with disabilities upon timely request of the student and upon verification of disability. Please contact the Disability Resources Office (Jacobs Hall, Room 101) at (707) 778-2491. On the Santa Rosa Campus (Bertolini Hall, 3rd floor), call (707) 527-4278.

E-MAIL ETIQUETTE

- Do not *expect* to reach me during weekends. If you need to see me during the regular week, the best place is my office during my posted office hours. If you need to reach me during the week but not during that time, please e-mail me.
- E-mail messages must be professional: do not just start writing your message; first, address me by name (e.g., Professor Sarraf). I will show you the same courtesy. If you do not address me, I will not reply to the message. Also, use Standard Written English (not language that is acceptable when texting your friends). Please identify the course and section number or days and time that we meet.
- Please understand that you are not the only person trying to reach me, so if your need is urgent, then you really need to come to the office directly. Otherwise, I will get to your message once I can.

JUST TRYING TO HELP

- In order to pass the course, you must expect to attend regularly, take notes, contribute to class discussion, complete assignments, and pass the quizzes. Please keep all the work that is returned to you until you receive your grade from the college.
- I encourage you to be open to different approaches that we take and to different views on various subjects. Challenge yourself by considering different ways of doing things.
- Check out the Online Writing Lab at <http://srcwritingcenter.com/lab.html> for help with any writing issues.
- It's important that you always do the work assigned (even the little things), if you expect to do well in the class.
- You know at the end of class when most students are shuffling their bags, books, and folders while the instructor's assigning/explaining the homework for the next meeting? That's when students miss things that the instructor says about the homework and are then unprepared the next meeting. Don't let this happen. Please hold off getting ready to go until I've finished completely.
- I highly encourage you to meet with me during my office hours (or make an appointment) to get help on your writing or to talk about anything we're covering in class or any problems you're having in the class. Your concerns are not "silly" or "stupid" to me, but I can try to help only if you make it known that you need help. Please do not e-mail your drafts to me for feedback; instead, come by my office in person, with a copy of your essay and a focus for your visit, something particular to address in your writing. I would be very happy to help you then.
- It is inappropriate to lobby an instructor for a higher grade than the one that you are earning. If you would like clarification for a particular grade earned on an assignment, you're welcome to come by my office during office hours at least two full days after receiving your essay and after you have read the grading rubric, assignment, and the essay itself, but do not persist in making comments like, "But I'm an A student" and similar remarks. **I will answer questions about grades only privately in my office.** Do not e-mail questions about it or ask me in class.
- By always being in class, you give yourself a better chance to be successful in the course, as students who have not been in class regularly have done poorly.
- This is our contract, so as an enrolled student in our class you understand your responsibilities and accept the conditions for being a student in it. Please speak to me if you have any questions. It is also a good idea to review the syllabus periodically throughout the term. Just because you couldn't remember anything from the syllabus does not mean it does not apply to you.
- I find learning and teaching to be very rewarding, and I really enjoy being in the classroom and playing a part in helping students reach their goals. I try to foster a healthy, comfortable environment in my classes, and I hope that you will sense that right away and allow it to help you reach your full potential.